
ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Agenda Regular Board Meeting Tuesday, November 15, 2022

Jeffery C. Hall, President
Gregory A. Pensa, Vice President
Suzanne Levy, Ed.D.
Alejandra Enciso
Hilda Zacarias
Mirian Solano, Student Trustee

Allan Hancock College
Closed Session - Captain's Room, B-102
Open Session - Boardroom, B-100
800 South College Drive, Santa Maria, CA 93454

	<u>Page</u>	<u>Tent. Time</u>
1. Call to Order		5:00 PM
2. Public Comment to Closed Session		

This section of the agenda is intended for members of the public to address the Board of Trustees on items involving the community college district that are being considered in Closed Session. *Please note that board members are prohibited by the Brown Act from responding to comments made regarding topics not on the official agenda.* Public comments will be given in person during the meeting or submitted in writing at least 24 hours before the meeting via email to: ccamacho@hancockcollege.edu. The leading speaker from the audience on each side of the issue will be limited to five minutes. Additional speakers are limited to two minutes. Please submit an individual comment card for each item.

3. Adjourn to Closed Session		5:00 PM
3.A. Discipline/Dismissal/Release of Public Employee (1 case) (Govt. Code §54957)		
3.B. Conference with Labor Negotiator – (Government Code §54957.6)		

Agency designated representatives: Dr. Robert Curry
Employee Association: Faculty Association

Agency designated representative: Dr. Robert Curry
Employee Association: Part-Time Faculty Association

Agency designated representative: Dr. Kevin Walthers
Unrepresented Employees: Management

Agency designated representative: Dr. Kevin Walthers
Unrepresented Employees: Supervisory/Confidential

Agency designated representative: Ruben Ramirez
Employee Organization: California School Employees Association (CSEA) Chapter #25

Agency designated representative: Ruben Ramirez
Unrepresented Employee: Superintendent/President

- | | | | |
|----|---------------------------------|--|---------|
| 4. | Reconvene to Open Session | | 6:00 PM |
| 5. | Action Taken in Closed Session | | |
| 6. | Pledge of Allegiance | | |
| 7. | Approval of Agenda as Presented | | |
| 8. | Public Comment | | |

Public comments on an agenda item or another topic within the jurisdiction of the board of trustees will be given in person during the meeting or submitted in writing at least 24 hours before the meeting via email to: ccamacho@hancockcollege.edu The leading speaker from the audience on each side of the issue will be limited to five minutes. Additional speakers are limited to two minutes. Please submit an individual comment for each item. Testimony on specific agenda items will be welcome during consideration of the item by the Board of Trustees. When public testimony is completed regarding a specific agenda item, discussion is then confined to board members only. This practice is in accordance with laws governing Board of Trustees public meetings.

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| 9. | Approval of Minutes | | |
| | 9.A. Approval of Minutes from the October 18, 2022, special board meeting. | | 8 |
| 10. | Presentation | | |
| | 10.A. National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP) | | |
| | Christine Reed, counselor/coordinator, MESA/STEM Academic Success Center and Dominic Dal Bello, professor, engineering, will share an overview of the college's National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP) three-year grant project titled California Central Coast Community College Collaborative (C6). | | |
| | 10.B. Dr. Stephanie Crosby, interim dean, Student Services, will provide an update on the Veteran's Success Center. | | |

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10.C. Changing the Odds		
Dr. Walthers will share a Changing the Odds moment.		
11. Consent Agenda		
Consent agenda items are consistent with adopted policies and approved practices of the district and are deemed routine in nature. They will be acted upon by roll-call vote in one motion without discussion unless members of the board request an item's removal from the consent agenda.		
11.A. Register of Warrants and Payroll Summary 09/01/22 through 09/30/22	15	
A recommendation that the board of trustees approve commercial warrants.		
11.B. Authorization to Declare District Property as Surplus	17	
A recommendation that the board of trustees declare the items listed to be surplus and authorize disposal of the items through the appropriate procedures.		
11.C. First Quarter Financial Status Report	19	
A recommendation that the board of trustees accept the first quarter financial status report.		
11.D. Review of Grants Proposals Submitted	24	
A recommendation to review grants proposals submitted.		
11.E. Part-time Faculty Appointments, Regular Faculty Overload Assignments and Special Assignments/Stipends	25	
A recommendation that the board of trustees approve part-time faculty appointments, regular faculty overload, and special assignments/stipends.		
11.F. Appointment of Department Chair	35	
A recommendation that the board of trustees approve the department chair appointment of Chris Stevens, Kinesiology, Recreation, and Athletics, to serve a term of three years, for the academic years 2023-2024, 2024-2025, and 2025-2026.		

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11.G. Short-Term/On-Call, Substitute, and Professional Expert Appointments Exempt from Classified Service	36	
A recommendation that the board of trustees approve the short-term/on-call, substitute, and professional expert appointments exempt from classified service as presented.		
11.H. Appointments, Transfers, and Promotions of Classified Service Employees	38	
A recommendation that the board of trustees approve the appointment or promotion of classified service employees as presented.		
11.I. Out-of-Classification Assignment of Classified Service Employees	39	
A recommendation that the board of trustees approve the out-of-classification assignments of classified service employees as presented.		
11.J. Appointments of Tenure-Track Faculty Members	40	
A recommendation that the board of trustees approve the appointment of tenure-track faculty member as presented.		
11.K. Memorandum of Understanding Between the Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College.	41	
A recommendation that the board of trustees ratify the Memorandum of Understanding between the Allan Hancock Joint Community College District “district” and the Faculty Association “FA” regarding program review, as presented.		
11.L. Second Reading: Revised Board Policy 2310, Regular Meetings of the Board	43	
A recommendation to adopt Board Policy 2310, Regular Meetings of the Board.		
11.M. Second Reading: Board Policy 2725, Board Member Compensation	46	
A recommendation to adopt Board Policy 2725, Board Member Compensation.		

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11.N. Second Reading: Five-Year Review of Board Policy 6740, Citizens' Bond Oversight Committee	48	
A recommendation to adopt Board Policy 6740, Citizens' Bond Oversight Committee.		
11.O. Administrator Emeritus Status	50	
A recommendation that the board of trustees approve the administrator emeritus status as presented.		
11.P. Community Services (Fee-Based) Education Courses	51	
A recommendation to approve proposed community services (fee-based) courses for spring 2023.		
13. Oral Reports		6:50 PM
13.A. Superintendent/President's Report		
13.B. Board Member Reports		
13.C. Association Reports		7:00 PM
1) Associated Student Body Government		
2) AHC Foundation		
3) Management Association		
4) Part-Time Faculty Association		
5) Faculty Association		
6) Academic Senate		
7) California School Employees Association		
14. Action Items		7:25 PM
14.A. Resolution 22-26, Delegation of Governing Board Powers and Duties for the 2023 Calendar Year	53	
A recommendation that the board of trustees adopt Resolution 22-26, Delegation of Governing Board Powers and Duties for the 2023 Calendar Year		
14.B. Public Hearing on the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185 Contract Reopeners with the District on the Entire Agreement for Fiscal Years 2023-2024 through 2025-2026.	55	
A recommendation that the board of trustees give reasonable time for any public comment on the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185 contract reopeners with the Allan Hancock Joint		

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Community College District on the entire agreement for Fiscal Years 2023-2024 through 2025-2026.		
14.C. Public Hearing on the Allan Hancock Joint Community College District Contract Reopeners with the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 on the Entire Agreement for Fiscal Years 2023-2024 through 2025-2026.	59	
A recommendation that the board of trustees give reasonable time for any public comment on the Allan Hancock Joint Community College District contract reopeners with the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 on the entire agreement for Fiscal Years 2023-2024 through 2025-2026.		
15. Information		7:30 PM
15.A. Employee Retirements and Resignations	61	
The superintendent/president has accepted the retirements and resignations of employees as presented.		
15.B. Student Equity Plan	62	
The Student Equity Plan is presented for review.		
15.C. Annual Distance Education Report	117	
An annual report on distance education.		
15.D. First Reading: Review Board Policy and Revised Administrative Procedure 4020, Program, Curriculum, and Course Development	119	
A recommendation to review Board Policy and revised Administrative Procedure 4020, Program, Curriculum, and Course Development.		
15.E. First Reading: Revised Administrative Procedure 4255, Dismissal and Readmission	126	
A recommendation to review revised Administrative Procedure 4255, Dismissal and Readmission.		
15.F. First Reading: Revised Board Policy and Administrative Procedures 5050, Student Success and Support Program	130	
A recommendation to review revised Board Policy and Administrative Procedures 5050, Student Success and Support Program.		

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15.G. First Reading: Revised Board Policy 6200, Budget Preparation	136	
A recommendation that the board of trustees review Board Policy 6200, Budget Preparation.		
15.H. First Reading: Revised Board Policy 6250, Budget Management	138	
A recommendation that the board of trustees review revised Board Policy 6250, Budget Management.		
15.I. First Reading: New Board Policy 6305, Reserves and Revised Administrative Procedure 6305, Reserves	140	
A recommendation that the board of trustees review new Board Policy 6305, Reserves and revised Administrative Procedure 6305, Reserves.		
15.J. First Reading of Institutional Self Evaluation Report (ISER) Draft	143	
15.K. Monthly Report, Associate Superintendent/Vice President, Academic Affairs	144	
15.L. Monthly Report, Associate Superintendent/Vice President, Student Services	145	
15.M. Monthly Report, Vice President, Institutional Effectiveness	146	
15.N. Monthly Report, Executive Director, College Advancement	147	
15.O. Monthly Report, Associate Superintendent/Vice President, Finance and Administration	148	
15.P. A Monthly Report on the Year-to-Date Financial Data for Various Funds.	149	
16. New Business		8:30 PM
17. Calendar	172	
18. Adjournment		

The next regular meeting of the Board of Trustees will be held on Tuesday, December 20, 2022. Closed session begins at 5:00 p.m. Open session begins at 6:00 p.m.



Kevin G. Walthers, Ph.D.
Secretary to the Board of Trustees

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Minutes
Regular Board Meeting
Tuesday, October 18, 2022

Jeffery C. Hall, President
Gregory A. Pensa, Vice President
Suzanne Levy, Ed.D.
Alejandra Enciso
Hilda Zacarías
Mirian Solano, Student Trustee

Guadalupe City Hall
City Auditorium – Closed Session
Council Chambers – Open Session
918 Obispo St., Guadalupe, CA 93434

1. Call to Order

Trustee Hall called the meeting to order at 5:07 p.m. with the following trustees present:
Enciso, Hall, Levy, Pensa, Zacarías

Trustees absent: None

Administrators present: Walthers

2. Public Comment to Closed Session

No public comment was made.

3. Adjourn to Closed Session

Trustee Hall adjourned the meeting to closed session at 5:07 p.m.

4. Reconvene to Open Session

Trustee Hall reconvened the meeting to open session at 6:05 p.m.

Administrators present: Hooten, Milbourne, Murphy, Siwabessy, Smith, Specht, Walthers

5. Action Taken in Closed Session

Trustee Hall reported that pursuant to California Government Code Section 54957.1, the board of trustees approved, by a unanimous vote, to finalize a settlement on existing litigation Santa Barbara County Court Case No. Case Number 19CV044820. The terms of the settlement agreement include no admission of liability on behalf of the defendants. The agreement also includes a complete release by plaintiff and dismissal of the action in exchange for the payment of \$125,000.00.”

6. Pledge of Allegiance

Ruben Maldonado, Hancock College student, led the Pledge of Allegiance.

7. Approval of Agenda as Presented

The following items were removed from the agenda:

11.A. National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP) and 12V Memorandum of Understanding Between the Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College

On a motion by Trustee Zacarías, seconded by Trustee Enciso, the board of trustees approved the agenda, on a roll-call vote as follows:

Ayes: Enciso, Hall, Levy, Pensa, Zacarías

Noes: None

Abstentions: None

Concur: Student Trustee

8. Public Comment

No public comment was made.

9. Oath of Office for Unopposed Board Members

9.A. Administration of Oath of Office to Unopposed Board Members

The superintendent/president administered the oath of office to Trustee Alejandra Enciso (Area 3) and Trustee Gregory A. Pensa (Area 5).

10. Approval of Minutes

10.A. Approval of minutes from the September 13, 2022, special board meeting.

On a motion by Trustee Pensa, seconded by Trustee Levy, the board of trustees voted unanimously to approve the minutes for the September 13, 2022 special board meeting. (Ayes: Enciso, Hall, Levy, Pensa, Zacarías; Noes: None; Absent: None; Student Advisory Vote: Concur)

10.B. Approval of minutes from the September 20, 2022, regular board meeting.

On a motion by Trustee Pensa, seconded by Trustee Levy, the board of trustees voted unanimously to approve the minutes for the September 20, 2022 regular board meeting. (Ayes: Enciso, Hall, Levy, Pensa, Zacarías; Noes: None; Absent: None; Student Advisory Vote: Concur)

11. Presentation

11.A. National Science Foundation Louis Stokes Alliances for Minority Participation (LSAMP)

This item was removed from the agenda

11.B. Culturally Responsive Higher Education Curriculum

Dr. LeeAnne McNulty, director, Institutional Grants and Rick Rantz, dean, Academic Affairs, shared an overview of the Culturally Responsive Higher Education Curriculum Assessment Professional Development Series. They provided an overview of how they researched and created the document. They have designed a professional development series and have been invited by different community colleges across the nation to share the curriculum.

11.C. Changing the Odds

Dr. Walthers shared former student Rebecca Ensing was recently hired as the operations director for the California Community College Athletic Association.

12. Consent Agenda

Items 12.C. Adoption of the 2022-23 Education Protection Account Expenditure Plan and 12.D. Authorization to Borrow up to 60 Percent of the District's Net Equity in the Self-Insured Program for Employees (SIPE) Workers' Compensation Joint Powers Authority (JPA) were removed from the consent agenda for further consideration.

On a motion by Trustee Enciso, seconded by Trustee Levy, the board of trustees voted to approve the consent agenda, on a roll-call vote as follows:

Ayes: Enciso, Hall, Levy, Pensa, Zacarías

Noes: None

Abstentions: None

Concur: Student Trustee

13. Oral Reports

13.A. Superintendent/President's Report

Dr. Walthers attended many fundraising events that support community programs. He said students are enjoying the new lounge furniture in the Mechanics Bank Student Center.

13.B. Board Member Reports

Trustee Pensa attended the Hispanic Association of Colleges and Universities (HACU) conference, and a Diversity, Equity, Inclusion summit. He also attended a presentation by Rick Rantz and Dr. LeeAnne McNulty on cultural diversity.

Trustee Zacarías was glad to attend the HACU conference with fellow trustees and hopes a student delegation will attend next year. She attended the Black and White Ball hosted by the Mexican Ladies Social Club. She mentioned she is serving on a government transportation committee that helps make informed decisions on public transportation.

Trustee Levy attended the Viticulture and Enology Foundation meeting, a Hancock band event, National Coming Out Day, and Hispanic Heritage Day.

Trustee Enciso attended the HACU conference, a Santa Barbara Foundation mixer, the Black and White Ball and Hispanic Heritage week event. She is looking forward to attending the Association of Community College Trustees conference.

Student Trustee Solano played in the students versus staff football game. She helped plan and host the Hispanic Heritage Week activities. She thanked everyone who attended recent student events.

Trustee Hall noted the Hispanic Heritage Day is much needed and was glad to see supporting events take place. He attended the HACU conference and would like the student body president and student trustees to attend the conference next year.

13.C. Association Reports

1) AHC Foundation

No report was given.

2) Management Association

Stephanie Robb, director of Student Activities and Outreach, gave an update on the many accomplishments of the management association members. She thanked Marina Washburn and Margaret Lau for their service and wished them well on the next chapter of their lives.

3) Part-Time Faculty Association

Monique Segura reported the association is preparing for negotiations. They have reinstated their weekly updates which provides snippets of information to the association members.

4) Faculty Association

No report was given.

5) Academic Senate

Nancy Jo Ward reported the Senate is working on their institutional assessment plan. They have reviewed the Student Equity Plan, board policies and procedures, and the Accreditation Self-evaluation. They are also working on plans on improving campus climate based on the results and discussions from the most recent survey.

6) California School Employees Association

Dorine Mathieu announced the association is taking 2023-25 e-board nominations and the results will be announced at the December meeting. She reported some of their members stood with the Santa Maria Joint Union High School district in a rally to promote equity and respect for all classified staff.

7) Associated Student Body Government

Edianna Ysip reported the students vs. staff football game was a huge success. She thanked all who planned the Diversity, Equity and Inclusion summit. She shared highlights of Hispanic Heritage Day activities.

14. Action Items

14.A. No action items were submitted.

Consent items considered:

12.C. Adoption of the 2022-23 Education Protection Account Expenditure Plan

On a motion by Trustee Pensa, seconded by Trustee Levy, the board of trustees voted unanimously to adopt the 2022-23 Education Protection Account Expenditure Plan as submitted. (Ayes: Enciso, Hall, Levy, Pensa, Zacarías; Noes: None; Absent: None; Student Advisory Vote: Concur)

12.D. Authorization to Borrow up to 60 Percent of the District's Net Equity in the Self-Insured Program for Employees (SIPE) Workers' Compensation Joint Powers Authority (JPA)

On a motion by Trustee Levy, seconded by Trustee Pensa, the board of trustees voted unanimously to authorize the college to borrow up to 60 percent of the district's net equity in the Self-Insured Program for Employees (SIPE) Workers' Compensation Joint Powers Authority (JPA) as submitted. (Ayes: Enciso, Hall, Levy, Pensa, Zacarías; Noes: None; Absent: None; Student Advisory Vote: Concur)

15. Information Items

15.A. Employee Retirements and Resignations

Dr. Walthers has accepted the retirements and resignations of employees as presented. He acknowledged Margaret Lau for her service.

15.B. First Reading: Board Policy 2310, Regular Meetings of the Board

The board of trustees did not suggest changes to the policy.

15.C. First Reading: Board Policy 2710, Conflict of Interest

The board of trustees did not suggest changes to the policy.

15.D. First Reading: 5-Year Review Board Policy and Administrative Procedure 6740, Citizen's Bond Oversight Committee

The board of trustees did not suggest changes to the policy or administrative procedure.

15.E. First Reading: 5-Year Review Board Policy 6850 Hazardous Materials

The board of trustees did not suggest changes to the policy.

15.F. 2022-2027 State Scheduled Maintenance Plan

Associate Superintendent Smith presented the 2022-2027 State Scheduled Maintenance Plan.

15.G. Monthly Report, Associate Superintendent/Vice President, Academic Affairs

Dr. Walthers noted Dr. Curry was at a conference and invited the trustees to ask questions regarding this agenda item.

15.H. Monthly Report, Interim Associate Superintendent/Vice President, Student Services

Dr. Siwabessy shared the Career Center College Corps team hosted a swearing in ceremony for 50 College Corps fellows. Each fellow will work 450 hours and earn up to \$10,000 to help offset college costs.

15.I. Monthly Report, Vice President, Institutional Effectiveness

Vice President Murphy provided information on national enrollment trends and Hancock's enrollment trends. He shared how two of his staff members participated and presented at the Diversity, Equity, and Inclusion summit.

15.J. Monthly Report, Executive Director, College Advancement

Dr. Hooten reported the Public Affairs Office launched a new publicity request form to streamline internal communication efforts. He added there's a significant number of programs that need publicity support.

15.K. Monthly Report, Associate Superintendent/Vice President, Finance and Administration

Associate Superintendent Smith is working on how to spend COVID-19 Recovery Block Grant. There are plans to use the funds to increase mental health and basic needs and gave an overview for the Student Health Center needs.

15.L. A Monthly Report on the Year-to-Date Financial Data for Various Funds

Associate Superintendent Smith noted the monthly report was unremarkable and added all funds have positive balances.

16. New Business

There were no requests for new business.

17. Calendar

Dr. Walthers said the basketball season is beginning and football season is ending.

18. Adjournment

Trustee Hall adjourned the meeting at 7:31 p.m.



Kevin G. Walthers, Ph.D.
Secretary to the Board of Trustees

CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Register of Warrants and Payroll Summary 9/01/22 through 9/30/22	Item Number: 11.A.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2 Full Warrant Register online

BACKGROUND

The following summary is submitted for board of trustees' approval. The full warrant register will be posted on the district's website in the electronic board agenda for review prior to the board meeting.

	<u>Fund Expenditures</u>	<u>Total Fund Expenditures</u>
General Fund 9410		
Invoice Warrants	\$2,707,495.24	
Payroll 9/1/22 - 9/30/22	5,985,360.15	
Total General Fund		\$8,692,855.39
Child Development Fund 9433		
Invoice Warrants	4,814.64	
Payroll 9/1/22 - 9/30/22	96,513.05	
Total Child Development Fund		101,327.69
Capital Projects Fund 9440		
Invoice Warrants	0.00	
Payroll 9/1/22 - 9/30/22	0.00	
Total Capital Projects Fund		0.00
Capital Outlay Projects Fund 9441		
Invoice Warrants	6,244,308.90	
Total Capital Outlay Projects Fund		6,244,308.90
Go Bond Building Fund 9447		
Invoice Warrants	2,071,497.08	
Total Go Bond Building Fund		2,071,497.08
Self-Insurance Dental Fund 9461		
Invoice Warrants	59,901.00	
Total Self-Insurance Dental Fund		59,901.00
Self-Insurance Property/Liability Fund 9463		
Invoice Warrants	6,353.38	
Total Self-Insurance Property/Liability Fund		6,353.38
Post-Employment Benefits Fund 9469		
Invoice Warrants	0.00	
Total Post-Employment Benefits Fund 9469		0.00
Student Center Fee Trust Fund 9473		
Invoice Warrants	\$39,826.23	
Total Student Center Fee Trust Fund		\$39,826.23
 <u>Grand Total All Funds</u>		 <u>\$17,216,069.67</u>

RECOMMENDATION

Staff recommends that the board of trustees approve commercial warrants 25035596 through 25036180 for a subtotal of \$11,134,196.47 and payroll warrants in the amount of \$6,081,873.20, for a grand total of \$17,216,069.67.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
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ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
09/01/2022 - 09/30/2022
Payroll

General Fund 10

100 Academic Salaries

1100A	Academic Salaries Full Time	1,666,793.52
1100B	Administrators (Cert.) Non Teaching	251,431.50
1100D	Part Time Faculty	765,025.01
SUB TOTAL		<u><u>\$2,683,250.03</u></u>

200 Classified Salaries

2000A	CSEA	1,204,186.33
2000B	Confidential/Supervisory	189,179.83
2000C	Classified Administrators	214,361.12
2000E	Classified Hourly	165,619.16
2000F	Student Workers	136,628.85
2000G	Board Member	1,200.00
SUB TOTAL		<u><u>\$1,911,175.29</u></u>

300 Employee Benefits

3000A	STRS	407,484.55
3000B	PERS	412,084.58
3000C	OASDHI-FICA	160,507.46
3000D	Health & Welfare	353,411.35
3000E	EDD-SUI	21,107.86
3000F	Workers Comp	36,339.03
SUB TOTAL		<u><u>\$1,390,934.83</u></u>

TOTAL FUND 10 **\$5,985,360.15**

Child Development Fund 33

100 Academic Salaries

1100A	Academic Salaries Full Time	19,423.37
SUB TOTAL		<u><u>\$19,423.37</u></u>

200 Classified Salaries

2000A	CSEA	9,459.41
2000E	Classified Hourly	9,765.53
2000F	Student Workers	44,492.13
SUB TOTAL		<u><u>\$63,717.07</u></u>

300 Employee Benefits

3000A	STRS	3,677.41
3000B	PERS	4,330.89
3000C	OASDHI-FICA	1,599.97
3000D	Health & Welfare	2,917.29
3000E	EDD-SUI	178.41
3000F	Workers Comp	668.64
SUB TOTAL		<u><u>\$13,372.61</u></u>

TOTAL FUND 33 **\$96,513.05**

TOTAL DISTRICT PAYROLL **\$6,081,873.20**

**Allan Hancock College
Warrant Register**

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
Ahc - District Trust Fund	Payroll Deduction 8.31.22	\$160.00	
		\$160.00	CT 25035596
AHC Foundation	Payroll Deduction for 8.31.22	\$3,909.96	
		\$3,909.96	CT 25035597
Assoc CA Community College Admin	Payroll Deduction 8.31.22	\$97.74	
		\$97.74	CT 25035598
Jacqueline Brunello	Retiree 2% District Allocation for July 1, 2022	\$1,545.35	
		\$1,545.35	CT 25035599
Employment Development Dept	Payroll Deduction 8.31.22	\$212.86	
		\$212.86	CT 25035600
Envoy Plan Services Inc.	Payroll Deduction 8.31.22	\$119,740.98	
		\$119,740.98	CT 25035601
FACCC Fac Assoc CA Comm Colleges	PAYROLL DEDUCTION 8.31.22	\$266.00	
		\$266.00	CT 25035602
Faculty Association of AHCC	PAYROLL DEDUCTION 8.31.22	\$6,887.30	
		\$6,887.30	CT 25035603
Franchise Tax Board	PAYROLL DEDUCTION 8.31.22	\$3,257.78	
		\$3,257.78	CT 25035604
IRS ACS Support	PAYROLL DEDUCTION 8.31.22	\$2,367.58	
		\$2,367.58	CT 25035605
McKesson Medical Surgical Inc	Exam Glove Large Item #1107942	\$47.08	
	PPD Tubersol 1ML 10 test Item #162671	\$539.84	
	Shipping on Ice	\$8.00	
		\$594.92	CT 25035606
Mission Linen Supply	Laundry Service for Auto Body Program	\$34.60	
	Uniform Services and Towels, 07-01-22 thru 6-30-23	\$41.13	
	Uniform Services and Towels, 07-01-22 thru 6-30-23	\$41.13	
	Uniform Services and Towels, 07-01-22 thru 6-30-23	\$41.13	
		\$157.99	CT 25035607
Motimatic PBC	Placement of Social Media Reengagement Campaign	\$100,000.00	
		\$100,000.00	CT 25035608
Otto Frei	Instructional supplies for noncredit jewelry class	\$299.99	
	Instructional Supplies for noncredit jewelry class	\$299.96	
		\$599.95	CT 25035609
PARS Public Agency Retirement	PAYROLL DEDUCTION 8.31.22	\$10,672.34	
		\$10,672.34	CT 25035610
Part Time Faculty AHC - Member	PAYROLL DEDUCTION 8.31.22	\$10,599.94	

16-3 Revised

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$10,599.94	CT 25035611
Quadient Leasing USA, Inc	Leasing IS5000 Mail Machine, 7-1-22 thru 6-30-23	\$1,995.75	
		\$1,995.75	CT 25035612
Rally Factory	Embroidery Hats Fitted Quote 8237#1	\$937.65	
	Embroidery Hats Flex Fit (Buy 1 get 1 free)	\$937.64	
	Shipping	\$45.00	
		\$1,920.29	CT 25035613
Santa Barbara Co Dept Of Social Svc	WRC Lease Operating Costs 7-1-22 to 6-30-23	\$1,912.88	
		\$1,912.88	CT 25035614
Santa Barbara County Sheriff's Office	PAYROLL DEDUCTION 8.31.22	\$1,596.83	
		\$1,596.83	CT 25035615
ScholarShare College Savings 529	PAYROLL DEDUCTION 8.31.22	\$30.00	
		\$30.00	CT 25035616
Smart & Final	Snacks for UTC App & Transfer Workshops	\$69.55	
	Snacks for UTC App & Transfer Workshops	\$95.12	
	Food Supplies for Stem Week of Discovery	\$197.12	
	Food Supplies for Stem Week of Discovery	\$348.69	
		\$710.48	CT 25035617
	Food for childrens center 7-1-22 to 12-31-22	\$161.74	
	Food for childrens center 7-1-22 to 12-31-22	\$42.92	
		\$204.66	CT 25035618
	CA Supply purchase 08.15.22 thru 12.31.22	\$43.25	
		\$43.25	CT 25035619
Sport & Cycle Team Athletics Inc	W'S GAMETIME JERSEY Item# UJKJG1W, quote# 7036	\$814.15	
	W'S GAMETIME SHORT Item# UJKSG1W	\$814.15	
	W'S PRIMETIME PLUS SHORT Item# UJKSP2W	\$1,252.63	
	W'S PRIMETIME PLUS RACER BACK JERSEY Item# UJKJPRW	\$1,252.61	
	Shipping	\$190.52	
		\$4,324.06	CT 25035620
Strata Information Group	DBA and ODS Consulting Services	\$2,360.00	
		\$2,360.00	CT 25035621
Target Specialty Products	Landscape Supplies, 7-1-22 thru 5-31-23	\$1,339.30	
		\$1,339.30	CT 25035622
TJD & Associates, LLC	Culturally Responsive Curriculum Initiative	\$4,000.00	
		\$4,000.00	CT 25035623
United Parcel Service	UPS Charges, 7-1-22 thru 6-30-23	\$98.80	
		\$98.80	CT 25035624

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
United Way of the Central Coast	PAYROLL DEDUCTION 8.31.22	\$30.00	
		\$30.00	CT 25035625
Vital Records Control	Confidential Records Shredding	\$78.10	
	Confidential Records Shredding	\$75.00	
	Confidential Records Shredding	\$75.00	
	Confidential Records Shredding	\$75.00	
	Confidential Records Shredding	\$75.00	
	Confidential Records Shredding	\$80.96	
		\$459.06	CT 25035626
Western Exterminator Company	Pest Control Services - Bldg. D (PCPA Theater)	\$299.75	
	Pest Control Services - Bldg. G Cafeteria	\$124.25	
	Pest Control Services - Bldg. G Cafeteria	\$124.25	
	Pest Control Services - CBC Bldg.	\$103.55	
	Pest Control Services - CBC Bldg.	\$103.55	
		\$755.35	CT 25035627
Cade Ballard	Manual Refund Submitted	\$116.00	
		\$116.00	CT 25035628
Devon Barthmaier	Manual Refund Submitted	\$30.00	
		\$30.00	CT 25035629
Cornelius Buelna	Manual Refund Submitted	\$1,061.00	
		\$1,061.00	CT 25035630
Ernesto Cervantes	Manual Refund Submitted	\$47.00	
		\$47.00	CT 25035631
Leela Contreras	Manual Refund Submitted	\$46.00	
		\$46.00	CT 25035632
Noi Garcia	Manual Refund Submitted	\$20.00	
		\$20.00	CT 25035633
Luis Garcia-Mendoza	Manual Refund Submitted	\$700.00	
		\$700.00	CT 25035634
Nathaniel Herrera	Manual Refund Submitted	\$1,096.00	
		\$1,096.00	CT 25035635
Luis Leon	Manual Refund Submitted	\$100.00	
		\$100.00	CT 25035636
Justin Martin	Manual Refund Submitted	\$15.00	
		\$15.00	CT 25035637
Masiel Martinez	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25035638
Sebastian Martinez	Manual Refund Submitted	\$1,686.00	
		\$1,686.00	CT 25035639
Martha Osborne	Manual Refund Submitted	\$15.00	

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Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$15.00	CT 25035640
Gabriel Rangel	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035641
Samuel Roberts	Manual Refund Submitted	\$30.00	
		\$30.00	CT 25035642
Adrina Robinett	Manual Refund Submitted	\$100.00	
		\$100.00	CT 25035643
Jacob Rosenfeld	Manual Refund Submitted	\$30.00	
		\$30.00	CT 25035644
Cristian Uribe	Manual Refund Submitted	\$44.00	
		\$44.00	CT 25035645
Alondra Vazquez	Manual Refund Submitted	\$300.00	
		\$300.00	CT 25035646
Erica Vitervo	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25035647
Mikayla Zarate	Manual Refund Submitted	\$300.00	
		\$300.00	CT 25035648
Acme Auto Leasing Llc	Lease payments for 2018 Dodge Police Charger	\$658.80	
		\$658.80	CT 25035649
Agile Sports Technologies Inc	Mens Soccer HUDL Silver Additional 7/15/22-7/14/23	\$549.00	
	Womens Soccer Hudl Silver Add'l 7/15/22-7/26/22	\$0.00	
	Womens Soccer Hudl Silver Add'l 7/27/22-7/26/23	\$549.00	
		\$1,098.00	CT 25035650
AHC Foundation	Fiscal 2022 -23 FDTN Adv Salary Rmb	\$6,928.24	
		\$6,928.24	CT 25035651
Amazon	INSTRUCTIONAL SUPPLIES OPEN UNTIL 5.31.23	\$47.53	
	INSTRUCTIONAL SUPPLIES OPEN UNTIL 12.31.22	\$68.52	
	Instructional Supplies 7/05/2022-5/31/2023	(\$96.55)	
	Instructional Supplies 7/05/2022-5/31/2023	\$279.27	
	Instructional Supplies 7/05/2022-5/31/2023	\$22.25	
	Instructional Supplies 7/05/2022-5/31/2023	\$1,247.14	
	Office Supplies - Paper, Paper clips, Rubber Bands	\$743.64	
	Science Lab Supplies July 1, 2022-May 31, 2023	\$26.47	
	Science Lab Supplies July 1, 2022-May 31, 2023	\$125.56	
	Office Operational Supplies 7/5/22 - 5/31/23	\$186.96	
	Instructional Supplies 07-05-22 to 05-31-23	\$48.74	
	Office Supplies, 7/06/22 - 5/31/23	\$57.40	
	Office Supplies, 7/06/22 - 5/31/23	\$163.10	
	Office Supplies, 7/06/22 - 5/31/23	\$122.26	
	Instructional Supplies,	\$1,750.66	
	Misc Supplies for Childrens Cntr 7-1-22 to 5-31-23	\$307.76	
	Misc Supplies for Childrens Cntr 7-1-22 to 5-31-23	\$298.27	
	Athletic Supplies 7-1-22 through 5-31-23	\$165.26	
	Athletic Supplies 7-1-22 through 5-31-23	\$86.97	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	Office Operational Supplies	\$645.42	
	Office Operational Supplies	\$201.42	
	Instructional Supplies/Material Fees	\$161.28	
	Instructional supplies for MESA & STEM Center	\$152.24	
	Instructional supplies for MESA & STEM Center	\$290.17	
	Instructional Supplies July 1, 2022-May 31, 2023	\$127.95	
	Instructional Supplies July 1, 2022-May 31, 2023	\$236.66	
	Operational supplies 8-18-22 to 5-31-23	\$937.93	
	Axis Scientific Human Skeleton Model Anatomy	\$235.98	
	Dexter 3,500 lb Axle NEV-R-Adjust 10" x2-1/4	\$189.88	
	Brunton TruArc5 Baseplate Mapping Compass	\$163.05	
	Gigastone 256GB Micro SD Card	\$86.98	
	Brightsign HTML5 Standard I/O Digital Signage	\$270.79	
	\$9,350.96	CT 25035652	
American Fidelity Assurance Co	HSA Premiums for Aug 2022	\$5,725.00	
		\$5,725.00	CT 25035653
American Red Cross	Adult CPR/AED, Infant CPR and First Aid 8/13/22	\$210.00	
		\$210.00	CT 25035654
American Star Tours, Inc.	Bus Service - AHC Football on 8-25-22	\$3,750.00	
		Bus Service - AHC Mens Soccer on 8-26-22	\$1,875.00
		Bus Service - AHC Mens Soccer Team on 8-30-22	\$1,875.00
		\$7,500.00	CT 25035655
American Target Company	B27 Cardboard 24X45 Quote m459	\$1,990.00	
		\$1,990.00	CT 25035656
Arroyo Grande High School Football	Full-page, Color Ad Promoting AHC on Inside Back	\$500.00	
		Football Field Banner for 2022 Season	\$350.00
		\$850.00	CT 25035657
B & B Steel & Supply	Instructional Supplies WLDT 7.01.22 thru 5.31.23	\$3,683.28	
		\$3,683.28	CT 25035658
Battery Systems Inc	Batteries for alarm panels from 07.01.2022 through	\$1,062.65	
		\$1,062.65	CT 25035659
Bio-Rad Laboratories	Forensic DNA Fingerprinting Kit, #1660007EDU	\$280.00	
		Freight	\$15.45
		\$295.45	CT 25035660
Kevin Boland	Open Mileage 8.2.22	\$30.00	
		\$30.00	CT 25035661
Ca Schools Dental Coalition	Delta Dental Insurance Premiums Oct 2022	\$59,901.00	
		\$59,901.00	CT 25035662
Cal State Auto Parts	Auto Supplies, 07-01-22 thru 05-31-23	\$30.61	
		Parts for Patrol Vehicles 07.01.2022 through	\$21.59
		\$52.20	CT 25035663

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Cal-Coast Machinery, Inc.	Roller, M115245 per Invoice 776235	(\$72.36)	
	Key, M40718 per Invoice 781451	\$3.10	
	Supplies per Invoice 780746	\$37.14	
	Freight Charges	\$15.00	
	Roller, M115245 per Invoice 776235	\$72.35	
	Rod, M124203	\$30.11	
	Freight Charges	\$12.00	
		\$97.34	CT 25035664
Capitol Advisors Group LLC	CONSULTING AND ADVOCACY 7/1/22 - 6/30/23	\$2,000.00	
		\$2,000.00	CT 25035665
Ccceopsa	Registration Stephen Bernardo	\$650.00	
		\$650.00	CT 25035666
CDW Government Inc	Microsoft Surface Pro 8 13" i5 16GB RAM 256GB SSD	\$2,532.03	
	Microsoft Surface Pro Signature Keyboard with	\$677.91	
	Recycling Fee	\$8.00	
	Dell OptiPlex 3090 Micro i5 10500T 2.3GHZ 16GB	\$1,779.13	
	LG UltraGear 24" 1920x1080 Gaming Monitor	\$4,922.90	
	Recycling Fee	\$100.00	
	Dell OptiPlex 3090 Micro i5 10500T 2.3GHZ 16GB	\$16,012.15	
	LG UltraGear 24" 1920x1080 Gaming Monitor	\$8,861.21	
	Recycling Fee	\$180.00	
	Dell OptiPlex 3090 Micro i5 10500T 2.3GHZ 16GB	\$32,024.31	
	Dell Precision Pro 3460 Small Form Factor i5 12500	\$4,410.44	
	Xerox B230 DNI Printer BW Laser	\$2,078.10	
	Xerox VersaLink C400DN Printer Color Laser	\$1,482.46	
Blue Yeti Tri-Capsule USB Microphone	\$385.92		
		\$75,454.56	CT 25035667
Center for Education & Employment Law	Public Employment Law Reports for 12 months	\$159.00	
		\$159.00	CT 25035668
City Motors Towing Inc	Transport Genie Z45 per Invoice 115334	\$371.25	
		\$371.25	CT 25035669
City Of Santa Maria	Water Services and Disposal Site	\$2,708.60	
	Water Services and Disposal Site	\$635.35	
	Water Services and Disposal Site	\$5,807.17	
	Water Services and Disposal Site	\$1,362.18	
	Water Services and Disposal Site	\$3,530.86	
	Water Services and Disposal Site	\$828.23	
	Water Services and Disposal Site	\$6.48	
	Water Services and Disposal Site	\$1.52	
	Water Services and Disposal Site	\$2,474.34	
	Water Services and Disposal Site	\$580.40	
	Water Services and Disposal Site	\$2,050.10	
	Water Services and Disposal Site	\$480.89	
	Water Services and Disposal Site	\$5,588.34	
	Water Services and Disposal Site	\$1,310.84	
Water Services and Disposal Site	\$129.71		

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant	
City Of Santa Maria	Water Services and Disposal Site	\$30.42		
	Water Services and Disposal Site	\$188.52		
	Water Services and Disposal Site	\$44.22		
	Water Services and Disposal Site	\$183.88		
	Water Services and Disposal Site	\$43.13		
	Water Services and Disposal Site	\$1,151.16		
	Water Services and Disposal Site	\$270.02		
	Water Services and Disposal Site	\$183.57		
	Water Services and Disposal Site	\$43.06		
			\$29,632.99	CT 25035670
Comcast Cable	Comcast Monthly Recurring Costs	\$225.65		
		\$225.65	CT 25035671	
Costco Wholesale Membership	Business Membership Fees for 2022 - 2023	\$120.00		
		\$120.00	CT 25035672	
Culligan/Central Coast Water Treatment	Deionized Water for Bldg M	\$100.00		
		\$100.00	CT 25035673	
	Bottled Water Delivery, 7-01-22 thru 6-30-23	\$83.44		
		Stand Rentals (hot and cold) 7-01-22 thru 6-30-23	\$11.00	
			\$94.44	CT 25035674
	Bottled Water Delivery, 7-01-22 thru 6-30-23	\$34.84		
		Stand Rentals (hot and cold) 7-01-22 thru 6-30-23	\$11.00	
			\$45.84	CT 25035675
	CAMPUS GRAPHICS DRINKING WATER DELIVERY FUEL SURCHARGE HOT / COLD WATER STAND RENTAL	\$16.75		
		\$1.92		
\$11.00				
		\$29.67	CT 25035676	
Dominic Dal Bello	Reimburse for instructional supplies	\$27.84		
		\$27.84	CT 25035677	
Data Ticket Inc	Daily Citation Processing July 2022 INV 141112	\$25.39		
	Maintenance and Support July 2022 Inv #141112HH	\$140.00		
		\$165.39	CT 25035678	
Division Of The State Architect	Plan/Field Review - Access Compliance Fee Fire & Life Safety Fee Structural Safety Fee	\$1,102.69		
		\$798.23		
		\$2,261.65		
		\$4,162.57	CT 25035679	
Dow Jones and Company Inc.	THE WALL STREET JOURNAL DIGITAL ACCESS	\$5,000.00		
		\$5,000.00	CT 25035680	
Downs Government Affairs, LLC	Services for consortium project 7/1/2022-6/30/2023	\$2,000.00		
		\$2,000.00	CT 25035681	
Drug Free Sport	2022-23 Program Administrative Fee Invoice# 30273	\$200.00		
		\$200.00	CT 25035682	
Dunn-Edwards Paints	Sherlock Roller Frame, 9 inch	\$8.60		

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
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Vendor Name	Description	Amount	Warrant
Dunn-Edwards Paints	Sherlock Roller Pole, 6-12 ft	\$37.39	
		\$45.99	CT 25035683
Earth Systems Pacific	Allan Hancock Fine Arts Building	\$7,368.00	
		\$7,368.00	CT 25035684
Engel and Gray Inc	Harvest Blend Compost per Quote AHC71922	\$837.38	
	Trucking Fuel Surcharge	\$160.18	
		\$997.56	CT 25035685
Eyemed Vision Care	Vision insurance premiums Sept. 2022	\$567.76	
		\$567.76	CT 25035686
Fisher Scientific Co Llc	Science Lab Supplies July 1, 2022-May 31, 2023	\$247.73	
		\$247.73	CT 25035687
Flinn Scientific Inc	Science Lab Supplies July 1, 2022-May 31, 2023	\$179.70	
		\$179.70	CT 25035688
Foundation for California Community Colleges	Adobe Creative Cloud License 4-Month period	\$8,004.00	
		\$8,004.00	CT 25035689
Grainger Inc.	Maintenance Supplies, 07-01-22 thru 05-31-23	\$127.72	
		\$127.72	CT 25035690
Grant House Sewing Machines	Kookaburra Cutting Table	\$1,195.16	
		\$1,195.16	CT 25035691
H&H Publishing Co, Inc	Becoming a Strategic Learner Modules Quote #1775	\$825.00	
	Account Set-up/Update Fee	\$4.50	
		\$829.50	CT 25035692
Edwin Hodges	Align-Ed Higher Education Prison to University Con	\$183.21	
		\$183.21	CT 25035693
Integrated Industrial Supply Inc	Safety Vest	\$23.38	
	Gloves, Raven Nitrile, Lg	\$45.71	
	Safety Glasses, Smith & Wesson	\$34.20	
		\$103.29	CT 25035694
Intermountain Lock And Security Supply	Schlage AD200 Kit Multi-Tech Kp Stand Alone	\$1,735.17	
		\$1,735.17	CT 25035695
Ips Group Inc	Monthly Secure Gateway/Wireless Data Fee for Multi	\$495.00	
		\$495.00	CT 25035696
J W Pepper & Son Inc	Instructional Supplies 7/25/2022-5/30/2023	\$157.69	
		\$157.69	CT 25035697
Kenco Construction Services, Inc	Onsite DSA Project Inspections for the Contruction	\$2,940.00	
		\$2,940.00	CT 25035698
KIDI/KRTO/KTAP La Buena	30-second spot promoting fall 2022 registration	\$500.00	

Allan Hancock College

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Vendor Name	Description	Amount	Warrant
		\$500.00	CT 25035699
Christina Koob	Reimburse for Supplies for the Biology Labs.	\$7.28	
		\$7.28	CT 25035700
M & M Restaurant Supply	True T-43-HC Refrigerator, 47" Reach-in Solid	\$5,727.75	
	Freight-Delivery Charges	\$285.00	
	Disposal of Existing Equipment	\$50.00	
		\$6,062.75	CT 25035701
Frankie Maldonado	Cuesta College	\$24.69	
		\$24.69	CT 25035702
Dorine Mathieu	Reimburse for Refreshments for STEM Week of	\$41.15	
		\$41.15	CT 25035703
Mid State Fence	Install 2 electric gate locks/one on each gate	\$1,780.00	
		\$1,780.00	CT 25035704
Gabriel Ochoa	open Mileage	\$93.75	
		\$93.75	CT 25035705
ODP Business Solutions LLC	Sentry Safe-Digital, Fire/Water Safe, Programmable	\$513.97	
	Instructional Supplies July 1, 2022 - May 31, 2023	\$119.63	
	Office Supplies July 1, 2022-May 31, 2023	\$292.15	
	Screen Cleaning Wipes	\$7.49	
	Color Pencils	\$1.64	
	11x17 Paper	\$49.88	
	Noise Reduction Foam Earplugs	\$54.36	
	Black Toner Cartridge	\$110.18	
	Interdepartment Envelopes	\$20.36	
	Paper Clips	\$6.42	
	Jumbo paper clips	\$18.81	
	Staples	\$4.53	
	Pencils	\$15.89	
	office supplies for the Basic Needs Center	\$216.70	
	Office Supplies for Ergonomic Needs 2022-23	\$263.99	
	Office Supplies for Ergonomic Needs 2022-23	\$0.00	
	Office Supplies-Deans office	\$309.37	
	General Office Supplies for EOPS, CARE, NextUp,	\$74.85	
	General Office Supplies for EOPS, CARE, NextUp,	\$74.84	
	General Office Supplies for EOPS, CARE, NextUp,	\$74.85	
	General Office Supplies for EOPS, CARE, NextUp,	\$74.85	
	General Office Supplies for EOPS, CARE, NextUp,	\$10.17	
	General Office Supplies for EOPS, CARE, NextUp,	\$10.17	
	General Office Supplies for EOPS, CARE, NextUp,	\$10.17	
	General Office Supplies for EOPS, CARE, NextUp,	\$10.15	
	Office/Operational Supplies 7/20/22 - 12/31/22	\$61.74	
	Office Supplies for 7-1-2022 to 5-31-2023	\$49.69	
	Office Supplies for 7-1-2022 to 5-31-2023	\$26.63	
	Office Supplies 07-05-22 to 05-31-23	\$73.88	
	Office Supplies 07/01/2022-05/31/2023	\$181.91	
	Office operational supplies 7/5/22 - 5/31/23	\$112.24	
	Office Supplies, 07/05/22 - 05/31/23	\$153.54	

Allan Hancock College
Warrant Register

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Bank Code: CT

Vendor Name	Description	Amount	Warrant
ODP Business Solutions LLC	Instructional Supplies 7/05/2022-5/31/2023	\$34.46	
	Instructional Supplies 7/05/2022-5/31/2023	\$28.19	
		\$3,067.70	CT 25035706
Diana Perez	Open Mileage 8.24.22	\$81.87	
		\$81.87	CT 25035707
Pharmedix	Oral Contraceptives July 1 2022 - May 31 2023	\$346.85	
	Oral Contraceptives July 1 2022 - May 31 2023	\$119.40	
	Prescription Medication July 1 2022 - May 31 2023	\$396.95	
	Prescription Medication July 1 2022 - May 31 2023	\$115.01	
	Prescription Medication July 1 2022 - May 31 2023	\$51.08	
		\$1,029.29	CT 25035708
Phenix Technology, Inc	REFLECTIVE MARKING: LIME/YELLOW STRIPS X4 (NFPA)	\$318.10	
	OVAL FOAM CAP AND ADJUSTMENT CORD (REPLACEMENT)	\$489.38	
	EAR/NECK: DETACHABLE BLACK EARLAPS(NFPA)	\$565.23	
	RATCHET SUEDED COVER ONLY	\$163.13	
	STANDARD COMFORT PAD	\$178.13	
	OIL RESISTANT BUNA-N O-RING, 1/8 FRACTIONAL WIDTH,	\$27.79	
		\$1,741.76	CT 25035709
Portable Johns, Inc.	Rental-Servicing Portable Toilets and Hand Washing	\$747.77	
		\$747.77	CT 25035710
PPG Architectural Finishes Inc	Paint Supplies, 07-01-22 thru 05-31-23	\$185.13	
		\$185.13	CT 25035711
Jennie Robertson	Prepay Reg and Air Fare 10.7-12.22	\$1,644.96	
	Prepay Reg and Air Fare 10.7-12.22	\$0.00	
		\$1,644.96	CT 25035712
Santa Maria Times	Digital Reveal Ad Promoting Fall Registration	\$350.00	
	Monthly Online Big Ad July 2022-June 2023	\$1,000.00	
	2022 Football Sponsorship Package to include	\$900.00	
		\$2,250.00	CT 25035713
Signs Of Success Inc	Signage - Campus Store per Quote dated 7/21/22	\$338.54	
	Numbers, 18 inch	\$906.07	
	Shipping and Setup	\$144.98	
	Design Labor-Submittal	\$25.01	
		\$1,414.60	CT 25035714
SISC III	SISC/Anthem Blue Cross Sept 2022	\$441,336.00	
		\$441,336.00	CT 25035715
Smith Mechanical-Electrical-Plumbing Inc	Lompoc Valley Campus - CHW Pump Motor and VFD.	\$20,098.00	
	Labor	\$7,400.00	
		\$27,498.00	CT 25035716
Smith Pipe & Supply Inc	Landscape Supplies, 7-1-22 thru 5-31-23	\$398.69	

Allan Hancock College
Warrant Register

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Vendor Name	Description	Amount	Warrant
		\$398.69	CT 25035717
Southern California Gas Co	Gas Supply 7.1.2022 - 6.30.2023	\$1,705.99	
	Gas Supply 7.1.2022-6.30.2023	\$349.42	
		\$2,055.41	CT 25035718
Specialty Constructors Services Inc	Construction for the Baseball Softball Complex	\$54,989.80	
		\$54,989.80	CT 25035719
Steve Weiss Music Inc	Instructional Supplies 7/25/2022-5/30/2023	\$311.03	
	Instructional Supplies 7/25/2022-5/30/2023	\$1,029.24	
	Instructional Supplies 7/25/2022-5/30/2023	\$40.47	
		\$1,380.74	CT 25035720
T-Mobile USA Inc	Extended Service Contract for Hotspots	\$2,608.20	
		\$2,608.20	CT 25035721
Trojan Petroleum, Inc	Gasoline Purchases, 07-01-22 thru 6-30-23	\$6,887.10	
		\$6,887.10	CT 25035722
United Site Services Of California Inc	Services - 3 Portable Toilets, 7-1-22 thru 6-30-23	\$643.00	
		\$643.00	CT 25035723
VWR International	flam.stickers, #EMDCGHMLRIINQ3, Quote#: 8031889783	\$58.53	
	harmful-irritant stickers, #EMDCGHMLRIDAQ	\$117.06	
	health hazard stickers, #EMDCGHMLRIMUQ	\$58.53	
	Corrosive Stickers, #EMDCGHMLRICRQ	\$59.62	
	Shipping	\$0.00	
		\$293.74	CT 25035724
Ward's Science Inc	Science Lab Supplies July 1, 2022-May 31, 2023	\$161.58	
		\$161.58	CT 25035725
Western Exterminator Company	Pest Control Services for Bldgs. D, G and CBC	\$124.25	
	Pest Control Services for Bldgs. D, G and CBC	\$103.55	
	Pest Control Services for Bldgs. D, G and CBC	\$299.75	
	Pest Control Services for Bldgs. D, G and CBC	\$103.55	
	Pest Control Services for Bldgs. D, G and CBC	\$124.25	
		\$755.35	CT 25035726
AHC - Part-Time Faculty Association	Part-Time Faculty Reimbursement Per Article 11.7	\$2,391.71	
		\$2,391.71	CT 25035727
American Star Tours, Inc.	Bus service - AHC Football on 9-3-22	\$3,000.00	
	Bus Service for PCPA Solvang, 8-19-22 thru 8-31-22	\$9,559.00	
	Bus Service for PCPA Solvang 9-1-22 thru 9-4-22	\$3,476.00	
	Bus Service - AHC Mens Soccer Team on 9-6-22	\$1,875.00	
		\$17,910.00	CT 25035728
Jacob Chavez	Open Mileage 8.1-4.22	\$60.00	
	Open Mileage 8.1-4.22	\$60.00	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$120.00	CT 25035729
Digital West Networks, Inc	Telephone Service 7/1/2022-6/30/2023	\$4,249.67	
	Telephone Service 7/1/2022 - 6/30/2023	\$1,806.83	
	Telephone Service 7/1/2022 - 6/30/2023	\$1,514.13	
		\$7,570.63	CT 25035730
Ford Motor Credit Company Llc	Lease payments for 3 Ford Police Interceptors	\$1,786.92	
		\$1,786.92	CT 25035731
International Scholarship and Tuition Services	return spring 22 A. Guzman H20117630	\$1,500.00	
		\$1,500.00	CT 25035732
Point Of Action	Jackets for in/outreach events	\$287.10	
	Embroidery of SkillsUSA Logo	\$510.00	
	Numbers to Top of Bags	\$250.00	
	Setup for Embroidery File	\$60.00	
	Name Addition to One Bag	\$10.00	
		\$1,117.10	CT 25035733
Powerstride Battery Co Inc	Batteries, Ramcar A31 HDC	\$1,305.00	
	Batteries, Ramcar A31 HDC	\$163.13	
	CA Battery Recycling Fee	\$18.00	
		\$1,486.13	CT 25035734
ProCare Janitorial Supply, Inc.	Gloves, Semperguard Nitrile, Large per Inv. 154117	\$128.33	
		\$128.33	CT 25035735
Pyramed Health Systems	Pyramed Annual Support and Enhancement	\$13,883.70	
	Pyramed Web Portal Annual Support	\$2,000.00	
	Pyramed Tele-Health Annual Support	\$1,500.00	
	CAIR Imm Registry Bi-Directional Interface	\$1,500.00	
		\$18,883.70	CT 25035736
Santa Barbara News Press	52-WEEK SUBSCRIPTION, 8-24-22 TO 8-23-23	\$233.25	
		\$233.25	CT 25035737
Santa Maria Country Club	QUIGLEY CUP GOLF TOURNAMENT SPONSOR	\$1,000.00	
		\$1,000.00	CT 25035738
Santa Maria Sun LLC	Companion Digital Ad 300x250	\$45.00	
		\$45.00	CT 25035739
Santa Maria Times	One-year Subscription to Santa Ynez Valley News	\$30.00	
		\$30.00	CT 25035740
Eva Schiorring	External Evaluator for Project Evaluation	\$7,412.00	
		\$7,412.00	CT 25035741
Sousa Tire Service	Tires, Toyo Open Country per Invoice 67965	\$411.08	
	State Tax Recycle Fee	\$3.50	
		\$414.58	CT 25035742
Testa Catering	Coffee, Tea, and Hot Chocolate Event# E07168	\$489.36	
	Operations Fee	\$48.94	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$538.30	CT 25035743
Trojan Petroleum, Inc	Oil, Amalie Full Syn per Invoice 0288344-IN	\$109.95	
	Recycling Fee	\$1.56	
	CA Motor Oil Fee	\$0.30	
		\$111.81	CT 25035744
Urbane Cafe	Catering order for the Puente Program "Noche De	\$913.50	
		\$913.50	CT 25035745
US Bank Corporate Payment System	Jaffa Cafe-Food for CAEP/CE Team Meeting 7/6/22	\$326.96	
	Zoom-Monthly Subscription for FKCE Program	\$40.00	
	Aztec Software-Vouchers for Noncredit GED Classes	\$405.00	
	The Garden - ITS Meeting Lunch	\$369.47	
	Xibo Cloud Hosting	\$55.32	
	Xibo Android License	\$28.00	
	Vons - ITS Meeting Food	\$39.75	
	Urbane Cafe - ITS Meeting Food	\$314.91	
	Apple - Apple Remote Desktop	\$399.95	
	Neutrino - Student Phone API	\$27.18	
	In-N-Out Burger- Food for Summer Algebra Institute	\$248.77	
	EB Prison to University Conference Registration	\$73.44	
	Costco- Food for Summer Algebra Institute	\$505.44	
	In-N-Out Burger- Food for Summer Algebra Institute	\$248.77	
	Enterprise Rent A Car- Car Rental Prison to	\$594.17	
	Holiday Inn Newport Beach- Prison to University	\$352.70	
	Holiday Inn Newport Beach- Prison to University	\$330.66	
	Holiday Inn Newport Beach- Prison to University	\$330.66	
	Holiday Inn Newport Beach- Prison to University	\$352.70	
	Costco- Water for Summer Algebra Institute	\$44.03	
	In-N-Out Burger- Food for Summer Algebra Institute	\$248.77	
	Albertsons - Lab Materials	\$34.86	
	AHC Bookstore - Shirts for Outreach	\$375.84	
	Smart & Final - Snacks for Bulldog Bound 7.8.2022	\$69.13	
	AHC Bookstore - Hats for Outreach	\$281.88	
	Fattes Pizza - Food for United Way Bulldog Bound	\$217.32	
	Amazon - Stanchion Sign Holders	\$247.70	
	Costco Wholesale - Shelves for Bins for the Lunch	\$171.55	
	Community College League - Registration for	\$520.00	
	Fattes Pizza - Food for LGBTQIA Meeting 7.13.2022	\$106.23	
	Home Goods - Gift baskets for giveaways at	\$10.86	
	Amazon - Supplies for Hancock Hello 8.2 and 8.9.22	\$30.33	
	Michaels - Baskets for Prizes at Outreach Events	\$20.09	
	Fattes Pizza - Food for LGBTQIA Student Meeting	\$82.29	
	Walgreens - Supplies for Student Ambassador	\$4.99	
	Woodys Butcher Block - Food for Student	\$450.44	
	Zoes Hawaiian BBQ - Food for Student Ambassador	\$466.76	
	Amazon - Supplies for LGBTQIA Outreach	\$11.94	
	Amazon - Supplies for LGBTQIA Outreach	\$179.44	
	COSTCO	\$36.95	
	VONS	\$13.04	

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**Allan Hancock College
Warrant Register**

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
US Bank Corporate Payment System	MIKADOS	\$245.62	
	UNITED	\$207.20	
	Panera Bread	\$19.24	
	CCCAOE	\$695.00	
	American Air - Becker Federal Grants Forum	\$369.20	
	American Air - McNulty Federal Grants Forum	\$369.20	
	Columbia Books - Thompson Grants Advanced Federal	\$795.00	
	Columbia Books - Thomspson Grants Advanced Federal	\$795.00	
		\$12,163.75	CT 25035746
Valley Glass & Mirror Co	Remove-Replace Existing Pair Storefront Doors and	\$15,045.00	
		\$15,045.00	CT 25035747
Verizon Select Svc Inc	Long Distance and Toll Free Service Charges	\$38.90	
	Long Distance and Toll Free Service Charges	\$32.29	
		\$71.19	CT 25035748
	Long Distance and Toll Free Service Charges	\$2.00	
	Long Distance and Toll Free Service Charges	\$7.34	
	\$9.34	CT 25035749	
VTC Enterprises	GRENNAN FAMILY MEMORIAL GOLF TOURNAMENT	\$1,500.00	
		\$1,500.00	CT 25035750
WESTOP	WESTOP Membership 2022-2023	\$500.00	
		\$500.00	CT 25035751
Matthew Castillo	Manual Refund Submitted	\$21.00	
		\$21.00	CT 25035752
Vanessa Harris	Manual Refund Submitted	\$138.00	
		\$138.00	CT 25035753
Elvin Lindholm Jr	Manual Refund Submitted	\$255.00	
		\$255.00	CT 25035754
Rachel Okeefe	Manual Refund Submitted	\$79.00	
		\$79.00	CT 25035755
Deborah West	Manual Refund Submitted	\$13.54	
		\$13.54	CT 25035756
25th Hour Communications, Inc	Digital Marketing Media Buys and Management	\$56,000.00	
		\$56,000.00	CT 25035757
Amazon	Instructional Supplies for Fire Academy	\$100.02	
	Brunton TruArc5 Baseplate Mapping Compass	\$163.05	
	Instructional Supplies 7/05/2022-5/31/2023	\$32.45	
	Office Supplies 07-05-22 to 05-31-23	\$76.11	
	Instructional supplies for Biology Labs	\$91.01	
	Office Supplies, 7/06/22 - 5/31/23	\$19.11	
	Instructional Supplies for MT 7.01.22-5.31.23	\$762.11	
	Operational Supplies 7/1/22 - 5/31/23	\$58.61	
	Instructional Supplies for EL 7.1.22-5.31.23	\$327.17	
Office operational supplies 8/19/22 to 5/31/23	\$192.36		

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Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	TAPE DISPENSER 3pk	\$21.93	
	HP 26A BLACK TONER	\$260.99	
	12 - 3 INCH 3 RING BINDER	\$62.50	
	TICONDEROGA PENCILS 12PK	\$3.57	
	BASIC STAPLER 3PK	\$21.01	
	12 - 1.5 INCH 3 RING BINDER	\$28.28	
	GENERIC HP 564 INK	\$39.14	
	25 X 30 POST IT	\$235.31	
	MINI ERASERS	\$25.00	
	SIZE 32 RUBBER BANDS 2PK	\$11.42	
	BUTCHER PAPER ROLL	\$116.13	
	HP 58A TONER	\$238.45	
	OFFICE OPERATIONAL SUPPLIES 09/01/22 - 05/31/23	\$89.03	
		\$2,974.76	CT 25035758
Amazon Web Services, Inc	Amazon Web Services (AWS) Estimated Usage through	\$207.73	
	Amazon Web Services (AWS) Estimated Usage through	\$1,241.85	
		\$1,449.58	CT 25035759
American Heart Association, Inc	Basic Life Support (BLS) Instructor eCards	\$51.20	
	Basic Life Support (BLS) Provider eCards	\$236.00	
	Heartsaver First Aid CPR AED eCards	\$850.00	
		\$1,137.20	CT 25035760
Aramark	Towel service LE-Fire 07-1-22 to 06-30-23	\$81.12	
		\$81.12	CT 25035761
Atkinson Andelson Loya Ruud And Romo	General Legal Services	\$2,320.00	
		\$2,320.00	CT 25035762
Atterdag Village of Solvang	BRONZE SPONSOR - 2022 HARVEST PARTY	\$1,500.00	
		\$1,500.00	CT 25035763
Stefanie Aye	ACHRO Conference Pomona, CA	\$399.02	
		\$399.02	CT 25035764
B&H Photo Video	Barcode Scanner, Adesso Blth per Quote 1085169787	\$159.87	
	Shure PSM300 Twin Pack Pro With Earphones	\$1,084.37	
	Shure Active Directional Antenna	\$329.51	
		\$1,573.75	CT 25035765
Blackhawk Network, Inc	Subway Food Vouchers for Rising Scholars	\$5,000.00	
	Walmart Grocery vouchers for Rising Scholars	\$20,000.00	
	Shell Gas vouchers for Rising Scholars	\$10,000.00	
	Shipping	\$96.00	
		\$35,096.00	CT 25035766
Box Out Sports	Plus (Yearly) Aug 31, 2022 - Aug 31, 2023	\$1,500.00	
		\$1,500.00	CT 25035767
Bremer Auto Parts	Operational Supplies for Fire Academy	\$30.20	
	Operational Supplies for Fire Academy	\$28.91	
	Parts-tools for LE veh. 07-5-22 to 05-31-23	\$159.05	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
Bremer Auto Parts	Parts-tools for LE veh. 07-5-22 to 05-31-23	\$31.93	CT 25035768
	Parts-tools for LE veh. 07-5-22 to 05-31-23	\$22.35	
	Parts-tools for LE veh. 07-5-22 to 05-31-23	\$2.81	
		\$275.25	
Cal State Auto Parts	Auto Supplies, 07-01-22 thru 05-31-23	\$23.95	CT 25035769
	Auto Supplies, 07-01-22 thru 05-31-23	\$96.26	
	Auto Supplies, 07-01-22 thru 05-31-23	\$33.97	
	Instructional supplies for AT Program	\$178.61	
	\$332.79		
Canon Financial Services Inc	Campus Graphics Copiers Lease	\$3,917.15	CT 25035770
	Lease Contract Charges for DUPLO DC646	\$980.73	
		\$4,897.88	
Carmel & Naccasha LLP	Investigation Services Through 7/31/22 Inv #44775	\$250.00	CT 25035771
		\$250.00	
Center for Organizational Responsibility and Advancement	Speaking Engagement for DEI Taskforce 10-7-22	\$10,000.00	CT 25035772
		\$10,000.00	
Columbia Business Center Partners Lp	Monthly utilities expenses for 2022-2023. Utility	\$504.00	CT 25035773
		\$504.00	
Comcast Cable	Comcast Monthly Recurring Costs	\$133.65	CT 25035774
		\$133.65	
Cyber Copy Inc	Online posting of Truck Driving Simulator RFP No.	\$42.00	CT 25035775
		\$42.00	
Alexandra De Jounge	EMPLOYEE REIMBURSEMENT FOR BOW-WOW FOOD SUPPLIES	\$78.65	CT 25035776
	EMPLOYEE REIMBURSEMENT FOR MEDICAL SUPPLIES	\$16.30	
		\$94.95	
Farm Supply Company	Coveralls, Berne, XL Reg	\$57.63	CT 25035777
	Coveralls, Berne, XL Short	\$57.63	
	Coveralls, Berne, M Tall	\$57.63	
	PE Spray Suit With Hood, 3XL, 25 per case	\$41.71	
	\$214.60		
Ferguson Enterprises Inc	Galv Steel Pipe per Invoice 0060288	\$110.44	CT 25035778
		\$110.44	
Greenhaven Publishing Llc	Library Books Document No. GRL504474I	\$2,779.13	CT 25035779
		\$2,779.13	
Health Services Assoc Ca Comm Colleges	HEALTH SERVICES ASSOCIATION MEMBERSHIP DUES FOR	\$150.00	
	HEALTH SERVICES ASSOCIATION MEMBERSHIP DUES FOR	\$200.00	

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**Allan Hancock College
Warrant Register**

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$350.00	CT 25035780
Irrigation Design & Construction LLC	Replacement of damaged existing 2" valve Job#90320	\$2,440.02	
	Labor / City Permit	\$460.00	
		\$2,900.02	CT 25035781
Christina Koob	Reimbursement for Work Boots	\$175.00	
		\$175.00	CT 25035782
Lompoc Unified School District	BRAVES CLASSIC GOLF TOURNAMENT SPONSOR	\$1,500.00	
		\$1,500.00	CT 25035783
Blanca Lopez	Cuesta College Consortium Event SLO	\$24.69	
		\$24.69	CT 25035784
Mcgraw-Hill/Aleks	Aleks 6-12 5 Month Subscription	\$2,530.00	
		\$2,530.00	CT 25035785
Celestina Middleton	ACHRO EEO Workshop Pomona, CA	\$181.90	
		\$181.90	CT 25035786
Lauren Milbourne	Open Mileage 8.24.22	\$37.50	
		\$37.50	CT 25035787
Geraldine Montoya	Open Mileage 8.31.22	\$21.18	
		\$21.18	CT 25035788
Noble Power Equipment	21 inch Toro Mower per Invoice 548733	\$2,173.91	
	Supplies per Invoice 548732	\$91.92	
	Supplies per Invoice 548460	\$70.58	
		\$2,336.41	CT 25035789
Pacific Gas & Electric Company	Electricity Services 7.1.2022- 6.30.2023	\$70.00	
	Electricity Services 7.1.2022 - 6.30.2023	\$18.61	
		\$88.61	CT 25035790
	Electricity Services 7.1.2022- 6.30.2023	\$135.48	
	Electricity Services 7.1.2022 - 6.30.2023	\$36.01	
		\$171.49	CT 25035791
	Electricity Services 7.1.2022- 6.30.2023	\$45.27	
	Electricity Services 7.1.2022 - 6.30.2023	\$12.04	
		\$57.31	CT 25035792
	Electricity Services 7.1.2022- 6.30.2023	\$2,228.52	
	Electricity Services 7.1.2022 - 6.30.2023	\$592.39	
		\$2,820.91	CT 25035793
	Electricity Services 7.1.2022- 6.30.2023	\$4,332.78	
	Electricity Services 7.1.2022 - 6.30.2023	\$1,151.75	
		\$5,484.53	CT 25035794
	Electricity Services 7.1.2022- 6.30.2023	\$633.83	
	Electricity Services 7.1.2022 - 6.30.2023	\$168.49	

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Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$802.32	CT 25035795
Point Of Action	Hats for in/outreach events	\$52.20	
	Long sleeve dress shirt for in/outreach events	\$54.38	
	Long Sleeve Dress Shirt for in/outreach events	\$54.38	
	Polo Shirt for in/outreach events	\$40.79	
	Polo Shirt for in/outreach events	\$40.79	
	Jacket for in/outreach events	\$77.98	
	Polo Shirt for in/outreach events	\$69.60	
	Polo Shirts for in/outreach events	\$69.60	
	Long Sleeve Shirt for in/outreach events	\$43.50	
	Long Sleeve Dress Shirt for in/outreach events	\$43.50	
	Jacket for in/outreach events	\$65.98	
	Pink Dress Shirts for in/outreach events	\$123.98	
	Pink Dress Shirts for in/outreach events	\$340.94	
	Up-Charge -	\$7.61	
	Up-Charge -	\$4.90	
		\$1,090.13	CT 25035796
Patricia Prado-Rios	Open Mileage 8.1-16.22	\$109.38	
		\$109.38	CT 25035797
Sports Facilities Group, Inc	LR Dynamics Aut-O-Loc Safety Strap, AL3-46R	\$1,816.13	
	Labor Charges	\$2,600.00	
	Freight Charges	\$81.10	
		\$4,497.23	CT 25035798
Stephanie Alvarado	Reimbursement for Snacks for Bow-Wow event on	\$32.04	
		\$32.04	CT 25035799
American Business Machines	Canon ImageRunner Advanced 4725	\$2,495.81	
	DADF - BA1	\$478.50	
	Inner Finisher-J1	\$753.64	
	Cabinet Type Q	\$106.58	
		\$3,834.53	CT 25035800
American Fidelity Assurance Co	Insurance Premiums for Aug-22	\$26,925.36	
		\$26,925.36	CT 25035801
	Insurance Premium August 2022	\$12,151.27	
		\$12,151.27	CT 25035802
Bailey Pottery Equipment Corp And Ceramic Supply	Model 1800 Air Cleaner #C-136-4	\$1,839.40	
	Eye Bolts & Chain- Both Model #C-136-17	\$139.40	
	Mounting Brackets 750's & 1800's #C-136-23	\$131.75	
	Model 1800 Silencer #C-136-21	\$177.65	
	Freight	\$1,207.00	
		\$3,495.20	CT 25035803
Burnham Insurance Services	ACA Consulting July 1, 2022 - June 30, 2023	\$3,250.00	
		\$3,250.00	CT 25035804
City of Lompoc	Sanitary Landfill Fees 7.1.2022 - 6.30.2023	\$53.30	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$53.30	CT 25035805
Constellation Newenergy Inc	Electricity Services 7.1.2022 - 6.30.2023	\$56,101.01	
	Electricity Services 7.1.2022 - 6.30.2023	\$14,025.25	
		\$70,126.26	CT 25035806
	Electricity Services 7.1.2022 - 6.30.2023	\$2.66	
	Electricity Services 7.1.2022 - 6.30.2023	\$0.66	
		\$3.32	CT 25035807
	Electricity Services 7.1.2022 - 6.30.2023	\$101.47	
	Electricity Services 7.1.2022 - 6.30.2023	\$25.37	
		\$126.84	CT 25035808
DiaMedical USA Equipment LLC	Advanced Venipuncture Task Trainer - Vata - Light;	\$3,044.47	
	Shipping	\$98.89	
		\$3,143.36	CT 25035809
Displays2go	FOLDABLE 6-PANELS WALL, BLUE, #HALFL2X3BU	\$456.74	
	SHIPPING	\$32.87	
		\$489.61	CT 25035810
Leanna Drammer	Provide Workshop on 21 Business Etiquette Rules	\$375.00	
		\$375.00	CT 25035811
Eyemed Vision Care	Vision insurance premium Sept 2022	\$3,747.29	
		\$3,747.29	CT 25035812
Facilities Planning And Consulting Services	Consulting Services for AHC for FY 2022-2023	\$950.00	
		\$950.00	CT 25035813
Fisher Scientific Co Llc	Instructional supplies for Biology labs	\$54.26	
	Supplies for the Chem labs 07-01-22 thru 05-31-23	\$227.00	
	Supplies for the Chem labs 07-01-22 thru 05-31-23	(\$227.00)	
		\$54.26	CT 25035814
	Supplies for the Chem labs 07-01-22 thru 05-31-23	\$32.07	
	Supplies for the Chem labs 07-01-22 thru 05-31-23	\$295.48	
		\$327.55	CT 25035815
Foodbank Of Santa Barbara County	Food for Food Share Because We Care 2022-2023	\$361.85	
	Food for Food Share Because We Care 2022-2023	\$182.34	
	Food for Food Share Because We Care 2022-2023	\$320.34	
		\$864.53	CT 25035816
	Food for Food Share Because We Care 2022-2023	\$112.06	
	Food for Food Share Because We Care 2022-2023	\$1,263.58	
	Food for Food Share Because We Care 2022-2023	\$680.53	
	Food for Food Share Because We Care 2022-2023	\$1,251.75	
		\$3,307.92	CT 25035817
GotSafety, LLC	Monthly Consultation fees from 07/01/22 to	\$1,150.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,150.00	CT 25035818
Hardy Diagnostics	Science Lab Supplies July 1, 2022-May 31, 2023	\$152.03	
		\$152.03	CT 25035819
JetBrains Americas, Inc	WebStorm	\$67.22	
		\$67.22	CT 25035820
Kelly Paper Co	Office Supplies - Paper, Wideformat and Bindery	\$945.47	
	Office Supplies - Paper, Wideformat and Bindery	\$198.36	
		\$1,143.83	CT 25035821
Kenco Construction Services, Inc	On Site DSA Project Inspections for the	\$18,270.00	
		\$18,270.00	CT 25035822
Lakeshore Learning Materials	HH 519 All Kinds of Families Puzzles	\$102.80	
		\$102.80	CT 25035823
Liebert Cassidy Whitmore	Title IX Training Workshops 9-14-22 thru 9-16-22	\$15,000.00	
		\$15,000.00	CT 25035824
Linde Gas & Equipment Inc.	Instructional Supplies for WLDT Program	\$666.43	
		\$666.43	CT 25035825
M & M Restaurant Supply	Amana RCS10DSE Med Volume Microwave;	\$2,718.70	
		\$2,718.70	CT 25035826
Mathworks Inc	Teaching School Suite 12 months	\$1,260.00	
	Teaching School Suite 12 months	\$420.00	
		\$1,680.00	CT 25035827
Metlife Small Market	Insurance Premiums Aug 22	\$6,136.11	
		\$6,136.11	CT 25035828
Metropolitan Life Insurance Co	Insurance Premium August 2022	\$6,159.39	
		\$6,159.39	CT 25035829
Mission Linen Supply	Laundry Service for Auto Body Program	\$21.65	
	Uniform Services and Towels, 07-01-22 thru 6-30-23	\$41.13	
		\$62.78	CT 25035830
National Cinemedia Llc	30-second AHC ad on all screens at SM 10 and	\$1,290.00	
	30-second AHC ad on LEN lobby screens at SM 10	\$43.33	
		\$1,333.33	CT 25035831
New Readers Press	SUBSCRIPTION TO NEWS FOR YOU - ESL	\$375.19	
	SHIPPING	\$32.78	
		\$407.97	CT 25035832
Niles Biological	Instructional supplies for Biology Labs	\$62.55	
		\$62.55	CT 25035833
North American Fire Hose Corporation	NAFH-187 II 1 1/2" X 100' SJ YELLOW ULTRA-SHIELD	\$3,497.37	
	DB-800 1 3/4" X 50' DJ YELLOW ULTRA-SHIELD COATED	\$3,845.38	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$7,342.75	CT 25035834
ODP Business Solutions LLC	Office Supplies-08/01/2022-05/31/2023	\$1,856.78	
	Office Supplies-08/01/2022-05/31/2023	\$30.04	
	Office Supplies-08/01/2022-05/31/2023	\$44.36	
	Office Supplies-08/01/2022-05/31/2023	\$158.75	
	Office Supplies-08/01/2022-05/31/2023	\$170.73	
	Office operational supplies 7/5/22 - 5/31/23	\$291.02	
	Office Supplies 07/01/2022-05/31/2023	\$219.65	
	Instructional Supplies July 7, 2022 - May 31, 2023	\$72.97	
	INSTRUCTIONAL SUPPLIES OPEN UNTIL 5.31.23	\$162.29	
	Office Supplies 7-1-2022 through 5-31-2023	\$112.98	
	Office/Operational Supplies for the MESA/STEM	\$276.20	
	Office/Operational Supplies for the MESA/STEM	(\$20.34)	
	Instructional Supplies	\$108.64	
	Permanent Markers	\$25.64	
	Epson® 68 DuraBrite® High-Yield Black Ink	\$47.62	
	Epson® 68 DuraBrite® High-Yield Cyan, Magenta,	\$64.69	
	Canon® 120 Black Toner Cartridge, 2617B001	\$210.45	
		\$3,832.47	CT 25035835
Old Town Shirt Factory	Customer Provided Polo Embroidery Invoice# 220324	\$209.44	
	1/4 Zip Pullover Embroidery Item# CP, Royal	\$232.73	
	1/4 Zip Pullover Embroidery Item# CP, Navy	\$197.82	
		\$639.99	CT 25035836
	Port & Company Ring Spun Cotton Tee PC150	\$759.53	
	Port & Company Ring Spun Cotton Tee PC150	\$97.11	
	Port & Company Tall Essential Tee PC61T	\$43.20	
		\$899.84	CT 25035837
Pharmedix	Prescription Medication July 1 2022 - May 31 2023	\$688.97	
	Prescription Medication July 1 2022 - May 31 2023	\$256.75	
	Prescription Medication July 1 2022 - May 31 2023	\$45.86	
		\$991.58	CT 25035838
Pioneer Athletics	Brite Stripe, White, 5 gl. per Invoice INV849752	\$1,765.83	
	Shipping Handling Fees	\$379.49	
	Brite Stripe, White, 5 gl per Invoice INV849753	\$3,293.17	
	Shipping-Handling Charges	\$379.49	
		\$5,817.98	CT 25035839
Portable Johns, Inc.	Rental-Servicing Portable Toilets and Hand Washing	\$747.77	
		\$747.77	CT 25035840
Postmaster - Santa Maria	2022 - 2023 Renewal Fee for BRM Permit 4500	\$275.00	
		\$275.00	CT 25035841
PPG Architectural Finishes Inc	Paint, PP SPRF Ext Ltx per Invoice 812302100418	\$282.97	
	Paintcare Recovery Fee	\$3.26	
	Supplies per Invoice 812302100423	\$52.97	
	Stucco Tape per Invoice 812302100494	\$26.95	
	Supplies per Invoice 812302100550	\$36.26	
	Paint Supplies, 07-01-22 thru 05-31-23	\$106.93	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
PPG Architectural Finishes Inc	Paint Supplies, 07-01-22 thru 05-31-23	\$133.85	
	Paint Supplies, 07-01-22 thru 05-31-23	\$39.86	
	Paint Supplies, 07-01-22 thru 05-31-23	\$57.01	
	GRAC Hopper Kit, GRA22774	\$63.83	
	Paint Sprayer, Airless, Graco 17C310	(\$999.41)	
	Paint Sprayer, Airless, Graco 17C310	\$999.41	
	Paint Sprayer, Airless, Graco 17C310	\$1,183.69	
		\$1,987.58	CT 25035842
Premier Water Management, LLC	Monthly Water Treatment, Lompoc Campus	\$246.20	
	Monthly Water Treatment, Santa Maria Campus	\$197.90	
		\$444.10	CT 25035843
ProCare Janitorial Supply, Inc.	Expo White Board Erasers, SAN81505	\$1,017.90	
	Expo Low Odor Dry-Erase Marker, SAN80001, Black	\$2,359.19	
		\$3,377.09	CT 25035844
Quinn Company	Vibra-Plate Compactor Rental per Invoice 22628601	\$114.19	
	Env Rec Fee	\$2.86	
		\$117.05	CT 25035845
Ricky Rantz	Reimbursement for service call to replace missing	\$150.00	
		\$150.00	CT 25035846
Rayne Water Conditioning	Reverse Osmosis for Buildings: J,K,M,N,CBC,S2,R2	\$55.90	
	Reverse Osmosis for Buildings: J,K,M,N,CBC,S2,R2	\$163.95	
		\$219.85	CT 25035847
Rays Auto Parts	Parts-Supplies, 07-01-22 thru 5-31-23	\$19.62	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$70.95	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$34.29	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$30.22	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$21.47	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$67.36	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$5.75	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$10.86	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$25.00	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$58.16	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$17.39	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$98.73	
			\$459.80
Santa Barbara Co Env Health Svc	S420 Plan Check Initial Review - Baseball Softball	\$161.00	
	S421 Plan Check Follow-Up	\$53.67	
	S421 Plan Check Follow-Up	\$26.83	
		\$241.50	CT 25035849
Santa Maria Times	Legal advertising for the Truck Driving Simulators	\$214.44	
	Allan Hancock College Public Notice Ad	\$55.75	
		\$270.19	CT 25035850
Santa Maria Tri-Tip Company, LLC	Food for AHC Student Housing Orientation (Bulldog	\$1,350.00	

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Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,350.00	CT 25035851
Signs for Success, Inc	200 foot fence: DS 4' Wide panels Chain Link Fence	\$6,404.80	
	Design: Quick setup of provided artwork	\$43.50	
		\$6,448.30	CT 25035852
Smart & Final	Student Snacks for EOPS, CARE, NextUp, & CalWORKs	\$172.78	
	Student Snacks for EOPS, CARE, NextUp, & CalWORKs	\$172.79	
	Student Snacks for EOPS, CARE, NextUp, & CalWORKs	\$172.79	
	Student Snacks for EOPS, CARE, NextUp, & CalWORKs	\$172.79	
	Food for childrens center 7-1-22 to 12-31-22	\$136.00	
	Instructional supplies for Biology Labs	\$32.37	
		\$859.52	CT 25035853
Alexandra Spiess	Prepay 80 % 10.2-4.22	\$337.20	
		\$337.20	CT 25035854
Strata Information Group	Consulting Support Services for Degree Works,	\$560.00	
		\$560.00	CT 25035855
Testa Catering	Coffee, Tea, and Hot Chocolate for First Week	\$587.23	
	Operations Fee	\$58.73	
		\$645.96	CT 25035856
Texas Life Insurance Co.	Insurance Premiums Aug-22	\$8,890.19	
		\$8,890.19	CT 25035857
The Flag Factory	US Flag, Nylon, 3 x 5, Item 021500	\$195.84	
	California Flag, Nylon, 3 x 5, Item 140490	\$178.54	
	California Flag, Nyl-Glo, 4 x 6, Item 140470	\$168.52	
	US Flag, Nyl-Glo, 4 x 6, Item 002220	\$75.83	
	California Flag, Nyl-Glo, 5 x 8, Item 140480	\$127.24	
	US Flag, Nyl-Glo, 5 x 8, Item 002270	\$118.27	
	Freight Charges	\$32.95	
		\$897.19	CT 25035858
Tom Little Inspections	One Additional Month for Inspection and Fees for	\$18,500.00	
		\$18,500.00	CT 25035859
United Health Care Insurance Co	Insurance Premium September 2022	\$805.68	
	Insurance Premiums October 2022	\$805.68	
		\$1,611.36	CT 25035860
United Refrigeration Inc	Taco Air Separator per Invoice 86095309-00	\$180.24	
	Freight Charges	\$24.88	
	Parts per Invoice 86362076-00	\$175.07	
	HVAC Supplies, 07-01-22 thru 05-31-23	\$77.95	
		\$458.14	CT 25035861
US Bank Corporate Payment System	CA Peace Officer Membership 8/1/2022 - 12/31/2022	\$21.00	
	CA Peace Officer Advance Conference Registration	\$425.00	
	Amazon - Commercial Ice Machine	\$1,779.89	
	Amazon - Handheld USB Microscope with Polarizer	\$365.38	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
US Bank Corporate Payment System	Amazon - Long Range Walkie Talkie Handheld Radios	\$588.84	
	4 Imprint, Inc.	\$4,088.90	
	JACKS OLD ORCUTT	\$33.00	
	CCLC	\$805.00	
	CCLC -	\$2,415.00	
	CCBA	\$600.00	
	Instructional supplies for Marine Biology	\$44.24	
	United airlines - D. Vasquez Airfare for	\$288.60	
	Dunkin Donuts - refreshments for farewell party	\$132.36	
	Smart Final - Custodial Cleaning Supplies	\$344.27	
	Smart Final - Distilled Water	\$14.28	
	Chick-fil-A- Food for Summer Algebra Institute	\$712.04	
	Chick-fil-A- Food for Summer Algebra Institute	\$712.04	
	Chick-fil-A- Food for Summer Algebra Institute	\$712.04	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	Taco Bell- Food Gift Card Summer Algebra Institute	\$50.00	
	ACCCA- Professional Development for Wes Guerra	\$200.00	
	In-N-Out Burger- Food for Summer Algebra Institute	\$248.77	
	Costco- Food for Summer Algebra Institute	\$216.41	
	Costco- Food for Summer Algebra Institute	\$216.41	
	Costco- Food for Summer Algebra Institute	\$216.41	
	Costco- Food for Summer Algebra Institute	\$216.41	
	Costco- Food for Summer Algebra Institute	\$216.41	
	In-N-Out Burger- Food for Summer Algebra Institute	\$248.77	
	Chicos- Mistaken CAL-Card Use	\$199.91	
	Casa de Fruit- Mistaken CAL-Card Use	\$54.99	
	Kapwing Pro Monthly Digital Subscription	\$20.00	
	Facebook Ad Fall Community Ed Classes	\$50.67	
	Facebook Ad Hancock Hello	\$269.46	
	CCPRO Annual Membership LMilbourne and CMcGuinness	\$150.00	
	AP Stylebook Print Edition	\$83.02	
	Google Advertising Fall Community Ed Classes	\$300.00	
	Webflow CMS Hosting of Campus Graphics Website	\$192.00	
	Webflow Lite Account Campus Graphics Website	\$192.00	
	Other World Computing	\$60.88	
	Costco Wholesale: snacks and drinks for AHC	\$71.93	
	Smart and Final: Cookies for College Corps Fellow	\$22.98	
	Mountain Mikes: Pizza for College Corps Fellow	\$215.58	
	Mountain Mikes: Pizza for College Corps Fellow	\$45.66	
	Credit in 110001-951420 for US Bank	(\$7,547.19)	
		\$10,693.36	
VTC Enterprises	Collection of Recycling Paper on Main Campus,	\$925.00	CT 25035862

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$925.00	CT 25035863
VWR International	Instructional Supplies for Biology Labs	\$74.02	
	Instructional Supplies for Biology Labs	\$48.25	
		\$122.27	CT 25035864
Ward's Science Inc	Science Lab Supplies July 1, 2022-May 31, 2023	\$204.98	
	Science Lab Supplies July 1, 2022-May 31, 2023	\$179.91	
	Science Lab Supplies July 1, 2022-May 31, 2023	\$70.87	
	Science Lab Supplies July 1, 2022-May 31, 2023	\$32.03	
		\$487.79	CT 25035865
Western Exterminator Company	Pest Control Services - Bldg. D (PCPA Theater)	\$299.75	
		\$299.75	CT 25035866
Stephen Avellar	Manual Refund Submitted	\$411.00	
		\$411.00	CT 25035867
Cade Ballard	Manual Refund Submitted	\$175.00	
		\$175.00	CT 25035868
Tesha Bartlett	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25035869
Cornelius Buelna	Manual Refund Submitted	\$1,311.00	
		\$1,311.00	CT 25035870
Isabel Castellanos Gutierrez	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25035871
Kailen Castillo	Manual Refund Submitted	\$937.00	
		\$937.00	CT 25035872
Ernesto Cervantes	Manual Refund Submitted	\$100.00	
		\$100.00	CT 25035873
Miguel Ciriaco	Manual Refund Submitted	\$100.00	
		\$100.00	CT 25035874
Juliana Cruz	Manual Refund Submitted	\$631.00	
		\$631.00	CT 25035875
Noe Cruz-Ibarra	Manual Refund Submitted	\$161.00	
		\$161.00	CT 25035876
Courtney Ekstrom	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035877
Alexandra Euyoqui	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035878
Welisarage Fernando	Manual Refund Submitted	\$912.00	
		\$912.00	CT 25035879
Rosali Flores	Manual Refund Submitted	\$1,061.00	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,061.00	CT 25035880
Noi Garcia	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035881
Armando Guzman	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035882
Autumn Hasty	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035883
Belinda Hernandez	Manual Refund Submitted	\$150.00	
		\$150.00	CT 25035884
Brenda Hernandez	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035885
Emily Hernandez	Manual Refund Submitted	\$300.00	
		\$300.00	CT 25035886
Wilbertho Hernandez	Manual Refund Submitted	\$2,572.00	
		\$2,572.00	CT 25035887
Elena Hernandez Plascencia	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035888
Nathaniel Herrera	Manual Refund Submitted	\$1,296.00	
		\$1,296.00	CT 25035889
Matthew Hicklin	Manual Refund Submitted	\$158.00	
		\$158.00	CT 25035890
Ashley Holding	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035891
Sophia Martin-Straw	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035892
Sebastian Martinez	Manual Refund Submitted	\$2,760.00	
		\$2,760.00	CT 25035893
Hugo Martinez Barcenaz	Manual Refund Submitted	\$150.00	
		\$150.00	CT 25035894
Heather Mccoid	Manual Refund Submitted	\$158.00	
		\$158.00	CT 25035895
Dan Melendez	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035896
Johncarlo Mendez	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25035897
Guenael Oristel	Manual Refund Submitted	\$250.00	
	Refund Submitted	\$500.00	
		\$750.00	CT 25035898
Dean Pappas	Manual Refund Submitted	\$531.00	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$531.00	CT 25035899
Adriana Pinkerton	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035900
Kimberly Pleiss	Manual Refund Submitted	\$23.00	
		\$23.00	CT 25035901
Janie Ponce	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035902
Nidya Provencio	Manual Refund Submitted	\$2.00	
		\$2.00	CT 25035903
Ramon Ramirez	Manual Refund Submitted	\$1,932.00	
		\$1,932.00	CT 25035904
Nicholas Reyna	Manual Refund Submitted	\$75.00	
		\$75.00	CT 25035905
Blanca Rios Santos	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25035906
Rodrigo Rodriguez	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035907
Claudia Romero	Manual Refund Submitted	\$20.00	
		\$20.00	CT 25035908
Rosario Rosales Garcia	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035909
Jesus Rubio	Manual Refund Submitted	\$30.00	
		\$30.00	CT 25035910
Maria Sanchez	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035911
Santa Maria Police Department	Vendor Refund/CmpsGrphcsOvr	\$28.78	
		\$28.78	CT 25035912
Yesenia Santiago Hernandez	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25035913
Hope Smith	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035914
Jayden Smith	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035915
Jessica Souza	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035916
Sonya Taja	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035917
Lollipop Tolan	Manual Refund Submitted	\$50.00	

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Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$50.00	CT 25035918
Brisa Torres	Manual Refund Submitted	\$1,836.00	
		\$1,836.00	CT 25035919
Russbell Valle Davila	Manual Refund Submitted	\$250.00	
		\$250.00	CT 25035920
Julian Valles	Manual Refund Submitted	\$2,111.00	
		\$2,111.00	CT 25035921
Jonathan Ventura	Manual Refund Submitted	\$100.00	
		\$100.00	CT 25035922
Flor Villa	Manual Refund Submitted	\$24.00	
		\$24.00	CT 25035923
Candace Vosburg	Manual Refund Submitted	\$181.00	
		\$181.00	CT 25035924
James Workman	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25035925
19six Architects	Architectural Services for Site planning and Consulting Services for AHC FMP Phase III	\$2,310.00	
	19six Architects to Provide Professional Construction Administration	\$6,580.00	
	Construction Administration	\$470.00	
		\$6,535.00	
		\$8,127.50	
		\$24,022.50	CT 25035926
Absolute Power Wash	Exhaust Hood Cleaning Service, Bldgs. G and I	\$1,190.00	
	Exhaust Hood Cleaning Service, Bldg. S	\$1,190.00	
	Report Fee for Fire Department (if needed)	\$25.00	
		\$2,405.00	CT 25035927
Adamski Moroski Madden Cumberland & Green LLP	Legal Representation - Ground	\$4,758.02	
	Legal Representation - Ground	\$1,829.98	
		\$6,588.00	CT 25035928
Adept Events LLC	Rental of PA System for Fall Concert Event	\$375.00	
	Rental of Staging: Stairs and Skirting	\$200.00	
	Set-Up and Tear Labor	\$500.00	
	Delivery on Nov 27, 2022	\$75.00	
		\$1,150.00	CT 25035929
All American Screen Printing Inc	AHC PRIDE PINS INVOICE #35384	\$1,392.00	
		\$1,392.00	CT 25035930
Alpha Electrical Service	Service Call-Troubleshoot Issue with Lift Station	\$1,373.00	
		\$1,373.00	CT 25035931
Amazon	Operational Supplies 07-05-22 to 05-31-23	\$371.22	
	Operational Supplies 07-05-22 to 05-31-23	\$246.59	
	Student Materials 07-05-22 to 05-31-23	\$488.70	
	Instructional Supplies 7/05/2022-5/31/2023	\$181.67	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	Office Supplies, 7/06/22 - 5/31/23	\$95.88	
	Instructional Supplies for Fire Academy	\$34.78	
	Instructional Supplies for MT 7.01.22-5.31.23	\$181.67	
	Instructional supplies for MESA & STEM Center	\$1,121.67	
	INSTRUCTIONAL SUPPLIES OPEN UNTIL 5.31.23	\$122.00	
	Instructional Supplies for EL 7.1.22-5.31.23	\$26.09	
	Happybuy Manual Lever Chain Hoist	\$159.84	
	WIRELESS PRESENTATION REMOTE	\$65.23	
	3 INCH 3 RING BINDER BLUE	\$15.75	
	LVC Library Books 8.30.22 - 5.31.23	\$62.59	
	Royal Green Bright Rectangular Labels 3x2 inch	\$25.56	
	Royal Green Colored Label Tag Stickers 3x2 inch	\$26.09	
	Royal Green Fluorescent Rectangular Labels	\$20.65	
	Shipping/Handling	\$7.60	
	Operational Supplies 7.1.22-5.30.23	\$52.60	
	\$3,306.18		CT 25035932
American Modular Systems Inc.	108x40 Modular Building for the New Health Center/	\$1,571,500.56	
	Design Fees (due at DSA submittal)	\$38,640.00	
	\$1,610,140.56		CT 25035933
American Star Tours, Inc.	Bus Service - AHC Womens Soccer on 9-13-22	\$1,875.00	
	Bus Service - AHC Mens Soccer on 9-13-22	\$1,875.00	
	\$3,750.00		CT 25035934
Apple Inc.	14-inch MacBook Pro - Space Gray; Part Number Z15G	\$2,206.54	
	eWaste Recycling Fee	\$4.00	
	14-inch MacBook Pro - Space Gray; Part Number Z15G	\$2,206.54	
	eWaste Recycling Fee	\$4.00	
	14-inch MacBook Pro - Space Gray; Part Number Z15G	\$2,206.54	
	eWaste Recycling Fee	\$4.00	
	14-inch MacBook Pro - Space Gray; Part Number Z15G	\$35,304.60	
	eWaste Recycling Fee	\$64.00	
	14-inch MacBook Pro - Space Gray; Part Number Z15G	\$6,619.61	
	eWaste Recycling Fee	\$12.00	
	14-inch MacBook Pro - Space Gray; Part Number Z15G	\$8,826.15	
	eWaste Recycling Fee	\$16.00	
	14-inch MacBook Pro - Space Gray; Part Number Z15G	\$8,826.15	
	eWaste Recycling Fee	\$16.00	
	Magic Mouse; Part Number MK2E3AMA/A	\$2,233.73	
	Magic Keyboard-US English; Part Number MK2A3LLA/A	\$2,799.23	
	Mac Studio: Apple M1 Max; Part Number Z14J	\$19,369.46	
	Mac Studio: Apple M1 Max; Part Number Z14J	\$12,912.98	
	3-Year AppleCare+ for Schools - Mac Studio;	\$2,975.00	
	3-Year AppleCare+ for Schools - Mac Studio	\$119.00	
3-Year AppleCare+ for Schools - 14-in MacBook Pro;	\$6,270.00		
Logic Pro Volume Licenses: 20+ Seats	\$5,599.44		
	\$118,594.97		CT 25035935
Diane Auten	Cross-Culture Teaching Exchange Brazil	\$2,000.00	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$2,000.00	CT 25035936
B & B Steel & Supply	Instructional Supplies WLDT 7.01.22 thru 5.31.23	\$1,024.69	
	Instructional Supplies WLDT 7.01.22 thru 5.31.23	\$3,418.67	
	Instructional Supplies WLDT 7.01.22 thru 5.31.23	\$334.41	
		\$4,777.77	CT 25035937
B&H Photo Video	Leatherman Wingman MultiTool Stainless	\$152.14	
	Leatherman Wingman MultiTool Stainless	\$608.57	
	SanDisk 32GB Ultra Dual Drive USB Type C Flash	\$167.91	
	Shure Cardid Dynamic Vocal Microphone PGA-48	\$188.79	
	JBL PartyBox 310 Portable Speaker	\$897.10	
	Impact Spigot 5/8 Flat Edge 1/4 and 3/8 M Thrds	\$17.09	
	Impact 9.5 Feet Air-Cushioned Light Stand	\$134.45	
	Denon 1U Bluetooth Receiver DEDN300BR	\$162.83	
		\$2,328.88	CT 25035938
Bay Area Bioscience Education Community	National Science Foundation Subaward Agreement	\$23,556.59	
	National Science Foundation Subaward Agreement	\$14,580.50	
		\$38,137.09	CT 25035939
Kevin Boland	Open Mileage 9.07.22	\$30.00	
		\$30.00	CT 25035940
Bremer Auto Parts	Operational Supplies for Fire Academy	\$36.42	
	Operational Supplies for EMS Academy	\$80.45	
	Operational Supplies for EMS Academy	\$158.74	
	Operational Supplies for EMS Academy	(\$32.63)	
	Parts-tools for LE veh. 07-5-22 to 05-31-23	(\$130.43)	
	Parts-tools for LE veh. 07-5-22 to 05-31-23	\$69.58	
	Parts-tools for LE veh. 07-5-22 to 05-31-23	\$217.50	
	Parts-tools for LE veh. 07-5-22 to 05-31-23	\$168.43	
		\$568.06	CT 25035941
Cabrillo High School Athletic Booster Club	Full-page Color Ad Inside Front Cover of CHS 2022	\$650.00	
		\$650.00	CT 25035942
Cae Healthcare Inc	Extended Warranty for Apollo PT Simulator Manikin	\$4,578.00	
		\$4,578.00	CT 25035943
California Department Of Justice	Fingerprint Background July 2022 - June 2023	\$360.00	
		\$360.00	CT 25035944
	Fingerprint Background July 2022 - June 2023	\$278.00	
		\$278.00	CT 25035945
Carmen Camacho	Open Mileage 7.12,7.20.22	\$0.00	
	Open Mileage 7.12,7.20.22	\$54.13	
		\$54.13	CT 25035946
Camarenas Tire	Tires for LE Veh. 07-05-22 to 05-31-2023	\$4,179.95	

Allan Hancock College
Warrant Register

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Vendor Name	Description	Amount	Warrant
		\$4,179.95	CT 25035947
Carmel & Naccasha LLP	Investigation Services thru 8/31/22	\$750.00	
		\$750.00	CT 25035948
Carolina Biological	Instructional Supplies for Biology Labs	\$1,034.51	
		\$1,034.51	CT 25035949
CCCAOE	Registration CCCAOE Conf.	\$695.00	
		\$695.00	CT 25035950
	Conf Registration CCCAOE	\$695.00	
		\$695.00	CT 25035951
	CCCAOE Fall Conf 2022 Sacramento, CA	\$695.00	
		\$695.00	CT 25035952
Ccceopsa	Conference Oceanside, CA	\$650.00	
		\$650.00	CT 25035953
Cclc/Cccaa	ONBOARDING MEMBERSHIP FEES 2022-23	\$700.00	
		\$700.00	CT 25035954
CDW Government Inc	Logitech MK295 Silent - keyboard and mouse set	\$150.29	
	VEC CM-1000 USB Conference Microphone	\$146.09	
		\$296.38	CT 25035955
Central City Tool Supply	Chainsaw MS500I 25" 3/8 33RS	\$1,708.45	
	Chainsaw MS500I 28" 3/8 33RS	\$1,696.49	
		\$3,404.94	CT 25035956
City of Lompoc	Waste Disposal-Sewer Fees 7.1.2022 - 6.30.2023	\$516.50	
	Water Services 7.1.2022 - 6.30.2023	\$2,961.27	
		\$3,477.77	CT 25035957
	Waste Disposal-Sewer Fees 7.1.2022 - 6.30.2023	\$1,490.62	
		\$1,490.62	CT 25035958
	Commercial Light Electric 7.1.2022 - 6.30.2023	\$20,800.24	
		\$20,800.24	CT 25035959
Columbia Business Center Partners Lp	Lease of 890 E Stowell CBC Base Rent Lease	\$25,183.00	
		\$25,183.00	CT 25035960
Computerland Of Silicon Valley	AZURE USAGE BEYOND EES CAMPUS AGMT PREPAYMENT	\$113.37	
		\$113.37	CT 25035961
Council for Opportunity in Education	COE Virtual Annual Conference 2022 Registration	\$949.00	
		\$949.00	CT 25035962
Creation Engine Inc	SketchUp Pro 2022 1yr Software/Technology License	\$555.00	
	SketchUp Pro 2022 1yr Software/Technology License	\$320.00	
	SketchUp Pro 2022 1yr Software/Technology License	\$235.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,110.00	CT 25035963
Custom Colors Auto Body Supplies, Inc.	Instructional Supplies Authorized User: Eric Mason	\$85.38	
	Instructional Supplies Authorized User: Eric Mason	\$90.08	
	Instructional Supplies Authorized User: Eric Mason	\$195.53	
	Instructional Supplies Authorized User: Eric Mason	\$1,170.30	
	Instructional Supplies Authorized User: Eric Mason	\$148.50	
	Instructional Supplies Authorized User: Eric Mason	\$39.19	
		\$1,728.98	CT 25035964
D and T Painting	The Contractor Shall Furnish all Labor,	\$212,800.00	
		\$212,800.00	CT 25035965
DiaMedical USA Equipment LLC	SimServeRx ESS Advanced Bedside Smartcart	\$20,004.58	
	SimServeRx On-Site Implementation & Setup	\$702.81	
	SimServeRx On-Site Implementation & Setup	\$379.25	
		\$21,086.64	CT 25035966
Kim Ensing	AHC Football Game SBCC	\$78.13	
		\$78.13	CT 25035967
Oscar Escobedo	Open Mileage 8.19-31.22	\$114.56	
		\$114.56	CT 25035968
Federal Express Corp	Mailings for Acct #1104-8488	\$18.97	
		\$18.97	CT 25035969
Fisher Scientific Co Llc	Science Lab Supplies July 1, 2022-May 31, 2023	\$69.54	
	Science Lab Supplies July 1, 2022-May 31, 2023	\$72.03	
	Science Lab Supplies July 1, 2022-May 31, 2023	\$215.75	
		\$357.32	CT 25035970
Flint, Jared	Two Hours compensation for training	\$33.96	
		\$33.96	CT 25035971
Foodbank Of Santa Barbara County	Food for Food Share Because We Care 2022-2023	\$400.38	
		\$400.38	CT 25035972
	Food for Food Share Because We Care 2022-2023	\$1,553.29	
		\$1,553.29	CT 25035973
Galls Llc	Department Uniforms and Supplies 8/1/22 - 5/31/23	\$1,130.82	
	Department Uniforms and Supplies 8/1/22 - 5/31/23	\$45.04	
	Department Uniforms and Supplies 8/1/22 - 5/31/23	\$158.73	
		\$1,334.59	CT 25035974
Gemma Garcia Bautista	.22	\$53.75	
		\$53.75	CT 25035975
Giffin Rental	26 FT. Scissor Lift Rental Quote # q15165-1	\$53.88	
	Damage Waiver	\$9.50	
	ENV Fee	\$3.23	
	Delivery / Pick Up	\$100.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

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Vendor Name	Description	Amount	Warrant
		\$166.61	CT 25035976
Graduate Communications	Spanish Translation of Outreach Materials	\$312.50	
	Spanish Translation of Outreach Materials	\$0.00	
	Spanish Translation of Outreach Materials	\$0.00	
	Spanish Translation of Outreach Materials	\$0.00	
		\$312.50	CT 25035977
Griego Pool Service	Pool Service, 7-01-22 thru 6-30-23	\$3,825.00	
	Misc. Parts per Estimate 1127	\$540.76	
	Sand 50 lb. Bag	\$1,339.80	
	Material Disposal	\$500.00	
	Labor Charges	\$2,800.00	
		\$9,005.56	CT 25035978
Silvia Gutierrez	Open Mileage 8.23.22	\$31.25	
		\$31.25	CT 25035979
Henry Schein Inc	Dry Tips Small for child	\$36.34	
	Bulb Overhead A-Dec	\$120.31	
	Solo medicine cups 4oz	\$53.70	
	Sticky wrap barrier film Blue 4x6	\$34.33	
	Self seal sterilization 5.25x10	\$72.43	
	Self seal sterilization 2.25x4	\$9.95	
	Self seal sterilization 3.5x9	\$87.09	
		\$414.15	CT 25035980
Hilton Garden Inn	CCCAOE Lodging 10.3-7.22	\$638.39	
		\$638.39	CT 25035981
	Lodging CCCAOE Conf. Rancho Mirage, CA	\$638.39	
		\$638.39	CT 25035982
	CCCAOE Fall Conf. 2022	\$638.39	
		\$638.39	CT 25035983
J W Pepper & Son Inc	Instructional Supplies 7/25/2022-5/30/2023	\$319.73	
		\$319.73	CT 25035984
La Quinta Inn & Suites	Lodging UC Davis 10.14.22	\$3,710.70	
	Lodging UC Davis 10.14.22	\$0.00	
		\$3,710.70	CT 25035985
Lightcast	Lightcast Jobs Analyst Subscription; 6-1-23 to	\$13,050.00	
	Lightcast Jobs Analyst Subscription; 6-1-23 to	\$26,100.00	
		\$39,150.00	CT 25035986
Lydia Maxwell	Registration prepay reimbursement	\$700.00	
		\$700.00	CT 25035987
Toby McLaughlin	Open Mileage 8.25,9.7,9.15.22	\$34.38	
		\$34.38	CT 25035988
Monterey Peninsula College	Cost-Reimbursement Subaward Agreement for	\$8,072.40	

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Vendor Name	Description	Amount	Warrant
		\$8,072.40	CT 25035989
Motimatic PBC	Placement of Social Media Reengagement Campaign	\$50,000.00	
		\$50,000.00	CT 25035990
ODP Business Solutions LLC	Office/Operational Supplies 7/20/22 - 12/31/22	\$20.65	
	Office Supplies-08/01/2022-05/31/2023	\$113.80	
	office supplies for VPSS office;	\$54.44	
	Office Supplies for Community Education	\$6.54	
	Office Supplies for Community Education	\$48.24	
	Office Supplies for Community Education	\$64.48	
	Office Supplies for Community Education	\$254.02	
	Office Supplies for Community Education	\$522.77	
	Office Supplies 7-1-2022 through 5-31-2023	\$128.90	
	office supplies for the Basic Needs Center	\$255.16	
	instructional supplies 8.15.22 thru 12.8.22	\$93.37	
	Office Supplies-08/01/2022-05/31/2023	\$32.29	
	Office Supplies-08/01/2022-05/31/2023	\$370.58	
	Office Supplies-08/01/2022-05/31/2023	(\$173.73)	
	Office Supplies for July 1, 2022 to May 31, 2023	\$409.47	
	Office/Operational Supplies 7/20/22 - 12/31/22	\$33.15	
	Office/Operational Supplies 7/20/22 - 12/31/22	\$110.11	
	CA Office Supplies 08.16.22 thru 05.31.23	\$69.00	
		\$2,413.24	CT 25035991
Pacific Gas & Electric Company	Electricity Services 7.1.2022- 6.30.2023	\$96,438.85	
	Electricity Services 7.1.2022 - 6.30.2023	\$25,635.64	
		\$122,074.49	CT 25035992
	Electricity Services 7.1.2022- 6.30.2023	\$2,071.25	
	Electricity Services 7.1.2022 - 6.30.2023	\$550.59	
		\$2,621.84	CT 25035993
	Electricity Services 7.1.2022- 6.30.2023	\$274.85	
	Electricity Services 7.1.2022 - 6.30.2023	\$73.06	
		\$347.91	CT 25035994
Quincon, Inc	All Labor and Materials to Complete the PCPA	\$198,246.94	
	All Labor and Materials to Complete the PCPA	\$522,589.49	
		\$720,836.43	CT 25035995
Aurora Ruvalcaba	Open Mileage 9.7.22	\$31.88	
		\$31.88	CT 25035996
Craig Shafer	Voice recording and creation of MP3 file monthly	\$100.00	
	Voice recording and creation of MP3 file monthly	\$100.00	
		\$200.00	CT 25035997
Pamela Storie	Prepay Meals 9.30.22	\$900.00	
		\$900.00	CT 25035998
Alyssa Stovall	Open Mileage 8.2-4.22	\$38.56	

Allan Hancock College
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Check Dates from 9/1/2022 to 9/30/2022
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Vendor Name	Description	Amount	Warrant
		\$38.56	CT 25035999
Student Connections Llc	Software Service	\$5,000.00	
		\$5,000.00	CT 25036000
University Of California - Davis	Pre-Health Conf Reg UC Davis	\$0.00	
	Pre-Health Conf Reg UC Davis	\$1,400.00	
		\$1,400.00	CT 25036001
Yondoo Broadband, LLC	Yondoo Broadband to Provide Turn-Key	\$230.00	
		\$230.00	CT 25036002
Stephanie Alvarado	Reimbursement for Welcome Back Coffee, Donuts	\$71.34	
		\$71.34	CT 25036003
Apple Inc.	Mac Studio: Apple M1 Max; Part Number Z14J	\$21,521.63	
		\$21,521.63	CT 25036004
Stephen Bernardo	Reimbursement for Panera Coffee for EOPS students	\$43.98	
		\$43.98	CT 25036005
California Department Of Justice	Fingerprint Background July 2022 - June 2023	\$2,683.00	
		\$2,683.00	CT 25036006
Capitol Advisors Group LLC	CONSULTING AND ADVOCACY 7/1/22 - 6/30/23	\$2,000.00	
		\$2,000.00	CT 25036007
Ccceopsa	CCCEOPSA Conf Palm Springs Kramer, Sandra	\$650.00	
		\$650.00	CT 25036008
Comcast Cable	Comcast Monthly Recurring Costs	\$214.32	
		\$214.32	CT 25036009
Credentials Solutions LLC	Net Due to Credentials for August 2022 Transcripts	\$2,611.69	
		\$2,611.69	CT 25036010
Garland/DBS, Inc	Scope of Work: Add Alternate 1	\$155,711.00	
	Scope of Work: Add Alternate 2	\$71,434.00	
		\$227,145.00	CT 25036011
Global Industrial Equipment	ShopSol Ergonomic Sit Stand Stool	\$245.62	
	Next Day Air Shipping	\$149.27	
		\$394.89	CT 25036012
Silvia Gutierrez	Reimburse for snacks/drinks for tutor training	\$218.82	
		\$218.82	CT 25036013
Hanqing, Pan	Interview Reimbursement Cert 6.21-26.22	\$526.40	
		\$526.40	CT 25036014
Health Sanitation Services	Roll Off for 8-18-22 per Invoice 0070367-1082-5	\$167.32	
	Green Yard Waste - Disposal Per Ton	\$91.99	
		\$259.31	CT 25036015
Home Depot	Operational supplies 07-05-22 to 05-31-23	(\$122.33)	
	Operational Supplies for Fire Academy	\$91.97	
	Operational Supplies for Fire Academy	\$41.52	

Allan Hancock College
Warrant Register

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Vendor Name	Description	Amount	Warrant
Home Depot	Operational Supplies for Fire Academy	\$28.72	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$6.53	
	Operational Supplies for Fire Academy	\$34.77	
	Operational Supplies for Fire Academy	\$16.04	
	Operational Supplies for Fire Academy	\$25.44	
	Operational Supplies for Fire Academy	(\$12.65)	
	Operational Supplies for Fire Academy	(\$6.28)	
	Operational Supplies for Fire Academy	\$18.93	
	Instructional Supplies for Fire Academy	\$13.22	
	Instructional Supplies for Fire Academy	\$207.51	
	Instructional Supplies for Fire Academy	\$457.27	
	Instructional Supplies for Fire Academy	\$104.20	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$210.93	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$40.59	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$5.70	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$186.95	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$41.29	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$39.51	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$56.48	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$68.66	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$99.70	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$105.44	
	Maintenance Supplies - SM, 7-1-22 thru 5-31-23	\$1,139.98	
	Instructional Supplies for EMS Courses.	\$18.35	
	Instructional Supplies for EMS Courses.	\$76.10	
	Instructional Supplies for WLDT 7.1.22-5.31.23	\$216.88	
	Instructional Supplies for MT 7.1.22-5.31.23	\$78.04	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$33.21	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$38.32	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$40.00	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$69.09	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$133.33	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$33.27	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$46.09	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$13.01	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$78.70	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$114.13	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$118.98	
	Maintenance Supplies - LVC , 8-1-22 thru 5-31-23	\$17.36	
	Operational supplies 07-05-22 to 05-31-23	\$168.29	
		\$4,193.24	CT 25036016
KPMR-TV	30-second ad promoting fall 2022 registration	\$750.00	
		\$750.00	CT 25036017
Krueger International Inc	MyPlace 26" Round, 2" Casters, Non-	\$1,121.02	
	MyPlace 26" Round, 2" Casters, Non-	\$560.49	
	MyPlace Backless 45" Curve, Concealed	\$843.09	
	MyPlace Inside Back 30" Curve,	\$2,092.22	
	MyPlace Inside Back 45" Curve,	\$5,380.34	
	MyPlace Inside Back 60" Curve,	\$1,584.38	
	MyPlace Lounge Chair, Concealed Glides,	\$1,035.58	

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Vendor Name	Description	Amount	Warrant
Krueger International Inc	MyPlace Square, Concealed Glides, Non-	\$778.74	
	MyPlace Rectangular In-Line Table with	\$1,505.99	
	MyPlace Corner w/Back, Left-Face Uph	\$3,178.72	
	MyPlace Corner w/Back, Right-Face Uph	\$3,178.72	
	MyPlace Lounge Chair, Concealed Glides,	\$4,046.37	
	MyPlace 18" Round Table, 2" Casters,	\$1,051.96	
	MyPlace 18" Round Table, 2" Casters,	\$1,051.96	
	Jessa Lounge Chair w/Left Facing	\$3,176.95	
	Jessa Lounge Chair w/Right Facing	\$3,176.95	
		\$33,763.48	CT 25036018
Liebert Cassidy Whitmore	Professional Legal Svs. 7-1-22 - 6-30-23	\$1,078.00	
	Professional Legal Svs. 7-1-22 - 6-30-23	\$154.00	
	Professional Legal Svs. 7-1-22 - 6-30-23	\$2,712.50	
	Professional Legal Svs. 7-1-22 - 6-30-23	\$1,687.00	
	Professional Legal Svs. 7-1-22 - 6-30-23	\$1,221.50	
	\$6,853.00	CT 25036019	
Marian Regional Medical Center Foundation	VINEYARDS VISTAS SPONSORSHIP	\$1,500.00	
	\$1,500.00	CT 25036020	
McKesson Medical Surgical Inc	Towelettes item#854452	\$4.94	
	Lancets item#511848	\$20.23	
	Strep A test kit item#951316	\$47.62	
	Hand sanitizer box item#1111746	\$19.77	
	Control, blood glucose item#960304	\$9.93	
	Ibuprofen item#1111735	\$126.45	
	Lozenge item#1111732	\$69.08	
	Antacid Tablets item#1111738	\$37.84	
	Bismuth Tablets item#1111737	\$83.44	
	Carbamide Drops item#1050950	\$16.00	
	Fluticasone Nasal Spray item#721880	\$137.96	
	Athletes Foot Cream item#720875	\$32.82	
	Clotrimazole Cream item#352143	\$21.96	
	Eye wash item#1188884	\$26.49	
	Allergy Tablets item#1140369	\$35.94	
	Loradamed Tablets item#524409	\$115.20	
	Refresh Eye Drops item#256783	\$59.54	
	Allergy Tablets item#1140369	\$23.96	
	Hand sanitizer box item#1111746	\$19.77	
	Athletes Foot Cream item#720875	\$32.82	
	Aminofen Tablets item#853624	\$43.32	
	Hand sanitizer 2 oz bottle item#1066918	\$38.36	
	Hand sanitizer 2 oz bottle item#1066918	\$76.72	
	Takeaway sharps container item#783317	\$177.19	
	Afluria Flu Vaccine item # 1202891	\$896.20	
	ship on ice fee	\$0.00	
	\$2,173.55	CT 25036021	
Fabian Mendoza	Open Mileage 8.2 8.11 8.18 8.19 8.30	\$51.50	

Allan Hancock College

Warrant Register

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Vendor Name	Description	Amount	Warrant
		\$51.50	CT 25036022
Mission Linen Supply	Uniform Services and Towels, 07-01-22 thru 6-30-23	\$41.13	
	Uniform Services and Towels, 07-01-22 thru 6-30-23	\$41.13	
		\$82.26	CT 25036023
National Student Clearinghouse	StudentTracker Premium Service 9-01-22 to 8-31-23	\$1,995.00	
		\$1,995.00	CT 25036024
Ricardo Navarrette	Reimburse for Tablecovers for Noche De Familia	\$23.21	
	Reimburse for Food/Drinks for Noche De Familia	\$42.32	
		\$65.53	CT 25036025
Old Town Shirt Factory	Embroidery - Customer Provided Puff Jacket	\$13.85	
	Heat Apply - Customer Provided, Soccer Jersey,	\$54.38	
	Heat Apply - Customer Provided, Soccer Jersey,	\$54.38	
	Heat Apply - Customer Provided, Soccer Jersey,	\$54.38	
	Heat Apply - Customer Provided, Soccer Jersey,	\$54.38	
		\$231.37	CT 25036026
Open Education Global, Inc	Open Education Consortium Annual Membership	\$100.00	
		\$100.00	CT 25036027
Pacific Coast Business Times	LATINO BUSINESS AWARDS SPONSORSHIP	\$2,500.00	
		\$2,500.00	CT 25036028
Ravatt, Albrecht & Associates, Inc.	Construction Administration	\$2,544.00	
	Construction Administration	\$0.00	
		\$2,544.00	CT 25036029
Righetti High School Football	Full-page Color Ad Outside Back Cover RHS 2022	\$550.00	
	Renewal of stadium filed banner to hang in Warrior	\$450.00	
		\$1,000.00	CT 25036030
Roebbelen Construction Management Services	AHC Fine Arts Project - Construction Management	\$41,265.00	
		\$41,265.00	CT 25036031
Safety-Kleen Systems, Inc	Parts Washer Fees, LVC per Invoice 89296545	\$293.68	
	Parts Washer Fees , SM per Invoice 89296542	\$995.20	
	E-Manifest Fee	\$20.00	
	Parts Washer Fees, SM per Invoice 89296546	\$305.33	
	Oil Service-Stop Fee, Lompoc per Invoice 89516606	\$50.00	
	Oil Service-Stop Fee, SM per Invoice 89516839	\$31.25	
		\$1,695.46	CT 25036032
Santa Maria Joint Union High School District	Return Scholarship funds for Sonora Robertson	\$1,000.00	
		\$1,000.00	CT 25036033
Scholarship Foundation of Santa Barbara	Return spring 2022 Scholarship funds 27 students	\$21,250.00	
		\$21,250.00	CT 25036034
Soccer.com	Elite Neo Combi Black, size 8	\$97.87	

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Vendor Name	Description	Amount	Warrant
Soccer.com	Elite Neo Combi Black, size 9	\$195.73	
	Elite Neo Combi Black, size 10	\$97.86	
	Elite Neo Combi Black, size 11	\$97.86	
	Shipping	\$21.00	
		\$510.32	CT 25036035
Source Graphics	Office Supplies - Wideformat Paper and Media	\$801.46	
		\$801.46	CT 25036036
Southern California Gas Co	Gas Supply 7.1.2022 - 6.30.2023	\$6,590.39	
	Gas Supply 7.1.2022-6.30.2023	\$1,349.84	
		\$7,940.23	CT 25036037
Sport & Cycle Team Athletics Inc	Grid Iron Silver Football Pants Quote# 7143	\$528.43	
	Shipping	\$26.18	
	Numero 10 V22 Soccer Ball Package Quote #6823	\$565.37	
	Numero 10 V22 Soccer Ball Package	\$565.37	
	Shipping	\$119.08	
		\$1,804.43	CT 25036038
Sterling Communications	Battery, Li-ion 2250T	\$600.30	
	Motorola CP200d UHF 16 Channel Portable Radio	\$1,174.50	
		\$1,774.80	CT 25036039
Subway	Food purchase for TAG (Transfer Admission	\$185.85	
		\$185.85	CT 25036040
Testa Catering	Rental of Stage - Portable 4' x 8' for Hancock	\$98.96	
	Rental of Stairs - 3 Step Wood	\$32.63	
	Rental of Skirting - Stage	\$21.75	
	Equipment Protection Plan @ 10.0%	\$15.33	
	Delivery / Pick Up	\$60.00	
	Setup / Breakdown	\$30.00	
		\$258.67	CT 25036041
Tropics	Aquarium Service	\$154.73	
	Aquarium Service	\$300.00	
		\$454.73	CT 25036042
US Bank Corporate Payment System	Home Depot - Instructional Supplies	\$309.42	
	Costco - refreshments for Fuel Up for Fall meeting	\$362.41	
	Costco - food for Basic Needs lunch locker	\$141.27	
	NASFAA- Freeze Webinar Virtual Training	\$120.00	
	NASFAA Annual Value Membership 22-23 Academic Year	\$1,902.00	
	Costco- Food for College Connection Participants	\$43.28	
	Walmart- Financial Aid Office Supplies USB Drives	\$21.73	
	Panera Bread- Food for EOPS Staff Retreat	\$242.68	
	Panera Bread- Food for EOPS Staff Retreat	\$16.63	
	Costco- Food for EOPS Food Cafe	\$108.62	
	Amazon- Office Supplies Admissions Records	\$173.96	
	Embassy Suites - Hotel stay for K. Ensing for the	\$242.89	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$3,684.89	CT 25036043
Darlene Vera	Enrollment Reimbursement	\$361.20	
		\$361.20	CT 25036044
Virtual Vri	TypeWell Transcribing	\$4,985.50	
	Trilingual evening interpreting	\$1,566.00	
	ASL Interpreting from 7:00 am to 5:00 pm	\$360.00	
	ASL interpreting after 5:00 pm and weekends	\$410.00	
	Monthly technology charge	\$15.00	
		\$7,336.50	CT 25036045
Vital Records Control	Confidential Records Shredding 7-1-22 - 6-30-23	\$97.65	
		\$97.65	CT 25036046
VWR International	Instructional Supplies for Biology Labs	\$37.48	
		\$37.48	CT 25036047
Tyler Beveridge	Manual Refund Submitted	\$347.00	
		\$347.00	CT 25036048
Arcelina Galvan Herrera	Manual Refund Submitted	\$150.00	
		\$150.00	CT 25036049
Luzmaria Jimenez Sanchez	Manual Refund Submitted	\$398.00	
		\$398.00	CT 25036050
Brianna Labastida	Manual Refund Submitted	\$1,062.00	
		\$1,062.00	CT 25036051
Justin Martin	Manual Refund Submitted	\$75.00	
		\$75.00	CT 25036052
Brandon Martinez	Manual Refund Submitted	\$50.00	
		\$50.00	CT 25036053
Alyssa Norholm	Manual Refund Submitted	\$11.50	
		\$11.50	CT 25036054
Alexis Ramirez	Manual Refund Submitted	\$20.00	
		\$20.00	CT 25036055
Teresa Reyes	Manual Refund Submitted	\$184.00	
		\$184.00	CT 25036056
Visalia Police Department	Vendor Refund	\$76.50	
		\$76.50	CT 25036057
Jose Vivar Lopez	Manual Refund Submitted	\$20.00	
		\$20.00	CT 25036058
Ahern Rentals Inc.	Rental of Personnel Lift 12ft Electric 2 Man	\$462.19	
	Environmental Charge	\$8.16	
	CA Heavy Equipment Rental Tax	\$3.19	
	Rental Protection Plan	\$63.75	
		\$537.29	CT 25036059

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	CTE Library Books,	\$1,875.27	
	BOOKS FOR SANTA MARIA LIBRARY, 8-11-22 TO 5-31-23	\$74.47	
	BOOKS FOR SANTA MARIA LIBRARY, 8-11-22 TO 5-31-23	\$2.24	
	BOOKS FOR SANTA MARIA LIBRARY, 8-11-22 TO 5-31-23	\$7.57	
		\$1,959.55	CT 25036060
	Supplies for the Chem labs 07-01-22 thru 05-31-23	\$42.94	
	Supplies for the Chem labs 07-01-22 thru 05-31-23	\$31.84	
	Supplies for the Chem labs 07-01-22 thru 05-31-23	\$217.39	
	Misc Supplies for Childrens Cntr 7-1-22 to 5-31-23	\$279.23	
	Misc Supplies for Childrens Cntr 7-1-22 to 5-31-23	\$36.04	
	Instructional supplies for MESA & STEM Center	\$317.51	
	Office Supplies for 07-01-22 thru 05-31-23	\$252.55	
	OFFICE OPERATIONAL SUPPLIES 09/01/22 - 05/31/23	\$135.68	
	Office Supplies, July 1, 2022 - May 31, 2023	\$31.48	
	Giffin Grip Model 10, Includes Rods and Sliders	\$287.10	
	Paperback Textbook Tattoos on the Heart: The	\$315.00	
	Royal Green Colored Label Tag Stickers 3x2 inch	\$26.09	
	Shipping & handling	\$0.00	
	Instructional Supplies 7/05/2022-5/31/2023	\$43.72	
	Student Materials 07-05-22 to 05-31-23	\$552.11	
Office Supplies, July 1, 2022 - May 31, 2023	\$19.55		
Instructional Supplies for FASH and FCS program	\$1,441.90		
Instructional Supplies for FASH and FCS program	\$42.65		
Instructional Supplies for FASH and FCS program	\$42.65		
Instructional Supplies for FASH and FCS program	\$8.53		
	\$4,123.96	CT 25036061	
American Star Tours, Inc.	Bus Service - AHC Football on 9-17-22	\$3,750.00	
	Bus Service for PCPA Solvang, 9-6-22 thru 9-17-22	\$8,690.00	
	Bus Service - AHC Mens Soccer Team on 9-23-22	\$1,875.00	
	\$14,315.00	CT 25036062	
AMG & Associates, Inc	Fine Arts Complex Project	\$754,898.79	
	Fine Arts Complex Project	\$206,510.78	
	Change Order #017 to Include Multiple Revisions	\$157,611.00	
	\$1,119,020.57	CT 25036063	
	Fine Arts Complex Project	\$46,244.99	
	Fine Arts Complex Project	\$12,650.83	
	\$58,895.82	CT 25036064	
Michael Ashmore	Coaching development Las Vegas, NV 9.7-11.22	\$700.00	
	\$700.00	CT 25036065	
Atkinson Andelson Loya Ruud And Romo	General Legal Services	\$1,176.00	
	\$1,176.00	CT 25036066	
B & B Steel & Supply	Instructional Supplies WLDT 7.01.22 thru 5.31.23	\$1,064.39	
	Instructional Supplies for MT 7.01.22-5.31.23	\$1,490.96	
	\$2,555.35	CT 25036067	
B&H Photo Video	Wacom DTK-1660E 15.6" Interactive Pen Display	\$3,099.48	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$3,099.48	CT 25036068
Joseph Bareno	MESA Student Award for completion of the MESA	\$500.00	
		\$500.00	CT 25036069
Christian Betancourt	MESA Student Award for completion of the MESA	\$500.00	
		\$500.00	CT 25036070
Blackhawk Network, Inc	Taco Bell Gift Cards-\$20	\$5,000.00	
	Panda Express Gift Cards-\$30	\$750.00	
	Dominos Gift Cards-\$20	\$5,000.00	
	Chevron Gas Cards-\$20.00	\$1,500.00	
	Chipotle Gift Cards-\$20	\$5,000.00	
	Subway Gift Cards-\$20	\$5,000.00	
	Gift Card Delivery	\$66.00	
	Starbucks Gift Cards-\$10	\$5,000.00	
	Delivery Fee	\$23.00	
		\$27,339.00	CT 25036071
Blick Art Materials	Instructional Supplies per attached Quote	\$1,450.30	
	Instructional Supplies per attached Quote	\$46.20	
		\$1,496.50	CT 25036072
Janeal Blue	ACHRO Walnut, CA	\$185.00	
		\$185.00	CT 25036073
Brummel Myrick & Associates	LEED Engineering Services for Operational	\$1,930.00	
		\$1,930.00	CT 25036074
Cal State Auto Parts	Auto Supplies, 07-01-22 thru 05-31-23	\$14.16	
		\$14.16	CT 25036075
Cal-Coast Machinery, Inc.	Parts per Invoice 782739	\$42.52	
	Air Filter (Secondary) per Invoice 782747	\$25.15	
		\$67.67	CT 25036076
California Electric Supply	Electrical-Lighting Supplies, 07-01-22 thru	\$161.56	
	Electrical-Lighting Supplies, 07-01-22 thru	\$117.45	
	Electrical-Lighting Supplies, 07-01-22 thru	\$217.50	
		\$496.51	CT 25036077
California Stainless Mfg. Inc.	Stainless film drying cabinet with 2 clip rods and	\$1,984.69	
	Crating and Shipping	\$825.00	
		\$2,809.69	CT 25036078
Juan Camacho	Reimburse for Lunch Locker supplies; Basic Needs	\$449.17	
		\$449.17	CT 25036079
Camarenas Tire	LE Vehicle Alignment and Inspection	\$80.00	
		\$80.00	CT 25036080
Luis Carpintero-Flores	MESA Student Award for completion of the MESA	\$500.00	
		\$500.00	CT 25036081
Carr's Boot Shop	Safety boots for employees 7-1-22 to 6-30-23	\$175.00	
	Safety boots for employees 7-1-22 to 6-30-23	\$143.27	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$318.27	CT 25036082
CDW Government Inc	Dell 24 Video Conferencing Monitor C2423H	\$4,378.25	
	Recycling Fee	\$70.00	
	Wireless microphone	\$315.69	
		\$4,763.94	CT 25036083
Clay'S Septic & Jetting Inc	Pump Lift Station and Unlocked Control Panel,	\$2,088.55	
	Troubleshoot Lift Station and Control Panel	\$4,610.61	
		\$6,699.16	CT 25036084
Comcast Cable	Comcast Monthly Recurring Costs	\$198.02	
		\$198.02	CT 25036085
Stephanie Crosby	ACCCA Mentorship Program San Diego, CA	\$655.75	
		\$655.75	CT 25036086
Juan Custodio	MESA Student Award for completion of the MESA	\$500.00	
		\$500.00	CT 25036087
Dominic Dal Bello	Reimburse for Instructional Supplies	\$8.77	
		\$8.77	CT 25036088
Dominic Delamora	MESA Student Award for completion of the MESA	\$500.00	
		\$500.00	CT 25036089
Dept Of Forestry & Fire Protection	FSTEP Training: Confined Space Rescue Awareness	\$1,575.00	
		\$1,575.00	CT 25036090
Earth Systems Pacific	Report Preparation and Project Supervision	\$290.00	
		\$290.00	CT 25036091
Vanessa Esqueda	MESA Student Award for completion of the MESA	\$500.00	
		\$500.00	CT 25036092
Angelica Eulloqui	Reimbursement for food for	\$79.93	
		\$79.93	CT 25036093
Ferguson Enterprises Inc	Water Heater, Electric, Tkls per Invoice 0124227	(\$627.22)	
	Supplies per Invoice 0132999	\$39.62	
	Supplies per Invoice 0143404	\$73.38	
	Water Heater, Electric, Tkls per Invoice 0124227	\$627.22	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$13.25	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$33.98	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$15.63	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$216.64	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$52.16	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$1.16	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$44.07	
	Plumbing Supplies, 07-01-22 thru 5-31-23	\$51.34	
		\$541.23	CT 25036094
Fisher Scientific Co Llc	Supplies for the Chem labs 07-01-22 thru 05-31-23	\$376.02	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$376.02	CT 25036095
Foodbank Of Santa Barbara County	Food for Food Share Because We Care 2022-2023	\$179.63	
	Food for Food Share Because We Care 2022-2023	\$134.90	
		\$314.53	CT 25036096
	Food for Food Share Because We Care 2022-2023	\$660.74	
	Food for Food Share Because We Care 2022-2023	\$813.99	
		\$1,474.73	CT 25036097
Cristian Galvan	MESA Student Award for completion of the MESA	\$700.00	
		\$700.00	CT 25036098
GM Financial Leasing	Leasing 2020 Chev Suburban, 07-01-22 thru 10-30-22	\$768.55	
		\$768.55	CT 25036099
	Leasing 2020 Chev Suburban, 7-01-22 thru 10-30-22	\$768.55	
		\$768.55	CT 25036100
	Leasing 2020 Chev Suburban, 7-01-22 thru 2-28-23	\$759.61	
		\$759.61	CT 25036101
	Leasing 2020 Chev Suburban, 7-01-22 thru 2-28-23	\$759.61	
		\$759.61	CT 25036102
Grainger Inc.	First Aid Station, 53JG94 Per Invoice 9435829453	\$197.39	
	Supplies per Invoice 9435592242	\$230.23	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$34.48	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$35.11	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$146.50	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$26.71	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$88.20	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$50.96	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$202.70	
	Maintenance Supplies, 07-01-22 thru 05-31-23	\$34.48	
		\$1,046.76	CT 25036103
Christine Greleck	Reimbursement for College apparel for staff using	\$172.86	
		\$172.86	CT 25036104
Guardian Innovations, LLC	Guardian Helmet Cover Silver XT Est# 24490	\$4,785.00	
	Shipping	\$258.60	
		\$5,043.60	CT 25036105
Jeffery Hall	Open Mileage 9.13,9.20.22	\$69.75	
		\$69.75	CT 25036106
High-Tech Electric	eLink 100T US Wireless HDMI Transmitter	\$4,814.91	
	eLink 100R US Wireless HDMI Receiver	\$5,165.09	
	Freight	\$91.77	
		\$10,071.77	CT 25036107
J W Pepper & Son Inc	Instructional Supplies 7/25/2022-5/30/2023	\$43.50	
	Instructional Supplies 7/25/2022-5/30/2023	\$515.20	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
 Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$558.70	CT 25036108
Jared D McCune DDS, Inc	Reimbursement for Cerec Club Primescan Camera, Rex Freight Charge	\$6,303.38 \$50.00	
		\$6,353.38	CT 25036109
Jovi'S Delights	Pastries for Title IX Training 9-14-22 Inv #INV-80	\$93.15	
		\$93.15	CT 25036110
Suzanne Lew	Open Mileage 9.20.20	\$11.50	
		\$11.50	CT 25036111
Evelin Lopez	MESA Student Award for completion of the MESA	\$500.00	
		\$500.00	CT 25036112
Margaritaville Palm Springs	EOPS Conf. Palm Springs	\$626.67	
		\$626.67	CT 25036113
Dorine Mathieu	Reimburse for food for Student Start Here	\$503.56	
		\$503.56	CT 25036114
Alejandra Medina	Open Mileage 9.13,9.20.22	\$25.25	
		\$25.25	CT 25036115
Greg Pensa	Open Mileage 9.13,9.20	\$89.00	
		\$89.00	CT 25036116
Alan Salazar Guzman	Choreography Project for Winter Show Dance Event	\$2,310.38	
		\$2,310.38	CT 25036117
Lucerito Salgado Olivera	Open Mileage 8.29-31.22	\$12.81	
		\$12.81	CT 25036118
Verizon Wireless	Monthly Line Charges for 805-621-2466 thru 6.30.23	\$76.02	
		\$76.02	CT 25036119
	Cell Phone Service Fees for Facilities Dept.	\$573.80	
	Verizon annual plan charges for Student Navigators	\$172.26	
		\$746.06	CT 25036120
	Cell Phone Service from 07/01/22 - 06/30/23	\$521.64	
		\$521.64	CT 25036121
Kevin Walthers	CEOCCC Board Meeting Sacramento, CA	\$983.48	
		\$983.48	CT 25036122
Ahc - District Trust Fund	PAYROLL DEDUCTION 9.30.22	\$160.00	
		\$160.00	CT 25036123
AHC Foundation	PAYROLL DEDUCTION 9.30.22	\$3,959.96	
		\$3,959.96	CT 25036124
American Fidelity Assurance Co	Insurance premiums for Sept 22	\$26,205.09	
		\$26,205.09	CT 25036125
	Insurance premiums Sept 22	\$12,101.27	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$12,101.27	CT 25036126
American Fidelity Assurance Co	Health savings account Sept 2022	\$5,275.00	
		\$5,275.00	CT 25036127
Assoc CA Community College Admin	PAYROLL DEDUCTION 9.30.22	\$97.74	
		\$97.74	CT 25036128
C.S.E.A. Chapter 251 Dues - AHC	PAYROLL DEDUCTION 9.30.22	\$452.50	
		\$452.50	CT 25036129
C.S.E.A. Victory Club	PAYROLL DEDUCTION 9.30.22	\$108.50	
		\$108.50	CT 25036130
CA School Employees Association	PAYROLL DEDUCTION 9.30.22	\$8,437.66	
		\$8,437.66	CT 25036131
Employment Development Dept	PAYROLL DEDUCTION 9.30.22	\$212.86	
		\$212.86	CT 25036132
Envoy Plan Services Inc.	PAYROLL DEDUCTION 9.30.22	\$121,337.98	
		\$121,337.98	CT 25036133
FACCC Fac Assoc CA Comm Colleges	PAYROLL DEDUCTION 9.30.22	\$314.00	
		\$314.00	CT 25036134
Faculty Association of AHCC	PAYROLL DEDUCTION 9.30.22	\$6,941.16	
		\$6,941.16	CT 25036135
Follett Heg - Ahc Bookstore	Textbooks for Rising Scholars Students	\$9,346.62	
	Textbooks for Rising Scholars Students	\$0.00	
		\$9,346.62	CT 25036136
	Instructional Supplies 7/01/2022-5/31/2023	\$229.46	
	Instructional Supplies 7/01/2022-5/31/2023	\$101.95	
	Instructional Supplies 7/01/2022-5/31/2023	\$26.10	
	Instructional Supplies 7/01/2022-5/31/2023	\$46.31	
	Instructional Supplies 7/01/2022-5/31/2023	\$543.75	
	RESERVE TEXTBOOKS, 7-30-22 TO 5-31-23	\$119.41	
	RESERVE TEXTBOOKS, 7-30-22 TO 5-31-23	\$471.54	
	RESERVE TEXTBOOKS, 7-30-22 TO 5-31-23	\$1,601.02	
	RESERVE TEXTBOOKS, 7-30-22 TO 5-31-23	\$1,302.39	
	Textbooks 7/1/22 - 5/31/23	\$286.52	
	Textbooks 7/1/22 - 5/31/23	\$103.04	
	Textbooks 7/1/22 - 5/31/23	(\$103.04)	
	CTE Textbooks	\$123.16	
	CTE Textbooks	\$1,734.83	
	CTE Library Books,	\$3,433.51	
	CTE Library Books,	\$1,590.20	
	CTE Library Books,	\$861.57	
	CTE Library Books,	\$708.51	

Allan Hancock College
Warrant Register

Check Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Vendor Name	Description	Amount	Warrant
Follett Heg - Ahc Bookstore	CTE Library Books,	\$1,113.60	
	Textbook - On Course by Downing 3rd Ed Used	\$1,005.67	
	Textbook - On Course by Downing 3rd Ed Used	\$335.22	
	SEAP Library Books, Effective 7/1/22 - 5/31/23	\$903.71	
	SEAP Library Books, Effective 7/1/22 - 5/31/23	\$1,287.06	
	SEAP Library Books, Effective 7/1/22 - 5/31/23	\$3,356.68	
	SEAP Library Books, Effective 7/1/22 - 5/31/23	\$759.08	
		\$21,941.25	CT 25036137
Franchise Tax Board	PAYROLL DEDUCTION 9.30.22	\$2,295.90	
		\$2,295.90	CT 25036138
IRS ACS Support	PAYROLL DEDUCTION 9.30.22	\$142.83	
		\$142.83	CT 25036139
MILO Range Training Systems	Basic Extended Warranty for the Driving Simulator	\$10,110.63	
		\$10,110.63	CT 25036140
Mission Linen Supply	Laundry Services for Auto Tech 7.1.22-6.30.23	\$34.60	
	Laundry Services for Auto Tech 7.1.22-6.30.23	\$34.60	
	Laundry Service for Auto Body Program	\$21.65	
	Laundry Service for Auto Body Program	\$21.65	
	Uniform Services and Towels, 07-01-22 thru 6-30-23	\$41.13	
		\$153.63	CT 25036141
Northern Santa Barbara County United Way	SPONSORSHIP	\$2,500.00	
		\$2,500.00	CT 25036142
ODP Business Solutions LLC	Office Supplies, 07/05/22 - 05/31/23	\$342.12	
	Office Supplies 7-1-22 thru 5-31-23	\$418.73	
	Office Supplies 7-1-2022 through 5-31-2023	\$33.28	
	Office Supplies 7-1-2022 through 5-31-2023	\$29.91	
	Office/Operational Supplies 7/20/22 - 12/31/22	\$81.99	
	Office Supplies July 1, 2022-May 31, 2023	\$108.35	
	INSTRUCTIONAL SUPPLIES OPEN UNTIL 5.31.23	\$58.79	
	INSTRUCTIONAL SUPPLIES OPEN UNTIL 5.31.23	\$68.69	
	Office Supplies-08/01/2022-05/31/2023	\$311.50	
	Office Supplies for July 1, 2022 to May 31, 2023	\$68.16	
	Office Supplies for the Cosmetology Program	\$132.54	
	OFFICE SUPPLIES OPEN UNTIL 5.31.23	\$66.03	
	HP 952XL High-Yield Black Ink Cartridge, F6U19AN,	\$53.77	
	BIC Wite-Out Correction Fluid, Pack of 2,	\$5.43	
			\$1,779.29
PARS Public Agency Retirement	PAYROLL DEDUCTION 9.30.22	\$11,041.00	
		\$11,041.00	CT 25036144
Part Time Faculty AHC - Member	PAYROLL DEDUCTION 9.30.22	\$8,427.55	
		\$8,427.55	CT 25036145
Pharmedix	Prescription Medication July 1 2022 - May 31 2023	\$68.53	

Allan Hancock College
Warrant Register

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Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$68.53	CT 25036146
Portable Johns, Inc.	Rental-Servicing Portable Toilets and Hand Washing	\$747.77	
		\$747.77	CT 25036147
Postmaster - Santa Maria	2022-2023 Renewal Fee Standard Mail PI Permit #45	\$275.00	
		\$275.00	CT 25036148
Powerstride Battery Co Inc	Batteries, Ramcar A31 per Invoice 85229	\$1,543.03	
	CA Battery Recycling Fee	\$16.00	
	Battery, Ramcar AM24-7 MF per Invoice 85218	\$115.31	
	CA Battery Recycling Fee	\$2.00	
		\$1,676.34	CT 25036149
ProCare Janitorial Supply, Inc.	Custodial Supplies-Lompoc, 07-01-22 thru 05-31-23	\$453.62	
	Custodial Supplies-SM, 07-01-22 thru 05-31-23	\$2,712.88	
	Custodial Supplies-SM, 07-01-22 thru 05-31-23	\$203.10	
	Custodial Supplies-SM, 07-01-22 thru 05-31-23	\$1,585.86	
	Custodial Supplies-SM, 07-01-22 thru 05-31-23	\$477.83	
	Custodial Supplies-SM, 07-01-22 thru 05-31-23	\$542.71	
	Custodial Supplies-SM, 07-01-22 thru 05-31-23	\$3,132.16	
		\$9,108.16	CT 25036150
Proquest Llc	Ebook Purchase for CTE Library Books	\$10,073.26	
		\$10,073.26	CT 25036151
Rays Auto Parts	Parts-Supplies, 07-01-22 thru 5-31-23	\$7.06	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$15.17	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$17.39	
	Parts-Supplies, 07-01-22 thru 5-31-23	\$20.21	
		\$59.83	CT 25036152
San Luis Obispo County Community College District	Cost-Reimbursement Subaward Agreement for	\$3,611.48	
		\$3,611.48	CT 25036153
Santa Barbara County Sheriff's Office	PAYROLL DEDUCTION 9.30.22	\$1,596.83	
		\$1,596.83	CT 25036154
Save Mart Supermarkets	Food Supplies for Children Center 7-1 to 12-31-22	\$77.19	
	Food Supplies for Children Center 7-1 to 12-31-22	\$547.85	
	Food Supplies for Children Center 7-1 to 12-31-22	\$553.33	
	Food Supplies for Children Center 7-1 to 12-31-22	\$96.66	
	Food Supplies for Children Center 7-1 to 12-31-22	\$480.66	
	Food Supplies for Children Center 7-1 to 12-31-22	\$388.71	
	Food Supplies for Children Center 7-1 to 12-31-22	\$53.72	
	Food Supplies for Children Center 7-1 to 12-31-22	\$577.72	
	Food Supplies for Children Center 7-1 to 12-31-22	\$52.49	
		\$2,828.33	CT 25036155
ScholarShare College Savings 529	PAYROLL DEDUCTION 9.30.22	\$30.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$30.00	CT 25036156
Simplynas	QNAP 1U 4-Bay Intel Celeron Expansion Slot	\$1,249.00	
	Seagate Exos X18 ST16000NM000J	\$1,176.00	
	QNAP Rail Kit for 2U Rackmount Models	\$99.99	
	Network Attached Storage Burn	\$145.00	
	Shipping	\$51.24	
	QNAP 1U 4-Bay Intel Celeron Expansion Slot	\$1,249.00	
	Seagate Exos X18 ST16000NM000J	\$1,176.00	
	QNAP Rail Kit for 2U Rackmount Models	\$99.99	
	Network Attached Storage Burn	\$145.00	
	Shipping	\$51.24	
		\$5,442.46	CT 25036157
Smart & Final	Snacks for UTC App & Transfer Workshops	\$37.53	
	Snacks for UTC App & Transfer Workshops	\$53.40	
	Snacks for UTC App & Transfer Workshops	\$36.72	
	Food Supplies for MESA.STEM Center for Multiple	\$188.76	
	Snacks/Beverages for Men's Support Group Student	\$49.92	
		\$366.33	CT 25036158
	Food for childrens center 7-1-22 to 12-31-22	\$12.37	
	Food for childrens center 9-1-22 to 12-31-22	\$150.34	
	Food for childrens center 9-1-22 to 12-31-22	\$119.02	
	Food for childrens center 9-1-22 to 12-31-22	\$115.21	
	Food for childrens center 9-1-22 to 12-31-22	\$104.61	
		\$501.55	CT 25036159
	CA Supply purchase 08.15.22 thru 12.31.22	\$182.39	
	CA Supply purchase 08.15.22 thru 12.31.22	\$361.33	
	CA Supply purchase 08.15.22 thru 12.31.22	\$43.25	
	CA Supply purchase 08.15.22 thru 12.31.22	\$120.38	
	CA Supply purchase 08.15.22 thru 12.31.22	\$83.08	
	CA Supply purchase 08.15.22 thru 12.31.22	\$105.49	
	CA Supply purchase 08.15.22 thru 12.31.22	\$34.24	
	CA Supply purchase 08.15.22 thru 12.31.22	\$30.57	
	CA Supply purchase 08.15.22 thru 12.31.22	\$39.99	
		\$1,000.72	CT 25036160
Solutionz Inc	RI WA 25034314	\$30.00	
	RI WA 25034314	\$41,509.69	
		\$41,539.69	CT 25036161
Source Graphics	HP 360 Latex Printer Repairs Quote #AAAQ75751	\$388.50	
	Additional Labor HRS - Onsite Troubleshoot/Repairs	\$582.75	
	Belt and Tensioner - Parts	\$160.84	
	Shipping	\$16.95	
	Office Supplies - Wideformat Paper and Media	\$574.31	
	Office Supplies - Wideformat Paper and Media	\$368.15	
	Office Supplies - Wideformat Paper and Media	\$161.55	
		\$2,253.05	CT 25036162
Sousa Tire Service	Tire Recycling for LE Veh. 07-05-22 to 05-31-23	\$56.59	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$56.59	CT 25036163
Sports Boosters Inc	Santa Maria High School Fall 2022 Athletics	\$898.20	
		\$898.20	CT 25036164
Stoneware Inc	LanSchool 1 Year Subscription license per device	\$3,000.00	
		\$3,000.00	CT 25036165
Synergy Sports	Foundation Services + Video Database - College +	\$2,000.00	
		\$2,000.00	CT 25036166
Taqueria La Coqueta	Food purchase for Estudiantes Unidos registration	\$1,303.91	
	Food purchase for Estudiantes Unidos Registration	\$1,825.48	
	Food purchase for Estudiantes Unidos Registration	\$1,890.67	
	Food purchase for Estudiantes Unidos Registration	\$1,499.50	
	Food purchase for Estudiantes Unidos Registration	\$1,303.91	
	Food purchase for Estudiantes Unidos Registration	\$1,499.50	
	Food purchase for Estudiantes Unidos Registration	\$1,303.91	
	Food purchase for Estudiantes Unidos Registration	\$1,760.28	
		\$12,387.16	CT 25036167
Target Specialty Products	Landscape Supplies, 7-1-22 thru 5-31-23	\$150.43	
		\$150.43	CT 25036168
Thoma Electric, Inc	Engineering/Design Services for PCPA Sound Upgrade	\$590.00	
		\$590.00	CT 25036169
Top Shelf Manufacturing, LLC	The Knight ACL Brace Short Left Large	\$1,248.77	
	The Knight ACL Brace Short Left Xlarge	\$602.00	
	The Knight ACL Brace Short Right Large	\$1,204.00	
	The Knight ACL Brace Short Right Xlarge	\$602.00	
	Hinged Knee Plus Wraparound W Open Pop MD	\$176.40	
	Hinged Knee Plus Wraparound W Open Pop LG	\$529.20	
	Hinged Knee Plus Wraparound W Open Pop XL	\$352.80	
	Anchor Shoulder Brace Left LG	\$134.00	
		\$4,849.17	CT 25036170
Total Compensation System Inc	Roll Forward Valuation for Second Year	\$3,330.00	
		\$3,330.00	CT 25036171
Transportation USA	Bus Service - AHC Mens and Womens Soccer Team	\$14,860.00	
		\$14,860.00	CT 25036172
Trojan Petroleum, Inc	Gasoline Purchases, 07-01-22 thru 6-30-23	\$11,586.94	
		\$11,586.94	CT 25036173
Typewell/Catalina Solutions Llc	V8 Premium Transcriber - annual license	\$63.00	
		\$63.00	CT 25036174
United Site Services Of California Inc	Portable Toilets (15) for Home Football Games	\$1,269.14	
		\$1,269.14	CT 25036175
United Way of the Central Coast	PAYROLL DEDUCTION 9.30.22	\$30.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$30.00	CT 25036176
Vital Records Control	Shredding Service for Counseling Office	\$102.86	
	Shredding Service for Counseling Office	\$95.00	
		\$197.86	CT 25036177
Western Pre-Hung Inc	Door, Rotary White Birch, Mineral Core per Inv 204	\$1,740.00	
	Labor Charges	\$425.00	
		\$2,165.00	CT 25036178
Western Scientific Co Inc	Olympus CX31/41 Rubber Eyeguards, #212086-099	\$281.88	
		\$281.88	CT 25036179
Zoe's Hawaiian Bbq	Food purchase for student residency workshop on	\$790.11	
	Delivery Fee	\$13.50	
		\$803.61	CT 25036180

Warrant RegisterCheck Dates from 9/1/2022 to 9/30/2022
Bank Code: CT

Fund and Reversal Summary

Totals By Fund:

Total for General Fund 9410	\$2,707,495.24
Total for Bond Interest & Redemption Fund 9421	\$0.00
Total for Child Development Fund 9433	\$4,814.64
Total for Capital Outlay Project Fund 9441	\$6,244,308.90
Total for General Obligation Bond Fund 9447	\$2,071,497.08
Total for Dental Self-Insurance Fund 9461	\$59,901.00
Total for Self-Insurance Health Exam Fund 9462	\$0.00
Total for Self-Insurance, Property, & Liability Fund 9463	\$6,353.38
Total for Post-Employment Benefits Fund 9469	\$0.00
Total for Student Body Center Fee Trust Fund 9473	\$39,826.23

Allan Hancock College

Warrant Register

Check Dates from 9/1/2022 to 9/30/2022

Bank Code: RC

Vendor Name	Description	Amount	Warrant
PARS Public Agency Retirement	Payroll Deduction for Payroll dated 9/9/22	\$8,020.68	
		\$8,020.68	RC 40000237
Part Time Faculty AHC - Member	Payroll Deduction for Payroll dated 9/9/22	\$525.63	
		\$525.63	RC 40000238

16-55 Revised

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT	
September 2022	
ACRONYMS	
19six Architects	Nineteen Six Architects (Formerly PMSM)
AHC Foundation	Allan Hancock College Foundation
AHC - Part - Time Faculty Association	Allan Hancock College - Part Time Faculty Association
ACTLA	Association of Colleges for Tutoring & Learning Assistance
B & B Steel & Supply	NO ACRONYM
BC Pumps Sales and Service	Bill Caldwell Pumps Sales and Service
B & H Photo	NO ACRONYM
CACCRAO	California Association of Community College Registrars and Admissions Officers
CAL-OES	California Office of Emergency Services
CALM	Child Abuse Listening Mediation
CALSTRS	California State Teacher's Retirement System
C.S.E.A. Chapter 251 Dues AHC	California School Employees Association Chapter 251 Dues Allan Hancock College
C.S.E.A. Victory Club	California School Employees Association Victory Club
CCCAOE	California Community College Administrators of Occupational Education
CDW Government Inc	Computer Discount Warehouse Government Inc
CSSO	Chief Student Services Officers
DLR Group	Dana Larson Roubal Group
EDITS	Educational and Industrial Testing Service
FACCC	Faculty Association of California Community Colleges
Faculty Association of AHCC	Faculty Association of Allan Hancock Community College
GM Financial Leasing	General Motors Financial Leasing
hBARSCI	hBAR Science
IPMA	International Project Management Association
IPS Group INC	International Parking Systems
IRS ACS Support	Internal Revenue Service Automated Collection System Support
J B Dewar	NO ACRONYM
J.E. Halliday Sales Inc.	NO ACRONYM
J W Pepper & Son Inc	NO ACRONYM
MFAC LLC	MF Athletic Company
MILO Range Systems	Multiple Interactive Learning Objectives Range Systems
MWEE	Medical Waste Environmental Engineers
NAEYC	National Association for the Education of Young Children
NASPA	National Association of Student Personnel Administrators
NISOD	National Institute/Staff & Organizational Development
OAHS Spartatroniks	Orcutt Academy High School Spartatroniks Robotics Boosters
OCLC	Online Computer Library Center Inc
ODP Business Solutions, LLC	Office Depot Business Solutions, LLC
PARS	Public Agency Retirement System
PCPA Foundation	Pacific Conservatory of the Performing Arts Foundation
PPG Architectural Finishes	Pittsburgh Paints & Glass Architectural Finishes
RD Systems	Russell and Downy Systems
RR Donnelley	Richard Robert Donnelley
SISC III	Self Insured Schools of California
SLO Safe Ride	San Luis Obispo Safe Ride
SSE Technologies	NO ACRONYM
SVM LP	Stored Value Marketing
USDA Forest Service	United States Department of Agriculture Forest Service
VEO Technologies	NO ACRONYM
VTC Enterprises	Vocational Training Center Enterprises
VWR	Van Waters Rogers (Avantor Science)
WESTOP	Western Association of Educational Opportunity Personnel

CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Authorization to Declare District Property as Surplus	Item Number: 11.B.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

District personnel have determined the following property can no longer be used by college programs. This process is utilized to ensure that the college does not dispose of any item that still has value to the district. Education Code Section §81450 allows for the sale of district property not required for school purposes. Attached is a list of district property to be declared surplus and subsequently sold at auction.

Education Code Section §81452 (a) provides for the sale of district property at private sale without advertising if the governing board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of \$5,000.

FISCAL IMPACT

Total proceeds are dependent on the auction and/or private sale participation level.

RECOMMENDATION

Staff recommends that the board of trustees declare the items listed to be surplus and authorize disposal of the items through the appropriate procedures.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
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SURPLUS LIST FOR NOVEMBER 2022 BOARD MEETING

Location	Description	Qty	Condition	AHC ID #	Grant Tag ID #	Facilities Work Order	Department	Serial #
Bldg. L	Hotspots	200	Not working	N/A	N/A	68790	Library	N/A
O-113A	Color Laser Jet HP5500 Printer	1	Non-Functional	712344	VTEA	68798	Industrial Technology	JPEK000623
L-334	Study Table	18	Reusable	N/A	N/A	68793	Library	N/A
W-11	Mini Refrigerator	1	Operational	N/A	N/A	68654	Academic Affairs	E95001395
W-11	HP Laser Jet 4250n Printer	1	Non-Functional	711742	N/A	68655	Academic Affairs	SN USBXX15226
Bldg. D	Refrigerator	1	Misfunctioning	68733	N/A	68733	PCPA	N/A
N/A	Ford E-350 Ambulance	1	Non-Operational	N/A	N/A	N/A	Public Safety	VIN-1FDSS34F43HA11216
3-116	Therapy Bike	1	Functional	N/A	N/A	21320365	PE	N/A
3-116	Recumbant Exercise Bike	1	Non-Repairable	N/A	N/A	21320338	PE	N/A
B-207	Rolling Desk Chair	1	Fair	N/A	N/A	21294067	Auxiliary Accounting	N/A
A-304 B	Conference/ Security Camera	1	Operational	N/A	N/A	N/A	LAP	Camera: 1837LZ103G08 Base: 1837LZ103G08
A-304 B	Dell Computer	1	Unknown	N/A	N/A	N/A	LAP	2WBP2B1
A-304 B	Document Scanner	1	Unknown	N/A	N/A	N/A	LAP	CN53CE9364
A-304 B	Text to Speech Device	1	Good	N/A	N/A	N/A	LAP	95-1203-102235
A-304 B	Document Scanner	1	Misfunctioning	N/A	N/A	N/A	LAP	VCFY030463
A-304 B	Magnifier – 96SM0051	1	Unknown	N/A	N/A	N/A	LAP	N/A
Bldg. D	Light Board	2	Good	N/A	N/A	63678	PCPA	418300278 & 418300281



CONSENT ITEM

To: Board of Trustees	Date: November 15, 2022
From: Superintendent/President	
Subject: First Quarter Financial Status Report	Item Number: 11.C.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 5

BACKGROUND

The first quarter financial status report is a routine report, which must be submitted to the State Chancellor's Office on a quarterly basis. It is used to monitor the financial health of a district as to cash flow and fiscal solvency.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends that the board of trustees accept the first quarter financial status report.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
---	--------------------

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

CHANGE THE PERIOD ▼

Fiscal Year: 2022-2023

Quarter Ended: (Q1) Sep 30, 2022

District: (610) ALLAN HANCOCK

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2019-20	Actual 2020-21	Actual 2021-22	Projected 2022-23
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	70,611,563	68,813,355	75,143,858	81,415,264
A.2	Other Financing Sources (Object 8900)	534,142	380,373	9,320,040	182,511
A.3	Total Unrestricted Revenue (A.1 + A.2)	71,145,705	69,193,728	84,463,898	81,597,775
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	63,208,543	61,410,962	67,844,192	74,244,843
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	6,875,666	4,761,887	12,946,256	8,233,218
B.3	Total Unrestricted Expenditures (B.1 + B.2)	70,084,209	66,172,849	80,790,448	82,478,061
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	1,061,496	3,020,879	3,673,450	-880,286
D.	Fund Balance, Beginning	14,843,331	15,904,827	18,925,704	22,599,154
D.1	Prior Year Adjustments + (-)	0	-2	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	14,843,331	15,904,825	18,925,704	22,599,154
E.	Fund Balance, Ending (C. + D.2)	15,904,827	18,925,704	22,599,154	21,718,868
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	22.7%	28.6%	28%	26.3%

II. Annualized Attendance FTES:

		Actual 2019-20	Actual 2020-21	Actual 2021-22	Projected 2022-23
G.1	Annualized FTES (excluding apprentice and non-resident)	8,720.00	7,298.57	7,127.60	N/A

III. Total General Fund Cash Balance (Unrestricted and Restricted)

		As of the specified quarter ended for each fiscal year			
		2019-20	2020-21	2021-22	2022-23
H.1	Cash, excluding borrowed funds		38,393,659	41,887,308	48,717,663
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	35,551,234	38,393,659	41,887,308	48,717,663

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	81,389,264	81,415,264	17,213,146	21.1%
I.2	Other Financing Sources (Object 8900)	0	182,511	11,850	6.5%
I.3	Total Unrestricted Revenue (I.1 + I.2)	81,389,264	81,597,775	17,224,996	21.1%
J. Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	73,104,423	74,244,843	16,179,320	21.8%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	8,233,218	8,233,218	411,548	5%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	81,337,641	82,478,061	16,590,868	20.1%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	51,623	-880,286	634,128	
L.	Adjusted Fund Balance, Beginning	22,599,154	22,599,154	22,599,154	
L.1	Fund Balance, Ending (C. + L.2)	22,650,777	21,718,868	23,233,282	
M.	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	27.8%	26.3%		

V. Has the district settled any employee contracts during this quarter?

NO

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year?
Next year?

NO
NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q

CERTIFY QUARTERLY DATA

CHANGE THE PERIOD ▼

Fiscal Year: 2022-2023

Quarter Ended: (Q1) Sep 30, 2022

District: (610) ALLAN HANCOCK

Your Quarterly Data is Certified for this quarter.

Chief Business Officer

CBO Name: Eric D. Smith

CBO Phone: 805-922-6966

CBO Signature:

Date Signed:

Chief Executive Officer Name: Kevin G. Walthers

CEO Signature:

Date Signed:

Electronic Cert Date: 11/03/2022

District Contact Person

Name: Shelly Allen

Title: Budget Analyst

Telephone: 805-922-6966

Fax: 805-928-7905

E-Mail: sallen@hancockcollege.edu

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4550
Sacramento, California 95811

Send questions to:
ccfs311admin@cccco.edu

Allan Hancock College
General Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Unrestricted Budget</u>	<u>Unrestricted Actual</u>	<u>% Budget</u>	<u>Restricted Budget</u>	<u>Restricted Actual</u>	<u>% Budget</u>
REVENUES						
Federal Revenues	\$ 34,200	\$ 640	1.87%	\$ 14,579,569	\$ 2,145,729	14.72%
State Revenues	55,708,072	14,139,328	25.38%	26,301,930	15,053,244	57.23%
Local Revenues	25,672,992	3,073,178	11.97%	1,869,420	699,630	37.42%
Total REVENUES	<u>81,415,264</u>	<u>17,213,146</u>	<u>21.14%</u>	<u>42,750,919</u>	<u>17,898,603</u>	<u>41.87%</u>
EXPENDITURES						
Academic Salaries	27,183,688	5,848,266	21.51%	3,659,289	696,266	19.03%
Classified Salaries	19,164,244	4,126,942	21.53%	7,146,658	1,122,759	15.71%
Employee Benefits	17,071,993	3,198,492	18.74%	3,400,809	525,248	15.44%
Supplies and Materials	1,568,310	323,812	20.65%	2,915,333	243,174	8.34%
Other Operating Exp. and Services	8,541,203	2,522,368	29.53%	4,920,881	743,607	15.11%
Capital Outlay	715,405	159,440	22.29%	6,102,830	394,903	6.47%
Total EXPENDITURES	<u>74,244,843</u>	<u>16,179,320</u>	<u>21.79%</u>	<u>28,145,800</u>	<u>3,725,957</u>	<u>13.24%</u>
Excess of Revenues Over/ (Under) Expenditures	7,170,421	1,033,826		14,605,119	14,172,646	
OTHER FINANCING SOURCES(USES)						
Other Financing Sources	182,511	11,850	0.00%	111,342	48,751	43.78%
Total OTHER FINANCING SOURCES (USES)	<u>182,511</u>	<u>11,850</u>	<u>0.00%</u>	<u>111,342</u>	<u>48,751</u>	<u>43.78%</u>
OPERATING TRANSFERS OUT						
Other Outgo	8,233,218	411,548	5.00%	9,599,942	2,061,615	21.48%
Total OPERATING TRANSFERS OUT	<u>8,233,218</u>	<u>411,548</u>	<u>5.00%</u>	<u>9,599,942</u>	<u>2,061,615</u>	<u>21.48%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(880,286)	634,128		5,116,519	12,159,782	
FUND BALANCE						
Fund balance, July 1	<u>22,599,154</u>	<u>22,599,154</u>		<u>10,373,546</u>	<u>10,373,546</u>	
Current Balance	<u>\$ 21,718,868</u>	<u>\$ 23,233,282</u>		<u>\$ 15,490,065</u>	<u>\$ 22,533,328</u>	

**CONSENT ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Review of Grant Proposals Submitted	Item Number: 11.D.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND**Review of Grant Proposals Submitted**

Institutional Grants has submitted the following grant applications for a total of \$10,050,000.00 in requested funds.

1. **USDA: NEXTGEN (Partnership with Cal Poly) (\$10,000,000.00)**

The college applied for \$10,000,000 in funding in partnership with Cal Poly Agriculture, Santa Maria Joint Union High School District, and agriculture industry partners. The program provides grant awards for a five-year period to prepare students for an array of careers in agriculture with an emphasis on serving underrepresented students and historically oppressed populations. This proposed project provides supplemented paid internships (\$30/hour through leveraged funding) to ensure students can work less with higher pay, gain agriculture industry experience, and have time to pursue their educational goals. There will be three summer residential bridge programs, twelve days each, for middle school and high school students each year of the grant. In addition, AHC students will participate in a summer research project on the Cal Poly campus. The summer programs will include peer-to-peer engagement and mentoring: AHC students will mentor middle and high school students, and Cal Poly students will mentor AHC students. Scholarships will be offered to all NEXT GEN scholars enrolled as participants in the program to support tuition costs and educational support supplies.

No matching funds are required. The project period is for five years from July 1, 2023 to June 30, 2028. (Submitted by Sean Abel and Erin Krier)

2. **Santa Barbara County REAP 2.0 (\$50,000.00)**

The college applied for \$50,000.00 in funding from the Santa Barbara County Associated Governments, REAP 2.0. to support the growth and use of public transportation. The purpose of this partnership is to better coordinate services from students' homes and places of work to the college and increase ridership. An additional benefit of this partnership is to support the costs of transportation for students and increase the use of public transportation to keep the costs of services down and reduce traffic congestion. This project will improve access and mobility for the transit riding public through increased reliability, improved headways, create new transportation choices, and eliminate gaps in the current route network. This project would help better connect students between Allan Hancock College campuses in Lompoc, Vandenburg Base, Santa Ynez, and Santa Maria. The increase in service will help to align bus service with class schedules. The free student pass program, to be introduced in fall 2023, will be marketed to support further use of city and county bus transportation.

No matching funds are required. The project period is for three years from January 1, 2023 to December 31, 2026. (Submitted by Genevieve Siwabessy)

Administrator Initiating Item: Kevin G. Walthers	Final Disposition:
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CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Part-time Faculty Appointments, Regular Faculty Overload Assignments and Special Assignments/Stipends	Item Number: 11.E.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 10

BACKGROUND

Credit and noncredit instruction and non-instructional assignments for part-time faculty and overload and special assignments/stipends for regular full-time faculty are recommended for the time periods designated on the attached list, as per the California Education Code, Section 87482.5.

FISCAL IMPACT

Budgeted for the 2022-2023 fiscal year.

RECOMMENDATION

Staff recommends that the board of trustees approve the attached list of part-time faculty appointments and regular faculty overload and special assignments/stipends.

Administrator Initiating Item: Robert Curry	Final Disposition:
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FULL-TIME FACULTY OVERLOAD ASSIGNMENTS
FALL 2022

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
		COOPERATIVE WORK EXPERIENCE		
Bradbury, Loren	22036	CWE 149	Coop. Work Exp. Occupational	.072
Campos, Lainey	21684	CWE 149	Coop. Work Exp. Occupational	.072
Campos, Lainey	21685	CWE 149	Coop. Work Exp. Occupational	.016
Campos, Lainey	21966	CWE 149	Coop. Work Exp. Occupational	.016
Campos, Lainey	22082	CWE 149	Coop. Work Exp. Occupational	.016
Cecena, John	21988	CWE 149	Coop. Work Exp. Occupational	.008
Cecena, John	22004	CWE 149	Coop. Work Exp. Occupational	.008
Cecena, John	22010	CWE 149	Coop. Work Exp. Occupational	.016
Healy, Elaine	22058	CWE 149	Coop. Work Exp. Occupational	.104
Healy, Elaine	22059	CWE 149	Coop. Work Exp. Occupational	.024
Ramos, Magdalena	21951	CWE 149	Coop. Work Exp. Occupational	.016
Ramos, Magdalena	21952	CWE 149	Coop. Work Exp. Occupational	.016
Ramos, Magdalena	21953	CWE 149	Coop. Work Exp. Occupational	.040
Ramos, Magdalena	22002	CWE 149	Coop. Work Exp. Occupational	.032
Ramos, Magdalena	22061	CWE 149	Coop. Work Exp. Occupational	.048

PART-TIME FACULTY ASSIGNMENTS - CREDIT
FALL 2022

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
COOPERATIVE WORK EXPERIENCE				
Abi Ghanem, Rita	21932	CWE 149	Coop. Work Exp. Occupational	.016
Carson, Marcus	21964	CWE 149	Coop. Work Exp. Occupational	.048
Carson, Marcus	21965	CWE 149	Coop. Work Exp. Occupational	.024
Carson, Marcus	22000	CWE 149	Coop. Work Exp. Occupational	.016
Carson, Marcus	22025	CWE 149	Coop. Work Exp. Occupational	.008
Carson, Marcus	21686	CWE 149	Coop. Work Exp. Occupational	.016
Carson, Marcus	21687	CWE 149	Coop. Work Exp. Occupational	.016
Carson, Marcus	21688	CWE 149	Coop. Work Exp. Occupational	.136
Carson, Marcus	21792	CWE 149	Coop. Work Exp. Occupational	.008
Carson, Marcus	21794	CWE 149	Coop. Work Exp. Occupational	.008
Carson, Marcus	21795	CWE 149	Coop. Work Exp. Occupational	.216
Garcia, Beverly	22056	CWE 149	Coop. Work Exp. Occupational	.024
George, Kayla	21683	CWE 149	Coop. Work Exp. Occupational	.040
George, Kayla	21967	CWE 149	Coop. Work Exp. Occupational	.040
George, Kayla	22069	CWE 149	Coop. Work Exp. Occupational	.008
Lamica, Thomas	21788	CWE 149	Coop. Work Exp. Occupational	.040
Lamica, Thomas	21789	CWE 149	Coop. Work Exp. Occupational	.016
Lamica, Thomas	21790	CWE 149	Coop. Work Exp. Occupational	.072
Lamica, Thomas	21791	CWE 149	Coop. Work Exp. Occupational	.120
Lamica, Thomas	21956	CWE 149	Coop. Work Exp. Occupational	.008
Lamica, Thomas	21793	CWE 149	Coop. Work Exp. Occupational	.208
LeSage, Paul	21682	CWE 149	Coop. Work Exp. Occupational	.048
Machado, Michelle	22057	CWE 149	Coop. Work Exp. Occupational	.016
Munoz, Cheo	22013	CWE 149	Coop. Work Exp. Occupational	.008
Vink, Jill	21931	CWE 149	Coop. Work Exp. Occupational	.016
Vink, Jill	22001	CWE 149	Coop. Work Exp. Occupational	.008
Walker, Michelle	20548	CWE 149	Coop. Work Exp. Occupational	.072
Walker, Michelle	20550	CWE 149	Coop. Work Exp. Occupational	.056
Walker, Michelle	20552	CWE 149	Coop. Work Exp. Occupational	.032
Walker, Michelle	20559	CWE 149	Coop. Work Exp. Occupational	.008
FIRE TECHNOLOGY				
Burch, William	20339	FT 308	Firefighter 1 Academy 1B	.029
Burch, William	21837	FT 307	Firefighter 1 Academy 1A	.029
Crotty, John	20339	FT 308	Firefighter 1 Academy 1B	.237
D'Andrea, Dana	20339	FT 308	Firefighter 1 Academy 1B	.245
D'Andrea, Dana	21837	FT 307	Firefighter 1 Academy 1A	.058
Davis, Steven	20339	FT 308	Firefighter 1 Academy 1B	.126
Dickson, Douglas	21837	FT 307	Firefighter 1 Academy 1A	.029
Dickson, Douglas	20339	FT 308	Firefighter 1 Academy 1B	.032
Hart, Stanley	20339	FT 308	Firefighter 1 Academy 1B	.059
Hart, Stanley	21837	FT 307	Firefighter 1 Academy 1A	.029
Janatsch, Bruce	21837	FT 307	Firefighter 1 Academy 1A	.029
Janatsch, Bruce	20339	FT 308	Firefighter 1 Academy 1B	.032
Martinez, Essex	21837	FT 307	Firefighter 1 Academy 1A	.029
McLeod, Derek	21837	FT 307	Firefighter 1 Academy 1A	.032
McMann, Scott	21837	FT 307	Firefighter 1 Academy 1A	.029
McMann, Scott	20339	FT 308	Firefighter 1 Academy 1B	.029
Osborne, Matthew	20339	FT 308	Firefighter 1 Academy 1B	.029
Orr, Howard	20339	FT 308	Firefighter 1 Academy 1B	.126

PART-TIME FACULTY ASSIGNMENTS - CREDIT
FALL 2022

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
Paige, Brandon	20339	FT 308	Firefighter 1 Academy 1B	.180
Salerno, Scott	21837	FT 307	Firefighter 1 Academy 1A	.017
Snodgrass, James	20339	FT 308	Firefighter 1 Academy 1B	.033
LAW ENFORCEMENT				
Bianchi, Catherine	21251	LE 322	Basic Law Enforcement Academy	.033
Consorti, Nicholas	21904	LE 330	Core Custody Academy	.021
Huddle, Kevin	21251	LE 322	Basic Law Enforcement Academy	.033
Martinez, Alison	21251	LE 322	Basic Law Enforcement Academy	.065
Olmstead, Brian	21251	LE 322	Basic Law Enforcement Academy	.026
NURSING				
Lewis, Cheryl	20207	NURS 338	Clinical Lab 3	.088
THEATRE				
Firestone Walker, Polly	20479	THEA 305	Materials, Tools, & Tech 1	.191
Woolworth, Jacob	20479	THEA 305	Materials, Tools, & Tech 1	.191
Woolworth, Jacob	20471	THEA 110	Beg Production Lab	.074

PART-TIME FACULTY ASSIGNMENTS - NONCREDIT
FALL 2022

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
		ENGLISH AS A SECOND LANGUAGE		
Aguilera, Virginia	22070	NESL 7001	Intro to English A	.162
Ambriz Delgado, Armando	22073	NESL 7040	Conversation for Beginning ESL	.054
Espinoza Romero, Guadalupe	22079	NESL 7000	Intro to English Pre-A	.162
Garcia, Katherine	22080	NESL 7005	Intro to English C	.162
Gutierrez, Jaime	22071	NESL 7003	Intro to English B	.162
Hernandez, Annette	22081	NESL 7003	Intro to English B	.162

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR District Funded	ASSIGNMENT	DOLLAR AMOUNT
Alvarez, Scott	Per faculty agreement 11.9.2, stipend for first time teaching online and fulfilling the preparation requirement, fall 2022 (8/15/22 - 10/7/22).	\$1,000.00
Bianchi, Catherine	To provide not-for-credit training via contract education (10/25/22 - 10/28/22).	\$1,705.44
Bierly, Gary	Large class stipend: fall 2022, HIST/HUM, CRN 20014 and CRN 20032 had 60 students a census. \$600 per unit x 3 = \$1,800 as per faculty agreement 14.6.2 (10/10/22 - 12/3/22).	\$1,800.00
Camarena, Juan	To provide not-for-credit training via contract education (10/18/22 - 10/20/22).	\$1,193.60
Cohn, Kellye	Review and discard Books for Bulldogs textbook collection (11/1/22 - 11/30/22).	\$300.00
Condit, Kevin	Per faculty agreement 11.9.2, stipend for first time teaching online and fulfilling the preparation requirement, fall 2022 (8/15/22 - 12/8/22).	\$1,000.00
Dickel, Jason	To provide not-for-credit training via contract education (10/19/22 - 10/20/22).	\$1,082.08
Dickel, Jason	To provide not-for-credit training via contract education (10/11/22 - 10/14/22).	\$1,623.12
Dickel, Jason	To provide not-for-credit training via contract education (10/24/22 - 10/27/22).	\$1,623.12
Garrett, William	To provide not-for-credit training via contract education (10/18/22 - 10/21/22).	\$1,523.28
Garrett, William	To provide not-for-credit training via contract education (10/25/22 - 10/26/22).	\$1,015.52
Garrett, William	To provide not-for-credit training via contract education (10/10/22).	\$253.88
Garrett, William	To provide not-for-credit training via contract education (10/4/22).	\$507.76
Garrett, William	To provide not-for-credit training via contract education (10/11/22 - 10/14/22).	\$1,523.28
Gloeckner, Robin	To provide not-for-credit training via contract education (10/21/22).	\$507.76
Hammill, Marc	To provide not-for-credit training via contract education (10/26/22 - 10/28/22).	\$1,705.44
Hammill, Marc	To provide not-for-credit training via contract education (10/19/22 - 10/21/22).	\$1,705.44
Hammill, Marc	To provide not-for-credit training via contract education (10/10/22 - 10/12/22).	\$1,705.44
Hammill, Marc	To provide not-for-credit training via contract education (10/4/22).	\$568.48
Hernandez, David	Co-chair for Learning Outcomes & Assessment - Student Services, work with student services staff to identify, implement, assess and document learning outcomes (10/1/22 - 12/31/22).	\$1,683.00
Hernandez, John	Assisting/instructing students with DMV exam prep and class A driving exam (10/1/22 - 10/15/22).	\$1,399.13

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
LeSage, Paul	AP&P representative for the athletic department (9/8/22 - 12/1/22).	\$1,127.18
Lovato, Chris	To provide not-for-credit training via contract education (10/4/22).	\$284.24
Magna, Jorge	To provide not-for-credit training via contract education (10/21/22).	\$507.76
Miller, Deandre	To provide not-for-credit training via contract education (10/24/22 - 10/25/22).	\$1,015.52
Miller, Deandre	To provide not-for-credit training via contract education (10/17/22 - 10/18/22).	\$1,015.52
Miller, Steven	To provide not-for-credit training via contract education (10/12/22 - 10/14/22).	\$1,136.96
Murray Jr., Earl	Per part-time faculty agreement 13.5, compensation for classroom observation of Alexandria Conrad, Lulzim Traga, Helena Avery, Daniel Gaona and Joe Gossner, Jr. (11/2/22 - 11/17/22).	\$750.00
Neumann, Tim	To provide not-for-credit training via contract education (10/11/22).	\$591.84
Neumann, Tim	To provide not-for-credit training via contract education (10/25/22 - 10/28/22).	\$2,367.36
Olmstead, Brian	To provide not-for-credit training via contract education (10/26/22 - 10/28/22).	\$1,864.56
Olmstead, Brian	To provide not-for-credit training via contract education (10/18/22 - 10/21/22).	\$1,864.56
Olmstead, Brian	To provide not-for-credit training via contract education (10/4/22).	\$310.76
Olmstead, Brian	To provide not-for-credit training via contract education (10/12/22 - 10/14/22).	\$1,243.04
Perkins, Mike	To provide not-for-credit training via contract education (10/17/22 - 10/18/22).	\$852.72
Purcell, Mark	To provide not-for-credit training via contract education. Golden West Academy EVOG (10/20/22 - 10/21/22).	\$1,183.68
Purcell, Mark	To provide not-for-credit training via contract education. Golden West Academy EVOG (10/27/22 - 10/28/22).	\$1,183.68
Ramirez, Elisa	Per faculty agreement 11.9.2, stipend for first time teaching online and fulfilling the preparation requirement, fall 2022 (10/10/22 - 12/3/22).	\$1,000.00
Reid, Robert	To provide not-for-credit training via contract education (10/10/22 - 10/11/22).	\$1,082.08
Reid, Robert	To provide not-for-credit training via contract education (10/4/22).	\$541.04
Reyes, Benjamin	Per faculty agreement 11.9.2, stipend for first time teaching online and fulfilling the preparation requirement fall 2022 (10/10/22 - 12/3/22).	\$1,000.00
Reyes, Benjamin	Produce music for fall 2022 dance productions (10/4/22 - 12/8/22).	\$500.00

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Rylant, Chuck	To provide not-for-credit training via contract education (10/4/22).	\$363.16
Sambrano, Daniel	Per faculty agreement 11.9.2, stipend for first time teaching online and fulfilling the preparation requirement fall 2022 (8/15/22 - 12/8/22).	\$1,000.00
Vega, Woodrow	To provide not-for-credit training via contract education (10/20/22 - 10/24/22).	\$1,136.96
Wambolt, Lilia	Time spent updating the course outline of record for VOCE 7100 and VOCE 7101 (9/13/22 - 10/3/22).	\$168.00

Grant Funded

Aguirre, Giselle	2022-23 RN program innovation award project lead: identify, support, and remediate nursing students who are at-risk for clinical failure; and report outcomes of innovation award investment to the health area of interest success team and Guided Pathways steering committee (2/6/23 - 3/27/23).	\$1,227.12
Bergstrom-Smith, Joan	Guided Pathways learning collective: preparing and presenting a workshop titled "Using Your Tools" with a focus on technological tools that can help with instruction and everyday work such as Microsoft forms (11/30/22).	\$123.99
Brunet, Melanie	English faculty will address the design, structures, and resources needed to better serve under prepared students in the post AB705 and Covid landscape (9/27/22 - 11/21/22).	\$600.00
Cheadle, Adellita	2022-23 RN program innovation award project lead: identify, support, and remediate nursing students who are at-risk for clinical failure; and report outcomes of innovation award investment to the health area of interest success team and Guided Pathways steering committee (2/7/23 - 5/9/23).	\$3,108.04
Dimick, Janae	To provide a writing center workshop for students, "Transfer Application Workshop: Personal Insight Questions" (UTC) (11/4/22).	\$180.00
Eulloqui, Angelica	Per grant award: recruit applicants, perform transcript and eligibility checks during academic terms, provides ESTEEM academic advising, helps plan, executes, and attends workshops and field trips (9/1/22 - 5/30/23).	\$1,500.00
Gonzalez, Eric	Fall 2022 SkillsUSA advisor (10/1/22 - 12/9/22).	\$448.70
Halderman, Anthony	To provide asynchronous tutoring for writing center paper submission program (9/18/22).	\$75.53
Harford-Nourse, Elisabeth	English faculty will address the design, structures, and resources needed to better serve under prepared students in the post AB705 and Covid landscape (9/27/22 - 11/8/22).	\$408.20

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Hidinger, Matt	English faculty will address the design, structures, and resources needed to better serve under prepared students in the post AB705 and Covid landscape (9/29/22 - 11/17/22).	\$476.00
Jorstad, Robert	Fall 2022: Co-PI for "Inclusion in Mechanics and the Mechanics of Inclusion" grant (California education learning lab grant with Cal Poly San Luis Obispo). (8/1/22 - 12/20/22).	\$2,000.00
Kohler, Iris	Co-author of CBIS OER textbook for CC ECHO grant (10/17/22 - 6/30/23).	\$4,000.00
Kopecky, Susie	To provide a writing center workshop for students, "MLA Documentation" (10/12/22).	\$120.00
Krier, Erin	Guided Pathways learning collective: preparing and presenting a workshop on measuring learning and facilitating a discussion about what we seek to accomplish as instructors through our administration of learning assessments and how we might employ new approaches to genuinely assess learning and comprehension (11/30/22).	\$180.00
Manalo, Larry	2022-23 RN program innovation award project lead: identify, support, and remediate nursing students who are at-risk for clinical failure; and report outcomes of innovation award investment to the health area of interest success team and Guided Pathways steering committee (1/31/23 - 5/8/23).	\$1,680.00
McMahon, Michael	To provide asynchronous tutoring for writing center paper submission program (9/3/22 - 10/1/22).	\$54.32
Meza, Ryan	To provide a writing center workshop for students, "Parts of Speech, Grammar (syntax), and the Four Sentences Types" (11/3/22).	\$81.64
Okerblom, Johnathon	Participation in the Title V fall 2022 embedded tutoring (8/5/22 - 12/9/22).	\$1,560.00
Read, James	English faculty will address the design, structures, and resources needed to better serve under prepared students in the post AB705 and Covid landscape (9/29/22 - 11/17/22).	\$600.00
Schroeder, Feride	Creation of an oceanography lab manual for the CC ECHO grant (10/17/22 - 6/30/23).	\$5,000.00
Schroeder, Jennifer	Roadmaps to success faculty lead: work with design teams, consultants, facilitate core meetings, steering meetings, research GP practices, conduct and attend professional development for fall 2022 (8/15/22 - 12/2/22).	\$15,000.00
Scovil, Tracy	English faculty will address the design, structures, and resources needed to better serve under prepared students in the post AB705 and Covid landscape (9/27/22 - 11/29/22).	\$483.60

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Stevens, Chris	Attend outreach activity at Santa Ynez High School to provide information on becoming an intercollegiate student athlete (10/3/22).	\$120.00
Sullivan, Darren	Creation of an American literature textbook and course for the CC ECHO grant (10/17/22 - 6/30/23).	\$5,000.00
Wambolt, Lilia	Time spent in development of instructional materials for VOCE 7101 to reflect current lessons and learning outcomes (8/1/22 - 9/28/22).	\$1,596.00
Wills, Kacie	To provide a writing center workshop for students, "Transfer Application Workshop: Personal Insight Questions" (10/7/22).	\$180.00
Wills, Kacie	English faculty will address the design, structure, and resources needed to better serve under prepared students in the post AB705 and Covid landscape (10/3/22 - 11/7/22).	\$600.00

**CONSENT ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Appointment of Department Chair	Item Number: 11.F.
Institutional Goal: Accreditation Standard I	Enclosures: Page 1 of 1

BACKGROUND

The following regular full-time faculty member is recommended by their department and the associate superintendent/vice president, academic affairs, and superintendent/president, to serve as department chair for the specified term:

NAME

Chris Stevens

DEPARTMENT

Kinesiology, Recreation, and Athletics

TERM OF OFFICE

Chris Stevens was elected to serve a term of three years, for the academic years 2023-2024, 2024-2025, and 2025-2026.

FISCAL IMPACT

The estimated cost to the unrestricted general fund is approximately \$29,491 for the 2023-2024 fiscal year, which will include additional contract days and backfill (or overload). Department chair additional contract days and backfill for reassigned time for various departments are budgeted for each fiscal year.

RECOMMENDATION

Staff recommends that the board of trustees approve the department chair appointment of Chris Stevens, Kinesiology, Recreation, and Athletics, for the term stated.

Administrator Initiating Item: Robert Curry	Final Disposition:
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CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Short-Term/On-Call, Substitute, and Professional Expert Appointments Exempt from Classified Service	Item Number: 11.G.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

The college hires short-term/on-call employees, substitutes, and professional experts exempt from classified service per Education Code Section 88003. The following appointments are contingent upon availability of funding and the ending date could change based on district need.

**** IMPORTANT NOTICE: NEW EMPLOYEES ARE NOT TO BEGIN WORKING UNTIL CLEARANCE HAS BEEN CONFIRMED FROM THE HUMAN RESOURCES OFFICE.**

Short-Term:

<u>Name</u>	<u>Position Title</u>	<u>Dates</u>	<u>Duties/Responsibilities</u>	<u>Hourly Rate</u>
Monica Isabel Torres	Program Assistant III	1/3/23 – 6/30/23	Support non-credit counseling programs	\$19.34
Terry Veal	Program Assistant III	11/1/22 – 5/30/23	Support athletic programs	\$19.34
Crystal Neal	Program Assistant IV	10/17/22 – 12/31/22	Assist students in Writing Center during recruitment	\$23.54
Amber Nichols	Program Assistant III	11/1/22 – 6/30/23	Support HR Department special projects	\$19.34
Medina, Marisela	Program Assistant III	10/1/22 – 6/30/23	Provide bilingual support to the noncredit programs	\$26.00
Delgado, Rose	Program Assistant VI	10/24/22 – 6/30/23	Support the Foster and Kinship Care Education	\$36.00
Medina, Marisela	Program Assistant V	10/1/22 – 10/31/22	Bilingual outreach during enrollment	\$26.00

(Continued Page 2)

FISCAL IMPACT

Assignments for the 2022-2023 fiscal year will be included in the 2022-2023 fiscal year budget.

RECOMMENDATION

Staff recommends that the board of trustees approve the short-term/on-call, substitute, and professional expert appointments exempt from classified service as presented.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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Substitute:

<u>Name</u>	<u>Position Title</u>	<u>Dates</u>	<u>Duties/Responsibilities</u>	<u>Hourly Rate</u>
Delgado, Rose	Community Education technician	11/16/22 – 2/28/23	Substitute during recruitment	\$23.54

Fire, Safety and EMS, Law Enforcement Programs:

<u>Positions:</u>	<u>Hourly Rate</u>	<u>Max Hours</u>	<u>Max Days</u>
Instructional Aide I	\$15.00	Not more than 40 hours/weekly and/or 999 hours fiscally	170 days within the Fiscal Year
Instructional Aide II	\$16.98		
Instructional Aide III	\$19.34		
Instructional Aide IV	\$23.54		
Instructional Aide V	\$26.00		
Instructional Aide VI	\$36.00		

On-Call: Instructional Aide I, III, IV, V, and VI:

<u>Name</u>	<u>Position Title</u>	<u>Dates</u>	<u>Duties/Responsibilities</u>
Danny Lowers	Instructional Aide VI	11/16/22 – 6/30/23	See Short-Term/On-Call Appointments – EMS, Fire, Law Enforcement Programs

**CONSENT ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Appointments, Transfers, and Promotions of Classified Service Employees	Item Number: 11.H.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

The following personnel actions are recommended:

Appointments

1. Claudia Campoamor, financial aid technician, Financial Aid, full-time, 12 months, 37 hours weekly, range 19-B, classified bargaining unit salary schedule 55, effective November 1, 2022.

Reason: Ms. Campoamor fills the position of Janet Morales, who resigned effective September 7, 2022.

2. **Jacob Torres Frausto, custodian, Facilities, full-time, 12 months, 37 hours weekly, range 15-B, classified bargaining unit salary schedule 55, effective November 16, 2022.**

Reason: Mr. Torres Frausto fills the position of Irma Llamas, who retired effective July 8, 2022.

Promotions

3. Mark Norton, FROM accounting supervisor, Business Services, full-time, 12 months, 40 hours weekly, range 3-C, supervisory/confidential salary schedule 40 TO budget analyst, Administrative Services, full-time, 12 months 40 hours weekly, range 1-C, supervisory/confidential salary schedule 40, effective November 1, 2022.

Reason: Mr. Norton fills the vacancy of Shelly Allen who will retire effective December 31, 2022.

(Continued on page 2)

FISCAL IMPACT

1. The cost to the unrestricted general fund is approximately \$51,702 for the 2022-2023 fiscal year.
2. **The cost to the unrestricted general fund is approximately \$44,688 for the 2022-2023 fiscal year.**
3. The cost to the unrestricted general fund is approximately \$112,493 for the 2022-2023 fiscal year.
4. **The cost to the Child Development fund is approximately \$74,148 for the 2022-2023 fiscal year.**
5. **The cost to the Student Equity and Achievement Program (SEAP) fund is approximately \$50,028 for the 2022-2023 fiscal year.**

RECOMMENDATION

Staff recommends that the board of trustees approve the appointment, transfer and promotion of classified service employees as presented.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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- 4. Alicia Cardenas, lead teacher, Lompoc Children's Center, full-time, 11 months, 40 hours weekly, range 4-B, classified bargaining unit exempt salary schedule 56, effective December 1, 2022.**

Reason: Ms. Cardenas fills a new position at the Lompoc Children's Center.

- 5. Luis Martinez, transcript evaluator, Admissions and Records, full-time, 12 months, 37 hours weekly, range 22-A, classified bargaining unit salary schedule 55, effective November 16, 2022.**

Reason: Mr. Martinez fills the position of Stephen Bernardo, who was promoted effective January 12, 2022.



CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Out-of-Classification Assignments of Classified Service Employees	Item Number: 11.I.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND

Special Note: Pursuant to Government Code 20480 effective January 1, 2018, employees may be limited to 960 hours of out-of-classification pay in a fiscal year.

The following personnel actions are recommended:

- Christine Espinoza, FROM career center program specialist, Career Center, full-time, 12 months, 37 hours weekly, range 26-E, classified bargaining unit salary schedule 55 TO career center program specialist, Career Center, full-time, 12 months, 37 hours weekly, range 26-E plus five (5) percent, classified bargaining unit salary schedule 55, November 1, 2022 through June 30, 2023, or earlier per district need.

Reason: Ms. Espinoza is performing duties outside of her job description by scheduling and coordinating courses for instructors at the North County Jail. Ms. Espinoza will return to her regular assignment effective July 1, 2023, or earlier per district need.

- Anna Quesada Harrison, FROM community education technician, Community Education, part-time, 12 months, 19 hours weekly, range 17-E, classified bargaining unit salary schedule 55 TO community education specialist, Community Education, full-time, 12 months, 37 hours weekly, range 22-E, classified bargaining unit salary schedule 55, effective December 1, 2022 through February 28, 2023, or earlier per district need.**

Reason: Ms. Quesada Harrison is performing duties outside of her job description by covering as a community education specialist during an employee on leave of absence. Ms. Quesada Harrison will return to her regular assignment effective March 1, 2023, or earlier per district need.

FISCAL IMPACT

- The cost to the unrestricted general fund is approximately \$2,619 for the 2022-2023 fiscal year.
- The cost to the unrestricted general fund is approximately \$11,813 for the 2022-2023 fiscal year.**

RECOMMENDATION

Staff recommends that the board of trustees approve the out-of-classification assignments as presented.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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CONSENT ITEM

To: Board of Trustees	Date: November 15, 2022
From: Superintendent/President	
Subject: Appointments of Tenure-Track Faculty Members	Item Number: 11.J.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND

A recommendation may be made for the appointment of tenure-track faculty member.

FISCAL IMPACT

To be determined

RECOMMENDATION

Staff may recommend that the board of trustees approve the appointment of tenure-track faculty member. If a recommendation is made a revised item will be presented.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Memorandum of Understanding Between the Allan Hancock Joint Community College District and the Faculty Association of Allan Hancock College, Program Review	Item Number: 11.K.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

A memorandum of understanding (MOU) between the Allan Hancock Joint Community College District “district” and the Faculty Association “FA” as it relates to Program Review is presented.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends that the board of trustees ratify a Memorandum of Understanding between the Allan Hancock Joint Community College District “district” and the Faculty Association “FA” regarding Program Review.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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MEMORANDUM OF UNDERSTANDING
between
Allan Hancock Joint Community College
District and
Faculty Association of Allan Hancock
College

The parties to this Memorandum of Understanding are the Allan Hancock Joint Community College District ("the District"), and the Faculty Association of Allan Hancock College ("Faculty Association").

WHEREAS Program Review is necessary for both accreditation and maintaining vibrant curriculum and service, and

WHEREAS the College is invested in ensuring the success of the programs offered, and

WHEREAS the District and Academic Senate have agreed to a new program review process consisting of five annual program planning reports over a six-year period

WHEREAS the Faculty Association has demanded to negotiate the working conditions surrounding the new program review process,

NOW, THEREFORE, in consideration of the mutual interests, conditions, and representations contained herein, we agree as follows:

The faculty member who agrees to complete the annual program planning process consisting of the annual prompts and core topic chosen for that year will be compensated by stipend of \$500 per academic year.

The faculty member may choose to complete the process over one semester or both, and compensation will be disbursed accordingly.

This agreement will be in effect through May 30, 2023. The District and the Faculty Association will assess and revisit this agreement in the summer of 2023 in a mutual effort to develop collective bargaining agreement language within the appropriate articles for the next contract cycle. If no agreement is reached, this agreement shall remain in effect in the 2023-24 academic year.

For the Faculty Association

For the District

Roger Hall



Roger Hall (Oct 17, 2022 14:55 PDT)

Kevin Walthers (Oct 17, 2022 17:18 PDT)

Roger Hall _____ Date _____

Kevin G. Walthers _____ Date _____

President

Superintendent/President

**CONSENT ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Second Reading: Board Policy 2310 Regular Meetings of the Board	Item Number: 11.L.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 3

BACKGROUND

Board policy 2310, Regular Meetings of the Board has been updated as recommended by the Community College League of California's board policy service. The policy has been updated to reflect regular meetings are to held on the third Tuesday of the month and adds a provision for meetings held during a state of emergency.

The board policy has been vetted through the shared governance process and was submitted for the board's review on October 18, 2022.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends that the board of trustees adopt revised board policy 2310, Regular Meetings of the Board as presented.

Administrator Initiating Item: Kevin G. Walthers	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy
Chapter 2 – Board of Trustees**

BP 2310 REGULAR MEETINGS OF THE BOARD

Regular meetings of the Board of Trustees shall be held on the third Tuesday of each calendar month. If, at any time, any regular meeting falls on a Board holiday, such regular meetings shall be held on an alternate date.

The date of a regular meeting may be changed by action of the Board at any previous meeting provided that every member is notified. In case the date of any regular meeting is changed, the Secretary to the Board will take appropriate steps to inform the public of the change in advance of the meeting.

A notice identifying the location, date, and time of each regular meeting of the Board shall be posted at least ten days prior to the meeting and shall remain posted until the day and time of the meeting. All regular meetings of the Board shall be held within the boundaries of the District except in cases where the Board is meeting with another local agency or is meeting with its attorney to discuss pending litigation if the attorney's office is outside the District, or is meeting during a proclaimed state of emergency.

All regular and special meetings of the Board shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law.

Special meetings of the Board may be called by the President of the Board or by three members of the Board, or by the Superintendent/President of the District when approved by the President of the Board.

Written notice will be given by the Secretary to the Board in accordance with the Brown Act starting at Government Code Section 54950, Education Code Section 72000 (d)(l).

Any legal meeting may be adjourned to a specific time and place. However, if a special meeting is adjourned, action may be taken only on those items on the original agenda.

Regular meetings of the Board shall normally be held at Allan Hancock College, 800 South College Drive, Santa Maria, CA 93454. All meetings of the Board will be held in the boardroom at the college, unless another place is selected and announced in advance. In case any meeting is held in a different place, the Secretary to the Board will

notify each member of the change. Regular meetings will be held at 6:00 p.m. unless otherwise specified in the Board agenda. The Board will try to meet in other areas of the District at least twice a year.

Meetings During Proclaimed States of Emergency

1. Prior to January 1, 2024, the Board may hold a regular meeting, or special or emergency meetings as defined in BP 2320 Special and Emergency Meetings, virtually through voice or video teleconferencing services during a proclaimed state of emergency under the provisions of the Brown Act.

In order for the Board to meet virtually during a proclaimed state of emergency under the relaxed teleconference rules in the Brown Act, the Board will make findings by majority vote, as required by the Brown Act by way of a Board resolution.

If the Board elects to meet virtually during a proclaimed state of emergency, the District will comply with relevant provisions of the Brown Act regarding the posting of agendas, public access to meetings through call-in or internet-based service options, public participation, and limits on Board action in the event of a meeting disruption due to interruption of teleconferencing services.

During proclaimed states of emergency, the Board is not required to provide a physical location from which members of the public may attend or provide public comment.

References: Education Code Section 72000(d);
Government Code Sections 54952.2, 54953 et seq., and 54961

Adopted: 6/18/91	Revised: 3/19/96
Revised: 8/18/92	Revised: 4/21/98
Revised: 4/20/93	Revised: 6/20/00
Revised: 4/26/94	Revised: 2/17/15
Revised: 11/22/94	Revised: 6/16/15
Revised: 3/21/95	Revised: 9/8/20
Revised: 5/16/95	

CONSENT ITEM

To: Board of Trustees	Date: November 15, 2022
From: Superintendent/President	
Subject: Second Reading: Board Policy 2725, Board Member Compensation	Item Number: 11.M.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 2

BACKGROUND

Board policy 2725, Board Member Compensation has been updated as recommended by the Community College League of California's board policy service. Language has been added to replace student stipends with a scholarship to be awarded twice a year. Half of the scholarship is to be awarded at the beginning of the fall semester and again at the beginning of the spring semester. The total amount of the scholarship may increase as awarded by the board of trustees. The increase of compensation for the board of trustee shall be increased in accordance with state regulations by five percent per year.

The board policy has been vetted through the shared governance process and was submitted for the board's review on October 18, 2022.

FISCAL IMPACT

The additional cost for the student scholarship to the general fund is approximately \$940 for the 2022-23 fiscal year.

RECOMMENDATION

Staff recommends that the board of trustees adopt revised board policy 2725, Board Member Compensation as presented.

Administrator Initiating Item: Kevin G. Walthers	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy
Chapter 2 – Board of Trustees**

BP 2725 BOARD MEMBER COMPENSATION

Members of the Board of Trustees who attend the regular monthly board meeting shall receive \$240 per month. The student trustee shall receive an unrestricted scholarship equivalent to the gross amount of the elected trustee stipend to be paid at the beginning of each semester of service as the student trustee.

A member of the Board may be paid for a meeting when absent if the Board, by resolution, finds that at the time of the meeting the member is performing services outside the meeting for the community college district, is ill, on jury duty, or the absence is due to a hardship deemed acceptable by the Board.

Board member compensation shall increase, in accordance with state regulations, by five percent per year unless the Board acts to rescind the increase. Any increase is subject to rejection in a referendum by a majority of the voters in the District.

References: Education Code Sections 1090, 35120, and 72024

Adopted: 3/24/09

Revised: 4/16/13

Revised: 5/19/15

Reviewed: 9/8/20

**CONSENT ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Second Reading: Five-Year Review of Board Policy 6740, Citizens' Oversight Committee	Item Number: 11.N.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 2

BACKGROUND

Board policy 6740, Citizens' Oversight Committee was reviewed per administrative procedure 2410, Board Policies and Administrative Procedures, which states all policies and procedures are to be reviewed on a five-year cycle. After review, the board policy required no revisions or updates. Gender neutral language was added to the administrative procedure.

The board policy has been vetted through the shared governance process and was submitted for the board's review on October 18, 2022.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends that the board of trustees adopt reviewed board policy 6740, Citizens' Oversight Committee as presented.

Administrator Initiating Item: Kevin G. Walthers	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy
Chapter 6 – Business and Fiscal Affairs**

BP 6740 CITIZENS' BOND OVERSIGHT COMMITTEE

If a bond measure has been authorized pursuant to the conditions of Proposition 39 as defined in the California Constitution, the Superintendent/President shall establish a Citizens' Bond Oversight Committee in accordance with the applicable law and necessary regulations.

References: Education Code Sections 15278, 15280, 15282; California Constitution Article XIII A Section 1(b), Article XVI Section 18 (b)

Adopted: 6/13/17

CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Administrator Emeritus Status	Item Number: 11.O.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND

In accordance with Allan Hancock College's Board Policy and Administrative Procedure 7910 Administrator Emeritus Status, emeritus is an honorary title awarded for distinguished service to the academic community. The established processes and procedures for determining and granting administrator emeritus status was initiated by Management Association to recognize retired and deceased administrators. The following administrator is recommended to be included in Administrator Emeriti:

<u>NAME</u>	<u>Years of Service</u>	<u>Title</u>
Robert Parisi, Ed.D.	1990 – 2019	Dean, Student Services

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends that the board of trustees approve administrator listed above to be included in Administrator Emeriti as presented.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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**CONSENT ITEM**

To: Board of Trustees	Date: November 15, 2022
From: Superintendent/President	
Subject: Community Services (Fee-Based) Education Courses	Item Number: 11.P.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

The following page lists the proposed community services (fee-based) courses for Spring 2023.

FISCAL IMPACT

There is no fiscal impact to the district. Fees collected from students support these courses.

RECOMMENDATION

Staff recommends that the board of trustees approve the proposed community services (fee-based) courses for Spring 2023.

Administrator Initiating Item: Robert Curry	Final Disposition:
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**COMMUNITY SERVICES
(FEE-BASED) EDUCATION COURSES
SPRING 2023**

INSTRUCTOR	CRN	COURSE	COURSE NAME	DATE	FEE
		COMMUNITY ED-CAREER TRAINING			
Staff	40903	CSCT 8005	Become a CA Notary Public	4/08	\$70
Staff	40904	CSCT 8006	Loan Signing Specialist	4/06	\$40
		COMMUNITY ED-FITNESS			
Dutra, Kristopher	40905	CSFT 8000	Physical Fitness Lab	1/23-5/17	\$46
Stevens, Chris	40906	CSFT 8005	Swim Lab	1/23-5/17	\$46
Mann, Shandy	40625	CSFT 8021	Beginning Yoga	1/27-4/14	\$60
Mann, Shandy	40907	CSFT 8021	Beginning Yoga	1/27-4/14	\$60
Mann, Shandy	40625	CSFT 8030	Beginning Tai Chi	1/26-4/6	\$60
		COMMUNITY ED-MUSIC			
Abel, Sean	40908	CSFT 8000	Symphonic Band	1/26-4/06	\$20
		COMMUNITY ED-PERSONAL DEVELOPMENT			
Hupp, John	40909	CSPD 8008	Awaking the Consciousness	2/2-2/23	\$70
Hupp, John	40910	CSPD 8080	Intermediate Beekeeping	3/4-4/1	\$84

**ACTION ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Resolution 22-26, Delegation of Governing Board Powers and Duties for the 2023 Calendar Year	Item Number: 14.A.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

Pursuant to education code section 70902(d) enables the governing board, by majority vote, to delegate its vested powers to the chief executive officer or any other employee of the district, so long as the board retains the ultimate responsibility for the performance of those powers, and that the prescribed delegation is limited in time.

Resolution 22-26, Delegation of Governing Board Powers and Duties for the 2023 Calendar Year, authorizes the superintendent/president, the associate superintendent/vice president of finance and administration, the director of business services, and the associate superintendent/vice president of academic affairs to make cash and budget transfers through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends that the board of trustees adopt Resolution 22-26, Delegation of Governing Board Powers and Duties for the 2023 Calendar Year.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
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RESOLUTION NO. 22-26
 ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
 DELEGATION OF GOVERNING BOARD POWERS AND DUTIES
 FOR THE 2023 CALENDAR YEAR

WHEREAS, Education Code Section 70902(d) provides that “Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district’s chief executive officer or any other employee or committee as the governing board may designate...;” and

WHEREAS, Education Code Section 70902(d) further provides, “However the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation;” and

WHEREAS, the governing board of the Allan Hancock Joint Community College District recognizes that, while the authority provided in Education Code Section 70902(d) authorizes the board to delegate its vested powers, the governing board retains the ultimate responsibility over the performance of those vested powers; and

WHEREAS, the governing board further recognizes that where other statutory provisions make certain powers nondelegable, the governing board shall not delegate those powers, and that any rule delegating authority shall prescribe the limits of the delegation.

NOW, THEREFORE, BE IT RESOLVED that, in accordance with the authority provided in Education Code Section 70902(d), the governing board of the Allan Hancock Joint Community College District hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective November 15, 2022, through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

Authorized District Employee/Officer:	Dr. Kevin G. Walthers, Superintendent/President
Authorized District Employee/Officer:	Eric D. Smith, Associate Superintendent/Vice President, Finance and Administration
Authorized District Employee/Officer:	Laura Becker, Director, Business Services
Authorized District Employee/Officer:	Dr. Robert Curry, Associate Superintendent/Vice President, Academic Affairs

PASSED and ADOPTED this 15th day of November 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Board of Trustees

ACTION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Public Hearing on the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185 Contract Reopeners with the District on the Entire Agreement for Fiscal Years 2023-2024 through 2025-2026	Item Number: 14.B.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 4

BACKGROUND

The California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185 proposal for contract reopeners for negotiations with the district is presented at the public meeting of the board of trustees on November 15, 2022. Copies will be available for public review on the district website, office of the Superintendent/President, and Human Resources office.

In accordance with board policy 7140, the public shall have the opportunity to express itself regarding the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185 contract reopeners for contract negotiations at the December 20, 2022, board of trustees meeting.

FISCAL IMPACT

To be determined through negotiations between the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 and the Allan Hancock Joint Community College District.

RECOMMENDATION

Staff recommends that the board of trustees give reasonable time for any public comment at the scheduled board of trustees meeting on December 20, 2022 on the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 contract reopeners with the Allan Hancock Joint Community College District on the entire agreement for fiscal years 2023-2024 through 2025-2026.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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Part-Time Faculty Association of Allan Hancock College

California Federation of Teachers Local 6185
426 E. Barcellus Avenue, Suite 103
Santa Maria, CA 93454
Phone: 805.352.0145
www.pfaofahc.com

To: Ruben Ramirez, Human Resources Director

From: Mark James Miller, President, Part-Time Faculty Association of Allan Hancock College

Subject: 2022-2023 Contract Negotiations

Date: Nov. 4, 2022

Dear Mr. Ramirez,

The Collective Bargaining Agreement between CFT Local 6185 and the Allan Hancock Community College District expires on June 30, 2023. CFT Local 6185 would like to “Sunshine” the following articles of the Agreement with the Board of Trustees for a new 3 year Collective Bargaining Agreement.

CFT/Local 6185/Part-Time Faculty Association has an interest in negotiating the following articles:

Article 9: Leaves of Absence: The PFA has an interest in increasing the amount of sick leave members are eligible for from 1 hour for every 16 hours work to 1 hour for every 15 hours worked.

Article 11: Compensation: The PFA’s stated goal is to achieve parity in compensation with the average compensation paid to community college instructors in the state of California and those colleges in closest proximity to Allan Hancock College. The PFA also has an interest in enhancing the salary schedule step and column for its bargaining unit members. The PFA further has an interest in clarifying the language concerning professional development in Article 11.6.

Article 12: Workload and Assignments: The PFA has an interest in clarifying the language in Article 12.15 regarding professional development; i.e., that bargaining unit members receive 2 hours of professional development for each semester length class or its equivalent up to a maximum of six hours per semester. The PFA has an additional interest in clarifying the language in Article 12.16 regarding non-compensated meetings or activities. The PFA further has an interest in improving seniority rights for Non-

Part-Time Faculty Association of Allan Hancock College

California Federation of Teachers Local 6185

426 E. Barcellus Avenue, Suite 103

Santa Maria, CA 93454

Phone: 805.352.0145

www.pfaofahc.com

credit instructors. The PFA has an interest in securing a standard process of how bargaining unit members are scheduled across all departments and disciplines. The PFA has an interest in adjusting the stipend paid in 12.13 "Credit Lecture Size" to reflect the same amounts paid to full-time faculty for teaching the same number of students.

Article 13: Performance evaluations: The PFA has an interest in clarifying and improving the language relating to performance evaluations in order to make the process as fair and consistent for all bargaining unit members.

Article 14: Office Hours: The PFA has an interest in improving the pay for those holding office hours, and in clarifying the language of how many weeks office hours are held. The PFA has an interest in securing office hours for certain Community Education and Noncredit classes.

Article 15: Councils and Committees: The PFA has an interest in improving and clarifying the language in Article 15.2 regarding how the Professional Development funds are used and distributed.

Article 22: Parking permits. Some changes may be needed to reflect the new technology.

Article 23: Health benefits. The PFA has an interest in bargaining health benefits for its members reflecting the \$200 million set aside in the state budget for this purpose.

Article 24: The PFA has an interest in addressing the needs of its members in terms of the ever-changing workplace/classroom technology that is necessary for successful instruction.

Other: The PFA and the administration have agreed that there are typographical and spelling errors in the body of the CBA that need to be corrected. Also, all references to "Associate Faculty" need to be deleted, as well as other "cleanup" that needs to be done. The PFA further has an interest in defining and clarifying the duties of bargaining unit members who are listed as "coordinators."

And any and all other articles listed in the table of contents.

Part-Time Faculty Association of Allan Hancock College

California Federation of Teachers Local 6185

426 E. Barcellus Avenue, Suite 103

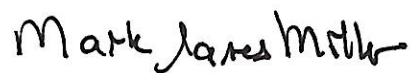
Santa Maria, CA 93454

Phone: 805.352.0145

www.pfaofahc.com

Thank you for your assistance in this matter.

Sincerely,

A handwritten signature in black ink that reads "Mark James Miller". The signature is written in a cursive style with a large initial "M".

Mark James Miller, President, Part-Time Faculty Association of Allan Hancock College,
CFT Local 6185

**ACTION ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Public Hearing on the Allan Hancock Joint Community College District Contract Reopeners with the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 on the Entire Agreement for Fiscal Years 2023-2024 through 2025-2026.	Item Number: 14.C.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

The district's proposal for contract reopeners for negotiations with the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185, is presented at the public meeting of the board of trustees on November 15, 2022. Copies will be available for public review on the district website, office of the Superintendent/President, and the Human Resources office.

In accordance with Board Policy 7140, the public shall have the opportunity to express itself regarding the district's contract reopeners for contract negotiations at the December 20, 2022, board of trustees meeting.

FISCAL IMPACT

To be determined through negotiations between the Allan Hancock Joint Community College District and the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185.

RECOMMENDATION

Staff recommends that the board of trustees give reasonable time for any public comment at the scheduled board of trustees meeting on December 20, 2022 on the Allan Hancock Joint Community College District contract reopeners with the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 on the entire agreement for fiscal years 2023-2024 through 2025-2026.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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**Allan Hancock Joint Community College District
And
California Federation of Teachers/Part-Time Faculty Association
of Allan Hancock College Local 6185
Initial Proposals Sunshining
November 15, 2022**

The following represents the opening proposal from the district to the Part-Time Faculty Association, Local 6185. The district reserves the right to add, amend, delete, and/or change any of these proposals.

Article 6: Grievance Procedure

The district will propose corrections to procedural issues caused by references to incorrect articles.

Article 11: Compensation

The district proposes aligning part-time compensation regarding workload consistent with faculty and district needs. Additionally, the district intends to meet its obligations to negotiate the effects of AB 190.

Article 12: Workload and Assignment

The district proposes changes to professional development language to align with current practice. Additionally, the district wishes to clarify seniority rules.

Article 13: Performance Evaluation

The district wishes to review the current process to ensure it continues to support student success. Additionally, the district proposes adding a DEI component to the evaluation process.

OTHER

In addition to the aforementioned articles, the district and the Part-time Faculty Association share a mutual interest in rectifying typographical, grammatical, and reference errors throughout the agreement, and other “cleanup” as needed.

INFORMATION ITEM

To: Board of Trustees	Date: November 15, 2022
From: Superintendent/President	Item Number: 15.A.
Subject: Employee Resignations and Retirements	Enclosures: Page 1 of 1

BACKGROUND

The superintendent/president has accepted the following:

Retirement(s)

Employee Name	Position	Department	Effective Date	Employment Date
VanderMolen, Thomas J	professor, psychology	Social & Behavioral Sciences	05/27/23	05/08/1999

Administrator Initiating Item: Ruben Ramirez	Final Disposition:
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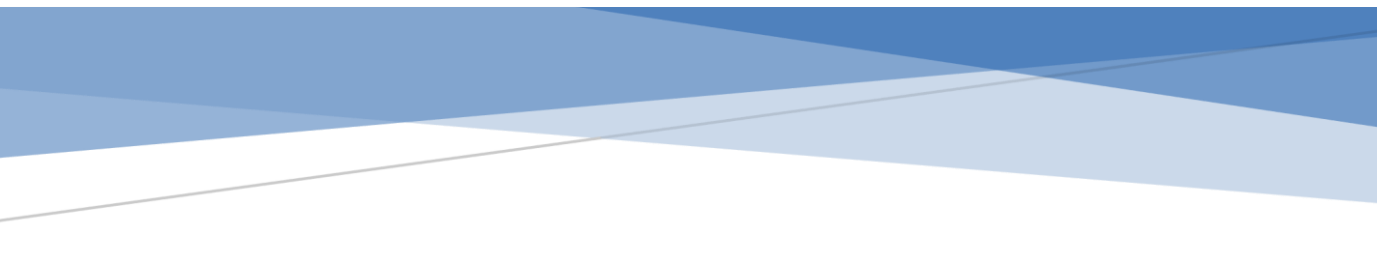
**INFORMATION ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Student Equity Plan	Item Number: 15.B.
Institutional Goal: Student Equity Plan	Enclosures: Page 1 of 55

BACKGROUND

The 2022-25 Student Equity Plan is a continuation of Allan Hancock College's work to address systemic barriers to student success and completion, particularly for our disproportionately impacted groups of students. Work to develop this plan began in spring 2022 with the Student Success and Equity Committee, which is comprised of faculty appointed by Academic Senate, staff, administrators, and students. The activities that informed the plan included information sessions to discuss success metrics and disproportionately impacted populations, faculty research and writing groups, and discussion with student groups. Nearly 30 faculty members supported the development of this plan over the summer break. In the fall of 2022, the plan was vetted through governance groups including Associated Student Body Government (ASBG), Student Learning Council, Student Services Council, College Council, and Academic Senate. The plan is due November 30, 2022 and implementation is ready to begin spring 2023.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:
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STUDENT EQUITY AND ACHIEVEMENT PROGRAM: 2022-25 STUDENT EQUITY PLAN

Deadline to Submit in NOVA: November 30, 2022

Questions? Please contact ebiely@hancockcollege.edu

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PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and 70 percent of those students are students of color. Five years ago, the Vision for Success catalyzed a change in thinking in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccoco.edu.

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
<ul style="list-style-type: none"> • Michael Quiaoit, Dean of Student Services & Special Programs • Michael Tran, Program Analyst • Anthony Amboy, Program Assistant • Gina Browne, Dean of Educational Services & Support • Mia Keeley, Dean of Student Services 	<ul style="list-style-type: none"> • Jay Singh, Hartnell College • LaTonya Parker, Riverside City College, ASCCC • Raymond Ramirez, Fresno City College • Sabrina Sencil, Consumnes River College, The RP Group • Sandra Hamilton Slane, Shasta College

Foundation for CCCs	CCC Partners
<ul style="list-style-type: none"> • Lesley Bonds, Guided Pathways • Leslie Valmonte, Guided Pathways • Priscilla Pereschica, Policy Specialist 	<ul style="list-style-type: none"> • Eric Felix, San Diego State University

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

Guidance: With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-2025 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

ASSURANCES:

Help Text: Please attest to the following assurances:

- I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Race Consciousness in Equity Plan Development (2,500-character max) CURRENTLY 5,284

PROMPT: CONSIDERING THE RESEARCH AND DOCUMENTATION PROVIDED TO YOUR COLLEGE ABOUT RACE CONSCIOUSNESS (CUE REPORT, LOCAL DATA, ETC.), PLEASE DESCRIBE HOW YOUR COLLEGE PLANS TO BE MORE RACE CONSCIOUS IN COMPLETING THIS STUDENT EQUITY PLAN.

As administrators, faculty, and staff reviewed the Center for Urban Education (CUE) report specifically for Allan Hancock College (AHC), it was clear that much of the college's Student Equity Plan (SEP) was "race neutral." There were activities that provided wrap-around services to male identifying students of color such as our Men's Support Group and Athletic Learning Community, but the plan did not address racial-ethnic groups within the description of the activities. However, various programs targeted specific populations. The Puente program outreached to Latinos who were interested in transfer. The Hancock Promise program provided intentional outreach to disproportionate groups including our foster youth, students with disabilities, and male identifying students of color. The college expanded and strengthened its emergency funding, basic needs center, early alert, tutoring and professional development. Despite the college's intentions, it did not intentionally address race. The college has dedicated itself to addressing issues of inequities on the campus through the formation of a Diversity, Equity, and Inclusion task force. The college passed a resolution after the George Floyd protests for Black Lives Matter. This began the conversation on how systemic inequities influence student outcomes. Even though Allan Hancock College is a Hispanic-Serving Institution, it has historically failed to address and dismantle systemic barriers that provide inequitable outcomes to students living in the predominantly agricultural, Hispanic and Latino community of California's Central Coast, many of whom are the first in their families to go to college and then choose to pursue their higher education at the community college level. Since the student population of AHC has a significant number of first-generation college students, it is critical to understand that "first generation" is already a racial-ethnic marker. Because the college's Hispanic and Latino student body is the largest, race and ethnicity is always present when considering the first-generation student body population, including those disproportionately impacted (DI). Below is the vision of the college's DEI taskforce, which illustrates the ways the college will employ a race conscious lens moving forward:

ABOUT THE DEI TASKFORCE

- The Board of Trustees of Allan Hancock Joint Community College District supports the intent set forth by the California Legislature to assure that an effort is made to build a community in which employment opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds.

- With the goal of ensuring equitable educational outcomes for all students, the Board of Trustees embraces diversity among the students, faculty, staff, and communities it serves as an integral part of its history, a recognition of the complexity of its present state, and a call to action for a better future. Embracing diversity means that AHC must intentionally practice acceptance, respect towards one another, and understand that discrimination and prejudices create and sustain privileges for some students while creating and sustaining disadvantages for others. To embrace diversity, AHC also acknowledges institutional discrimination and implicit bias exist and that its goal is to eradicate those vestiges from the district. AHC's commitment to diversity requires that it strives to eliminate those barriers to equity and that it acts deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for its growth and understanding as an educational community.

As AHC looks at its local data, the college will use an equity lens and ensure that it is focused on racial groups that historically have not been addressed specifically. The college will address institutional deficits, encourage integrated planning across instruction, student services, and business services, and investigate best practices in serving disproportionately impacted (DI) populations. The only way to do this is to include the institution in the writing and development of the plan. Transparency and shared governance will be key in ensuring that the institution is aware of the importance of inclusivity and addressing the needs of racial groups that have been overlooked. As the college writes the Student Equity Plan, faculty, staff, and students will be invited to participate and provide input. It will be stressed that the plan must be race conscious and needs to address both systemic barriers, but also historical barriers built into the American economy and society. As the plan is vetted in the fall semester, workshops will be held to discuss the plan and data. All constituencies will be invited to provide input and to engage in courageous conversation about student success. The plan will address institutional deficits and interrogate policies, practices, culture, and norms. The plan will highlight integrated planning efforts. The Student Success and Equity Committee will lead the college in writing and providing access for input. The committee will ensure that "we measure what we treasure" (Duncan Andrade) and what AHC treasures is a student's well-being, success, and educational journey.

Contacts

Guidance: The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college's Student Equity Plan.

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

- Project Lead (College Equity Lead is recommended)
- Alternate Project Lead
- Approver: Chancellor/President

- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer
- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead

Equity Plan Reflection

Guidance: Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

KEY INITIATIVES/PROJECTS/ACTIVITIES

PROMPT: SUMMARIZE THE KEY INITIATIVES/PROJECTS/ACTIVITIES THAT SUPPORTED STUDENT EQUITY AT YOUR INSTITUTION ACROSS ALL AREAS OF THE COLLEGE IN 2019-22. (2,500-CHARACTER MAX)

Initiatives that were supported during the 19-22 Student Equity Plan included: the implementation of AB 705; expansion of Puente; Men's Support Group; electronic student education plans in Degreeworks; Equity Summit; Hancock Promise; Emergency Funding; Basic Needs Center; expansion of tutoring and embedded counseling; strengthening of University Transfer Center and partnerships with local feeder high schools.

AB 705

Support courses were created, and multiple measures were used during this time for course placement. Counselors and Academic Affairs worked side by side to develop a communication plan to ensure that students were aware of the new legislation. An AB 705 taskforce was created to track implementation and monitor progress. In 2019-20, the college increased the number of students enrolling directly into transfer-level math and English, particularly for Hispanic students and decreased equity gap for Hispanic students in math.

Institutional Planning

The office of Institutional Effectiveness supported integrated planning and program coordination at the institutional level. The Student Success and Equity committee was

created during this time to track progress on the Equity Plan and to provide insight into barriers and obstacles to student success.

Hancock Promise Initiative

The Hancock Promise began in 2018 and is supported by Student Equity funds, providing high school graduates with their first year of tuition free at Allan Hancock College. The program removes financial barriers and creates pathways to increase college readiness, access, affordability, and success for all student and their families. The Hancock Promise is unique in that outreach begins in the 5th grade and end when students achieve their goal of transferring or degree or certificate completion. By the time students enroll at Hancock, they have attended several of the following events including: career carnivals, Bulldog Bound tours, Launch to College events, annual Friday Night Science expositions, and theater performances. Additionally, many students participate in a robust Summer Bridge program that involves enrollment in a personal development course, career exploration, and leadership development; students also earn a book voucher for participating in the program. Students are directed to the Find Your Path website, where they can explore career and academic opportunities, take a career quiz, access real-time labor market data, and obtain a two-year academic plan to create a focused educational path. The Promise Initiative provided strategic outreach and enrollment to targeted disproportionately impacted populations. The Promise Program has increased enrollment from high school students at top feeder high schools from 36.6 percent in 2017 to 53.6 percent in 2019.

Professional Development

AHC is committed to continued staff development pertaining to student learning and development with a focus on cultural competency, equity, and social justice. Through the Guided Pathways initiative, the Learning Collective emerged as a body of faculty engaged in the creation of professional development opportunities through webinars, workshops, month-long academies, and a newly developed faculty Success Toolkit. Moreover, the Student Equity and Achievement Program (SEAP) funds support the Equity Summit every year, and the college just finished hosting its 6th annual event in February. AHC has hosted national speakers such as Luke Wood, Jeff Duncan Andrade, Clint Smith, and various student speakers and faculty.

Basic Needs Office

AHC recently established a Basic Needs Office which helps students identify and access support services on campus and in the community. All these areas play a crucial role in the students' mental and physical well-being; assisting them with these necessities will help the students to best focus their attention on their academic and personal success. The center directly helps AHC's underserved disproportionately impacted populations.

Aim to Dream Center

The mission of the Advance, Innovate, and Maintain (AIM) to Dream Center is to help students overcome the unique challenges that get in the way of achieving academic, personal, and professional excellence. The Center is committed to advocating for

undocumented students who want to realize the goal of attaining a higher education, and it relates to serving AHC's Hispanic or Latino population.

Men's Support Group:

The goal of the Men's Support Group is to help our male identifying students increase their completion rate at Allan Hancock College. It is facilitated by AHC male identifying faculty counselors who are trained to assist in exploring men's issues such as college success skills, career, and job relocation, parenting and relationships, culture and identity, and stress management. Participants are targeted from the college's disproportionately impacted populations and provided book vouchers, school supplies, access to emergency funds, and one-on-one mentoring.

Mentorship Program:

The Allan Hancock College Mentorship Program pairs successful community leaders with Allan Hancock College students looking for educational advice, career guidance, and life lessons. Each mentor is paired with a student (the mentee) who has been chosen because he or she is bright, willing to learn, and eager for educational, personal, and professional advancement. The mentorship program was inactive during COVID, but the college is excited to restart it this year with a focus on the college's disproportionately impacted populations.

Roadmaps to Success (Guided Pathways) and Success Teams:

AHC has implemented its own version of Guided Pathways called Roadmaps to Success which looks at the student journey from application to completion. The college is utilizing success teams, which are a cross-functional team of faculty, staff, students, and administrators, who are responsible for oversight and engagement of a particular group of students throughout their educational journey at AHC. The goal of success teams is to ensure equitable student success by coordinating campus-wide efforts, including evaluation and development of effective onboarding, curriculum, and support services throughout the students' pursuit of their academic and career goals.

Veterans Success Center:

Allan Hancock College's Veteran Success Center assists prospective and enrolled student veterans, active duty, or dependents of veterans in utilizing education benefits, completing the admission application process, registering for classes, accessing campus resources, getting involved in leadership activities, and transitioning into civilian life. In addition, the center also offers mental health counseling, computer access, learning assistance information, and access to tutoring and health services.

Learning Assistance Program:

The Learning Assistance Program provides support and access to student with disabilities. Educational support is provided through necessary accommodations, instruction, assessment, counseling and advocacy to students with disabilities.

Puente:

Puente is a national program that helps increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors for succeeding generations. The Puente Project is open to all students but is marketed to the college's Hispanic or Latino students. Puente means "bridge" in Spanish and is a learning project community, like a family, where students take classes together, socialize together, and work one-on-one with a Puente counselor.

Bridges to Success:

Connecting with AHC's high school partners to support students' transition to college and their continued success is essential. Bridges to Success is a comprehensive counseling program between AHC counseling faculty and high school counselors. Professional development and training opportunities are offered monthly throughout the year to mutually inform counselors of activities and events relevant to serving all students with a focus on first-generation, at-risk groups. The goal of the program is to increase student's access and success by providing students with core services to assist them in achieving their educational and career goals.

Food Share:

Allan Hancock College expanded its food share program during the pandemic to provide a food distribution site for the community, while also maintaining a student-only food distribution site for non-perishable items and fresh groceries for students. The college also works with CalFresh to help students stretch their food budgets and connects students to fresh foods. The food share program is very intentional in its marketing, creating both English and Spanish advertisements in the local community.

Tutoring Services:

With the support of SEAP funding, campus tutoring centers expanded and strengthened tutoring services. The centers provided embedded tutoring services at the main campus and the Lompoc Valley Center and supported drop-in tutoring services in the Math Center, Tutorial Center, and Language Lab. Funding also provided:

- Tutor training for all campus tutors.
- Writing Center workshops.
- Expanded weekend tutoring services.
- Online tutoring programs that support students 24/7

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

PROMPT: HOW DO YOU KNOW THESE INITIATIVES/PROJECTS/ACTIVITIES DECREASED DISPROPORTIONATE IMPACT? (2,500-CHARACTER MAX – CURRENTLY 3,615)

The college has seen improvements across enrollment, persistence, math and English completion, degrees and certificates completion, and transfer over the last three years and has worked to close equity gaps.

The college did not set any equity goals for successful enrollment in its last plan since the number of students in the disproportionately impacted populations was low. However, the Promise Program had a positive impact and contributed to an increase in successful enrollment (31 to 37 percent) over the last three years for the American Indian/Alaska Native, Black/African American, Filipino, Hispanic or Latino, and Pacific Islander or Hawaiian Native populations.

Persistence increased slightly from 69 percent in 2018-2019 to 71 percent in 2020-2021. Several groups have experienced increased persistence rates over the last three years, closing equity gaps for American Indian or Alaska Native, Hispanic or Latinos, Pacific Islander or Hawaiian Native, males, LGBTQ+, economically disadvantaged and Veterans. Male identifying Veterans, Asian males, Black or African American males, Native Hawaiian or Pacific Islander males were all groups identified as having experienced disproportionate impact in the previous plan. Male identifying and Veteran students' persistence rates have increased but both groups are still disproportionately impacted.

While English and math completion rates within the first academic year have remained relatively low, AHC has seen a slight increase since 2019-2020 from 14 percent to 16 percent in 2020-2021. The disproportionately impacted students for the Student Equity Plan in 2019 included females with disabilities and male identifying veterans, but these groups were small. Females with disabilities are no longer a disproportionately impacted group. Male identifying veterans continue to be disproportionately impacted in 2020-2021 but have seen some gains. The following groups have seen increased English and math completion rates over the last three years: American Indian or Alaska Native, Asians, Black or African American, Filipino, Hispanic or Latino, students who receive disability services, economically disadvantaged students, and Veterans.

In the college's previous plan, it identified male identifying foster youth, Black or African American students, and female identifying Asian students as disproportionately impacted for completion. The equity gap for Asian female identifying students has closed and AHC has made progress in closing the equity gap for Black or African American students, but they are still disproportionately impacted. There has been an increase in the percent of students completing degrees and certificates within three years from 10 percent in 2016-2017 to 15 percent in 2018-2019 with improved outcomes for American Indian or Alaska Native, Asians, Black or African American, Hispanic or Latino, students who receive disability services, and first-generation.

For the college's transfer metric, female identifying Black/African American, female identifying foster youth, male identifying American Indian or Alaska Natives were disproportionately impacted in 2019. AHC has closed the gap for female identifying Black or

African American students, female identifying foster youth, and Native Indian or Alaska Native students. There has been an increase in percent of students transferring within three years from 17 percent in 2015-2016 to 23 percent in 2017-2018. Outcomes improved for the following groups: American Indian or Alaska Native, Filipino, Hispanic or Latino, Pacific Islander or Hawaiian Native, white, females, males, first-generation, foster youth, and economically disadvantaged students.

2022-25 PLANNING EFFORTS

PROMPT: BRIEFLY SUMMARIZE HOW THE 2019-22 STUDENT EQUITY PLAN CYCLE INFORMED YOUR PLANNING EFFORTS FOR 2022-25? (2,500-CHARACTER MAX)

During the 2021-22 academic year, the Student Success and Equity Committee reviewed activities in the 19-22 Student Equity Plan. Data was shared on all success metrics including, access, retention, completion of degrees and certificates, and of transfer level math and English, as well as transfer. As the committee reviewed the activities, it saw the importance of strengthening and expanding certain initiatives including Punte, Men's Support Group, emergency funding, Basic Needs Center and Hancock Promise. As the committee investigates the development of the new plan, it will aim to serve racial groups and be more intentional in the college's wrap-around services to specific disproportionately impacted groups. The committee will also be using surveys and focus groups to gather information directly from students to identify barriers to student success and completion.

In the 19-22 Student Equity Plan, targeted interventions and support were given to those marginalized populations including LGBTQ, Veterans, students with disabilities, foster youth, and male identifying students of color. The plan also provided opportunities for professional development to all faculty in equity-based pedagogy.

Key initiatives including AB 705 and Roadmaps to Success (Guided Pathways) will inform the writing of the new plan. Key events, including the pandemic, exposed great inequities with technology. The Basic Needs Center could not meet the demand of the students needing financial assistance, which is why the committee funded a director and small staff. During the pandemic, enrollments decreased, yet the needs of students became more evident.

The plan will be vetted through AHC's councils and committees while also getting valuable student input. There will be many opportunities to provide feedback. The goal is to have Academic Senate sign the plan in October and it will go to the Board in November.

April-May: Student Equity and Success Committee workgroup meetings

May 17 and 23: Informational sessions for faculty, staff, and students

June-August: Student Equity Plan team meetings

September-October: Informational sessions for faculty, staff, and students

October: College Council and Academic Senate
November: Board of Trustees
November 30: Submit plan in NOVA

PANDEMIC ACKNOWLEDGEMENT

PROMPT: USING THE CHECKBOXES PROVIDED, PLEASE DESCRIBE THE WAYS IN WHICH THE PANDEMIC AFFECTED YOUR 2019-22 EQUITY EFFORTS. YOU HAVE THE SPACE TO PROVIDE AN EXPLANATION IN NARRATIVE FORM FOR ANY OF THE OPTIONS YOU SELECTED ABOVE. (2,500-CHARACTER MAX-CURRENTLY 1,595 CHARACTERS)

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The pandemic shed light on inequities. AHC had students who did not have laptops, hot spots, and/or a quiet place to study or video conference for class. Students dropped out for several reasons including changes to work schedule, COVID, technology issues, and disruptions at home. The college offered innovative ways to serve students through online and Zoom. Faculty quickly pivoted to teaching online, learning how to navigate Zoom, Canvas, and videography software in order to bring course content to students virtually. A tremendous amount of effort was made to bring the same quality of teaching and engagement to students through Zoom. Counseling also went remote, providing appointments via Zoom and phone. Tutoring and the library did the same, providing services and student support online via Zoom and a live chat option. The college came together to provide the best services to students as they navigated a new online landscape. The move to remote learning and services because of the pandemic provided increased access for some student populations. Student Equity provided additional financial services for emergency funding, Dreamers, food distribution, student ambassadors to assist students through the transition, laptops, tutoring for STEM (Science, Technology, Engineering, and Math), hot spots, counseling, outreach, and professional development. Students were surveyed multiple times to assess needs throughout the pandemic. The pandemic had a negative impact on success metrics for all students but did not widen equity gaps for disproportionately impacted groups.

Link to Executive Summary

PROMPT: PLEASE SHARE THE HYPERLINK TO YOUR COLLEGE'S EXECUTIVE SUMMARY. PER ED CODE 78220, THIS EXECUTIVE SUMMARY MUST INCLUDE, AT A MINIMUM: 1. THE INITIATIVES THAT THE COMMUNITY COLLEGE OR DISTRICT WILL UNDERTAKE TO ACHIEVE THESE GOALS 2. THE RESOURCES THAT HAVE BEEN BUDGETED FOR THAT PURPOSE 3. THE COMMUNITY COLLEGE DISTRICT OFFICIAL TO CONTACT

FOR FURTHER INFORMATION 4. A DETAILED ACCOUNTING OF INTENDED FUNDING ASSESSMENT OF THE PROGRESS MADE IN ACHIEVING IDENTIFIED GOALS

<https://www.hancockcollege.edu/planning/docs/may20CollegeCouncil.pdf>

Student Populations Experiencing Disproportionate Impact

Guidance: Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e., avoid referencing “all students” and instead use population- and identity-specific language).

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT AND METRICS

PROMPT: Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric to submit your plan in NOVA.

NOTE: According to the Chancellor's Office, “disproportionate impact is a condition where some students' access to key resources and supports and ultimately their academic success may be hampered by inequitable practices, policies and approaches to student support” (California Community College Chancellor’s Office, 2013). For the 2022-2025 Student Equity Plan, disproportionate impact data was provided by the Chancellor’s Office for each of the five metrics. For each metric, the groups experiencing disproportionate impact are identified and the size of the gap. Groups with [X] below are disproportionately impacted. Groups highlighted in red are the groups experiencing the largest equity gaps. The importance of disproportionate impact analysis is not the details of the calculations but to provide data that can inform the college where to focus their efforts for equity reform. As a Hispanic Serving Institution, sixty-seven percent of our students are Hispanic or Latinx and less than ten percent are Black or African American, Asian, American Indian, or Alaska Native, Native Hawaiian or other Pacific Islander. Forty-three percent of first-time students are first-generation, and eighty-five percent are economically disadvantaged. The team that worked on the development of the Student Equity Plan reviewed the data and selected first-generation and Hispanic or Latino male students as the two groups to focus on for all five metrics. Selecting two groups to focus on for the entire plan will help the college to create comprehensive, targeted strategies along the student journey.

Student Population	Enrollment		Completed Transfer-Level Math & English		Retention: First Primary Term to Secondary Term		Completion		Transfer	
	Males	Females	Males	Females	Males	Females	Male	Females	Males	Females
Foster youth			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First-Generation			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Low-income students			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Veterans			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: [CCCCO Student Equity Data](#)

Metric: Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact:

No disproportionately impacted groups were specifically identified so the college will set a goal to improve successful enrollments for all students.

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500-character max)

Many of the processes and practices at Allan Hancock College are barriers making it difficult for students to navigate a complex matriculation process, and even more difficult for students who lack experience and social capital. Not only do AHC students have to navigate a complex onboarding process, but they also have trouble transitioning to the expectations of college. Many faculty mention students not knowing how to read a syllabus, take notes, check email, get books, or find resources on campus. AHC's culture is one where students "should know" how to be a successful college student. There is an obligation to meet students where they are. It is within that light for the college to address the needs of its first-generation and marginalized populations given the fact that these are the students AHC serves. The college has an opportunity to teach critical skills to students, so when they step into the classroom, they already have connections to faculty and staff. From the time when students apply to the time students register for classes, it is critical for the college to develop trust and a sense of belonging for its students. Many of AHC's processes, due to lack of resources and personnel, tend to be more transactional in nature, which does not benefit this student population.

Moreover, many students apply with no intention of enrolling. Students at the local high schools become involved in the application process that is going on at the high schools before they even know what they want to do. Many high schools focus on A-G completers and ensure that they apply to universities, and many times Hancock is an afterthought or a second choice. Many students apply just to apply and do not intend to register at AHC. Once students apply, the college should be actively engaging them by demonstrating what Allan Hancock College has to offer.

There is a lapse in time between the application opening and registration. The admissions application opens in October. The college has four outreach specialists and counselors serving twenty-three feeder high schools. Each high school has their own timeline for application, financial aid, orientation, counseling, and registration. Most high schools begin the process in October through various events to allow students to research majors and careers. This should be the point at which Hancock staff engage in meaningful conversations about majors, careers, services and financial aid. If the college started its outreach efforts in October, students would have ample time to speak to families about the importance of going

to college full time and how an education will change their trajectory and provide a better opportunity for social mobility. Not all high schools follow this model of early intervention, and some do not allow AHC to speak to students until the Spring. Having students apply later means there is not enough time to outreach and meet with students prior to registration. The gap between October and February is too great, and students fall off the radar.

Hancock College has been successful in getting students to apply, but the college could improve its enrollment completion, including critical steps of orientation and the comprehensive SEP. For example, the orientation is not engaging, and students do not find it useful. Moreover, students either say they cannot get appointments at critical times to get an SEP or do not see a counselor because they do not find the SEP process relevant to them. Both steps are crucial to the onboarding process and connecting the students to the campus, but currently there are no consequences if students do not complete these steps. These tasks could be accomplished in a first-year experience program, Summer Bridge, or through guided pathways success teams. Through Roadmaps to Success (guided pathways), there is an opportunity for service and instructional faculty to work collaboratively to provide direction to students, leading to higher degree, certificate, and transfer outcomes.

The educational system has failed to prepare students for the rigors of college, and first-generation students have fewer social resources. The lack of academic preparation AHC students have upon entering college (Place, 2021), particularly for Hispanic or Latinx students (Corrigan, 2003; Collatos et al., 2004), has been a concern for faculty and students (Place, 2021). However, rather than perpetuate the deficit mindset students entering AHC may or not possess regarding their ability to succeed given the system in which K-12 operates, AHC should strive to create an institutional culture which denounces this deficit perspective and recognizes its students through the six pillars (Rodríguez & Oseguera, 2015; Rodríguez, 2012, Yosso, 2005).

During the 2020 Planning Retreat, loss and momentum points were identified for the connection phase of the student journey. The following is a list of the loss points or challenges that specifically affect AHC's first-generation and Hispanic or Latino male identifying students:

- The college needs to strengthen high school partnerships to include TK-8 with a focus on college going culture for all high school students.
- The college lacks comprehensive Summer Bridge program/orientation to areas of interest to ensure students are prepared academically for the start of school.
- The college lacks counseling services in the summer.
- Students lack awareness of Dual Enrollment/College Now (difference between AP and College Now).
- Families are not included in the enrollment process for high school students, nor are they involved/included in onboarding process.
- The college lacks bilingual materials for students and their families during the enrollment process.

- The Promise Program is only for high school students immediately transferring.
- Students are not college ready: they are unprepared to pick a goal or program of study when they apply and do not know what classes align with their interests or goals.
- The college lacks flexible or innovative scheduling to accommodate student schedules.
- Students are not required to complete student orientation or to complete SEP in timely manner.
- There is a lack of peer mentorship for new first-generation and Hispanic or Latino male identifying students.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500-character max)

To attract and retain a diverse student population that reflects the community served is of highest priority. There are practices and processes that can be strengthened and expanded. Currently, new students who wish to enroll do not have a clear place to start. The college could create a centralized location for all new students where tours and orientations could be facilitated. This location would also be the place where students can get peer support in registration and financial aid assistance. Many colleges and universities call this a “welcome center” and for students who are first-generation and lack the social capital to navigate a complicated matriculation process, this would be a space that is more spearheaded by their peers. Another shift would be to include their families in AHC’s outreach efforts. Many first-generation college students do not have a family member passing on the cultural knowledge of higher education or emphasizing the role higher education plays in socioeconomic realization. The college’s outreach events to potential students need to have a parent/guardian/support system component.

The college also has an opportunity to create a clear communication plan for students, so they know when they have achieved key milestones in the matriculation process. The college has invested considerable time and money into a Hancock Promise application that helps students keep track of their steps to enrollment. Unfortunately, that application is no longer being funded. AHC needs to leverage technology so that it can create an easy system for students to see what they have completed for steps to enrollment and other key milestones, such as math and English completion. First-generation students get lost and do not know what steps to complete undertake. The college also does not celebrate or congratulate students regularly when they have completed critical milestones, which provides motivation for them to continue their academic pathway.

Professional development would facilitate a shift to equitable outcomes. Providing professional development opportunities to grow the cultural responsiveness of the curriculum used within the courses, as well as framing conversations within classes to reflect multiple perspectives will support students’ sense of belonging. More professional development opportunities for faculty and staff to serve students from DI populations to

have a “service” mentality/servant leadership, as well as opportunities to address unconscious bias and racial microaggressions, would be beneficial in serving AHC’s students.

As the college increases its professional development offerings to address the needs of its disproportionately impacted populations, it also needs to strengthen collaboration with its TK-12 partners. The college currently has a “Bridges to Success” initiative that has AHC counselors collaborating with high school counselors to provide a pathway for graduating seniors. This initiative can grow to include our university partners, including Cal Poly and UCSB, as well as faculty in the college’s Concurrent Enrollment programs. Through this partnership, the faculty and staff can create innovative programs to better serve our community.

A shift in AHC’s hiring practices would increase equitable outcomes as well. Research shows that hiring more diverse faculty and staff to represent the student community is beneficial (Banks & Dohy, 2019). As such, a conscious effort to hire faculty representative of the study body should be pursued. As the college makes an intentional effort to hire more faculty of diverse backgrounds, it can also shift to have new faculty and staff complete Equity/DEIA training.

AHC’s Dual Enrollment has increased steadily throughout the years, and research shows that participating in this program increases college completion metrics (Hughes 2012; Xu, Fink & Solanki 2021; Mehl et al, 2020; Rodriguez & Gao 2021). The college has an opportunity to shift in the direction of growth, particularly for the Lompoc area schools. It has an opportunity to revisit the policy regarding class level and units that can be taken. Having students fill out additional forms has led to confusion, missed deadlines, and students who do not enroll. The college has an opportunity to engage dual enrolled students at an early age and streamline the process to make it easier for first-generation students.

For many students, success and satisfaction are dependent on personal relationships. In the beginning of college, such relationships are necessary to build social networks that are a source of support and motivation (Schwartz, 2018). The college needs to strategically help students build peer networks and foster relationships between students and faculty. For example, faculty and staff should encourage students to start their own clubs and support groups and guide them through the process. In schools where relationships and caring are an integral part of the culture, educators work to understand the experiences of students and their families and use personal connections to help students achieve academic success.

The college also needs to shift to institutionalizing positions and initiatives that are grounded in inquiry and research. Many of the onboarding activities are funded through categorical or grant dollars, so when the funding ends, the programs that have been created by faculty and staff cease because of lack of institutional financial support.

In examining the Educational Master Plan, strategies that would increase connection with students include implementing a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling with an emphasis on meeting the needs of non-traditional students and onboarding and orientation included activities around courses and services to orient students to college, implementing Guided Pathways areas of interest, coordinated outreach and in reach, summer bridge programs, and first-year experience programs.

Action Steps:

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500-character max)

Messaging and Communication

- A.1 Create a new orientation that features first-generation and Hispanic or Latino male identifying students and includes information relevant to these populations. The online orientation should be easy to navigate and be an information resource. In-person orientations should continue to be offered. First-generation and Hispanic or Latino male identifying students should be targeted early in the registration process to complete the orientation before semester starts.
- A.2 Target communication to first-generation students about the importance of registering during priority registration or on day one of registration window and create a registration day event so that students can come to get help with registering. Encourage students to register for classes with a friend to build social capital.
- A.3 Audit communication messages — how, when, where, and what — to guarantee that first-generation and Hispanic or Latino male identifying students receive valuable information in a way that is relevant to them, consistent, easily accessible, and understandable. Teach students how to check their email and help with forwarding if wanted, and make sure their contact information is up to date for texting initiatives.
- A.4 Work on a “constant welcome” campaign that promotes frequent and positive interactions such as “you belong here” with a particular focus on the interactions between faculty and staff and first-generation and Hispanic or Latino male identifying students.

Connection

- A.5 Create a branded and fully collaborative First-Year Experience Program, intentionally designed to help first-generation college students navigate the college system this will require AHC to prioritize proactive advising, mentoring, learning support services, and financial support. The FYE would require students to:
 - A.5.1 complete orientation,
 - A.5.2 participate in guided exploration to choose a pathway of interest,
 - A.5.3 create a comprehensive SEP,
 - A.5.4 work under the guidance of a counselor during the first year. A strong personal caring relationship with a counselor has shown to deepen a student’s

persistence by helping the students navigate the bureaucratic structures within the institution and support them in feeling comfortable on campus. A counselor is in the key position to promote student care and culturally responsive school environment. They help build relationships and reduce anxiety. They also service as mentors to students to become self-advocates.

- A.5.5 participate in a comprehensive Summer Bridge program by areas of interest intentionally designed to target first-generation college students, so they can connect with students, faculty, and programs in their area of interest.
- A.5.6 connect with peers and social support to help build cultural capital for disproportionately impacted students
- A.5.7 participate in a PD course or a "first year success course."
- A.6 Engage TK-12 partners to involve first-generation and Hispanic or Latino students and their families before they get to college, once they arrive on campus, and throughout the entire transfer process through information sessions, workshops, university tours, and meetings with university representatives.
- A.7 Develop a Welcome Center/Visitor Center that would be inviting for first-time, first-generation students where they can easily access resources and information.
- A.8 Build a vibrant college-going culture through broad and engaging community presence that would entice first-generation and Hispanic or Latino identifying male students to campus.

Student Support Services

- A.9 Offer timely and relevant financial planning information to first-generation students and their families including understanding the cost of college and associated expenses, as well as available assistance (including and beyond financial aid).
- A.10 Explore ways to support first-generation and Hispanic or Latino male identifying students financially beyond the first year of Promise.
- A.11 Expand funding for student jobs on campus to support first-generation students and Hispanic or Latino male identifying students.
- A.12 Create a large poster for classrooms with lists of services tied to a map of where to find them on campus, as well as emails and phone extensions.

Curriculum/Instruction

- A.13 Explore ways to hire more racial/ethnic faculty and staff to represent AHC's Hispanic or Latino community. Add wording to jobs advertised that support diverse applicants.
- A.14 Conduct Culturally Responsive Higher Education Curriculum Assessment and encourage faculty from all departments, both full-time and part-time, to modify curriculum to reflect the students AHC serves, integrate multiple perspectives, illuminate ties to historical oppression, connects topics to community and world issues, provides action orientation, and highlights the achievements and contributions of multiple cultures.
- A.15 Expand TK-12 partnerships (Bridges to Success) to include faculty from both sides to meet and discuss curriculum and support programs, particularly for first-generation students.

- A.16 Areas of Interest success teams coordinate and develop activities to connect first-generation and Hispanic or Latino male identifying students through faculty meet and greets, orientations, social activities, student mentorship, and field trips to industry.
- A.17 Support the development of open educational resources (OER) and Zero Textbook Cost (ZTC) to help first-generation and Hispanic or Latino male identifying students with the cost of college.
- A.18 Enhance and promote the faculty best practices toolkit to help both full-time and part-time faculty easily implement best practices in the classroom that will benefit first-generation and Hispanic or Latino male identifying students.
- A.19 Need enrollment management to improve scheduling to better meet first-generation and Hispanic or Latino male identifying student needs.
- A.20 Provide faculty with a “Welcome Letter” template that may be used for communication ahead of the start of the semester and offer technical services for those faculty who wish to create a brief welcoming/introduction video for students to familiarize themselves with the teacher and course before the first day of class.
- A.21 Incentivize faculty to utilize Canvas, so students have all their course information, assignments, and grades in one place making it easier for first-generation students to stay on track and successfully complete courses.

Professional Development

- A.22 Provide professional development or orientation information for all new faculty and staff on diversity, equity and inclusion, data about disproportionately impacted students, and best practices to foster the success of first-generation and Hispanic or Latino male identifying students.
- A.23 Institute an ongoing Culturally Responsive Higher Education Curriculum Assessment professional development series that begins with an introduction to culturally responsive education, highlights the importance and ties to student success, provides guidance for curriculum modification, provides resources, and supports individual and group time to integrate culturally responsive content.

Metric: Completed Transfer-Level Math & English

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation, Hispanic or Latino Males

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500-character max)

Prior to entry to English and math classes, first-generation and Hispanic or Latino male identifying students frequently face *deficit language*, *low self-efficacy* compounded with a lack of *social capital* (i.e., the information, support, and resources available to an individual

through connections and networks of relationships; Bourdieu, 1986) to navigate the first year of college despite completing the on-boarding process during enrollment. The college assumes that its first-generation and Hispanic or Latino male identifying students know how to access and navigate the college's services and will automatically access counselling services, which is not always the case for this population. First-generation students and Hispanic or Latino males often carry expectations that their high school experience will be the same for college and do not understand how much time outside of class is expected and needed to complete a college-level class. This disconnect can be compounded by the need to work and familial expectations of their ability to contribute to the family economy. Moreover, lacking the necessary self-efficacy and social capital, many struggle to place in a transfer-level English and math class in their first semester. When the college eliminated placement testing and starting using multiple measures to place students directly into transfer-level, students still ended up in below transfer-level courses because they chose a lower level or were counseled into it. Moreover, some first-generation Hispanic or Latino male identifying students and STEM students within this population do not take English and math in a timely manner. Students may also be impacted by limited numbers of counselling appointments available before the critical time of enrollment, causing students to avoid taking English and/or math all together in the first year.

First-generation and Hispanic or Latino male identifying students continue to be impeded by *deficit language, low self-efficacy* and a belief in their lack of *social capital* within the classroom setting (Saenz et al, 2018; Schwartz et al, 2018). These students are not prepared for the change in teaching styles of transfer-level college course instruction compared to high school and do not necessarily sign up for the English and math support classes, which would give them both the support that they need and help them develop and leverage their social capital, as well their basic academic skills in English and math. Math does not have linked support classes with the same instructor, which may discourage students from signing up for math support classes. In English, first-generation and Hispanic or Latino males may take a modality that does not support their needs.

First-generation and Hispanic or Latino males can face non-culturally responsive andragogy practices in non-welcoming syllabi, inflexibility of deadlines for assignment due dates, and inequitable and inconsistent grading practices, skewing data outcomes for these populations. Non-student-centered curriculum and an unwelcoming student-instructor dynamic can further alienate these student populations. Faculty-centered issues can be exacerbated by a negative mindset that not all first-generation and/or Hispanic or Latino males can succeed in a direct-entry math or English transfer-level course without having taken a developmental sequence.

Institutional issues affect first-generation and Hispanic or Latino males' access to and willingness to access support services that would benefit them. Requiring students to register full-time to qualify for Promise, our free tuition program for local students, may negatively affect working men, especially Hispanic or Latino males whose family expectations and

obligations often complicate their ability to attend school full-time in the manner needed to succeed. First-generation students are less likely to initiate contact with instructors, less likely to interact with faculty in and outside of the classroom, less likely to reach out via email or attend office hours, and have limited connections on campus, which leads to reduced social capital (Saenz et al, 2018; Schwartz et al, 2018). Additionally, first-generation students are more likely to work and be employed more hours than non-first-generation students. Accessing services like counseling and tutoring are often seen as a sign of weakness and failure. These beliefs can negate the positive effects of support services. A campus culture needs to be built to support and incentivize first-generation and Hispanic or Latino males to see the value and need for accessing what the college offers in terms of outside help. The lack of an institutionalized tutoring component campus wide leads to gaps in services, including comprehensive technical support, Canvas training, and services available to support students with summer tutoring hours in the Tutorial Center and Writing Center (WC), online tutoring programs (SMARTHINKING and Net Tutor), tutor training, or student-centered academic workshops. Finally, the policy of automatically directing students to the Allan Hancock College bookstore is a further barrier for first-generation and male identifying Hispanic or Latino students who lack social capital to find free or low-cost textbooks from other available sources.

The educational system has failed to adequately prepare students for the rigors of higher education. According to state test scores, forty-nine percent of local high school students are proficient in reading and twenty-two percent are proficient in math with most students completing just two years of math at the local high schools.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500-character max)

To better serve first-generation students and Hispanic or Latino males, student services must work with counseling to better describe the support course models in English and math so that they can benefit the students who need them. Currently, there is no consistent messaging about support courses in math and English. This is equally true in terms of guiding students to the modalities and semester length that will best serve them.

Counseling and the college can better disseminate information about the demands and requirements of the types of courses first-generation students and Hispanic or Latino males' students are signing up for. This applies to counseling and to the college website. For example, counselling and the college could provide an information sheet to show students the demands of the class they sign up for, including expected workload in hours per week, type of student/instructor interaction, and required hours of reading per week. Many students in these target populations are slow to enroll and may not find class availability at the last minute, which can hinder their placement in the right type of course. Students need to be made aware of the importance of registering during priority registration or early in the

registration window. Currently, there is a need to dispel the myth that math is more difficult than English, and that, as a result, students ought to take English in the first semester and math in the second. Counseling and the college website information should encourage students to take whichever of the two courses fits their program map best. Doing so will help students build their confidence.

The connection between curriculum and culture creates an engaging educational environment that highlights cultural strengths, builds on existing knowledge, and motivates students to learn. The combination of these lead to student success. Curriculum serves as the foundation of effective teaching and learning. Infusing culturally responsive curriculum throughout the college will enable students to see themselves in the curriculum. We are hopeful the associated professional development efforts will lead to a greater connection to the course content and motivate students intrinsically to pursue and complete their educational goals.

Finally, first-generation and Hispanic or Latino males could benefit from community building at the college level. The college needs to meet students in the forums they are already using. For example, the college and individual departments can create a social media-connected cultural environment of student ambassadors who are themselves first-generation and Hispanic or Latino identifying males. By sharing their experiences on social media, these students can provide positive reinforcement against misconceptions about being a college student. They will relay information and highlight their experiences accessing student services to normalize a culture of seeking help.

English and math faculty need to create a growth mindset environment in the classroom to benefit first-generation and male identifying Hispanic or Latino students. This can begin with simple changes to the syllabus (i.e., adding a humanizing element that ensures students start course feeling supported, provide information one week prior to the start of the semester, include a warm introduction from faculty, make it public, accessible, mobile friendly, articulates what students can expect, tips for success, list of resources, where to go for help and written in a welcoming, hopeful language) and continue through the development and implementation of culturally responsive teaching and grading techniques, all which boost student skill levels, confidence, and throughput. Faculty can also target this population by using growth language as opposed to deficit language as they help students recognize their own social capital and develop their self-efficacy. Moreover, faculty can present themselves to first-generation and male identifying Hispanic or Latinos as approachable by sharing their own experiences and using in-class peer tutors as mentors and guides.

Both English and math faculty need to create a different culture for accessing help targeted at first-generation and Hispanic or Latino males. This can include creating a campus-wide culture that supports, promotes, incentivizes, and normalizes seeking tutoring support. For example, the college could start an advertising campaign aimed at our target populations

that highlights and explains how support services work and how they are effective. The college could further support campus tutoring services with professional development and tutor training to increase and expand tutor services and efficacy.

Moreover, interdepartmental exchanges between math and English should be developed and encouraged via mentorship cohorts and group professional development. Working in tandem as a unified support team can only benefit our target populations. Interdisciplinary exchanges can also enrich and illustrate the overlaps and links among disciplines often perceived as diametrically opposed.

Action Steps:

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500-character max)

Messaging and Communication

- B.1 Create an inter-disciplinary partnership between English, Math, and Counseling working in tandem as a unified support system for first-generation and Hispanic or Latino male identifying students to do the following:
- B.1.1 develop messaging to students about the appropriate course(s) to take, including modalities, course types, support courses, and support services;
 - B.1.2 ensure students are directed into math and English in the first semester and for those who have not enrolled, dropped, or did not pass in first semester, ensure enrollment in subsequent semester; and
 - B.1.3 develop enrollment management strategies specifically for these groups
- B.2 Create a social media channel featuring first-generation and Hispanic or Latino male identifying students that demonstrates “seeking help” behaviors and that builds social capital by sharing their experiences on campus.
- B.3 When creating first semester plans, provide first-generation students consistent messaging about out-of-class workload and offer a workload calculator (i.e., <https://cte.rice.edu/workload>) as a tool to help manage out-of-class work expectations.

Also includes:

- A.3 in Successful Enrollment
- A.4 in Successful Enrollment

Connection

- A.5 in Successful Enrollment

Student Support Services

- B.4 Institutionalize tutoring and centralize services under one department to coordinate and leverage staffing and resources while expanding capacity to serve all first-generation and Hispanic or Latino students, including the following:
- B.4.1 Provide summer tutoring hours, online tutoring programs, Writing Center remote paper review, chat hours, and academic workshops.
 - B.4.2 Provide embedded peer mentorship to assist students, particularly first-generation and Hispanic or Latino male identifying students, basic skills students, and students who are struggling, to stay in their courses, increase their independence and confidence, pass the course, and persist to the next semester.
 - B.4.3 Require tutoring visits to the math and English centers in the first semester for students with free tuition through the college's Promise Program, which is inclusive of first-generation and Hispanic or Latino male identifying students and will shift the negative view of getting help to normal/expected.
 - B.4.4 Recruit peer tutors who are first-generation and Hispanic or Latino males to mentor in classes, so they can serve as models and mentors for target populations.
- B.5 Embed librarians in courses that require a research component and papers or projects with any expectation of college-level research skills to assist first-generation and Hispanic or Latino male identifying students.
- B.6 Establish a Promise student milestone completion team that will engage students who fall behind, particularly first-generation and Hispanic or Latino male identifying students, and provide students a straightforward way to track milestone completion and engage and provide kudos when they do complete milestones.

Curriculum/Instruction

- B.7 Create cohort mentorships opportunities for math and English to do the following:
- B.7.1 boost faculty morale and instigate change by exchanging and circulating curriculum ideas,
 - B.7.2 offer each semester a paid culturally responsive higher education curriculum assessment and course modification professional development series for teams of faculty to collaborate, learn, and teach one another,
 - B.7.3 examine and share data concerning DI populations in their courses,
 - B.7.4 research and discuss best practices for teaching first-generation and Hispanic or Latino males,
 - B.7.5 develop and provide support course training consider piloting co-teaching models for support courses,
 - B.7.6 develop equity minded grading methodologies,
 - B.7.7 develop and use syllabi templates,
 - B.7.8 develop culturally responsive curriculum, build community, and connect to the experiences and social capital of first-generation and Hispanic or Latino male identifying students, and

- B.7.9 institute more professional development opportunities to create open education resourced textbooks and curriculum to encourage low-income students to complete their pathways by defraying the costs of textbooks.
- B.8 Recommendations for the math department include but are not limited to the following:
- B.8.1 evaluate current support course structure and plan for corequisite courses with same instructor,
 - B.8.2 develop culturally relevant curriculum with problems contextualized for the real world, especially for courses such as statistics,
 - B.8.3 provide opportunities for students to engage in collaborative work, including the discussion of mathematics,
 - B.8.4 evaluate the effects of alternative means of assessment on first-generation and Hispanic or Latino male identifying students; for example, shift from traditional pencil/paper tests to multiple means of expression for assessment and
 - B.8.5 ensure evaluations are not tricky, are forgiving, and inform learning.
- B.9 Recommendations for the English department include but are not limited to the following:
- B.9.1 raise the minimum GPA for direct placement into transfer-level courses without corequisite support to 2.5 to capture more first gen/Latinx students in the corequisite support model,
 - B.9.2 reduce the transfer English 101-word count from 6-8k to 5-8k to align with state recommendations (20 pages), and
 - B.9.3 implement multicultural texts to highlight social capital and evaluate the effects of alternative means of assessment on first-generation and Hispanic or Latino male identifying students, such as shift to in-class writing models.
- B.10 Encourage first-generation and Hispanic or Latino male identifying students to build self-efficacy via curriculum and classroom practices including but not limited to the following:
- B.10.1 Meet regularly with in-class tutors or provide outside tutoring with faculty at the math and English centers, talk to counselors, receive mental health check ins at the health center and make use of basic need services.
 - B.10.2 Move away from deficit mindset to growth mindset language in the classroom by using “Wise Feedback Framing,” which provides positive and growth mindset guided feedback on areas to improve and gives opportunities for revisions to build efficacy for first-generation and Hispanic or Latino male identifying students.
- B.11 Create a support structure that allows faculty and staff to come together to reflect on their practices, both what is working and what is failing, for first-generation and Hispanic or Latino male identifying students:
- B.11.1 Institute a collective examination of grading practices (i.e., competency-based grading, contract grading, eliminating the zero, the opportunity to resubmit work, etc.).
 - B.11.2 Develop the knowledge and skill around adapting to culturally competent grading practices and be given the opportunity to collaborate with peers.

- B.11.3 Develop best practices on early assessments, timely grading, and constructive and frequent feedback.
 - B.11.4 Use syllabi templates that promote growth language, self-efficacy, and community, provide important student services information, who to reach out to if faculty are not responsive, etc.
 - B.11.5 Explore ways to provide students with course information before enrolling- syllabi, including class expectations, and sample assignments.
 - B.11.6 Evaluate attendance and drop policies across all faculty to ensure adherence to regulation as well as best practices that would help students stay enrolled in the course.
- B.12 Connect instructional faculty to Success Teams, the counseling department, tutoring, and other support services to try to connect students with intervention supports they need (and/or incorporating embedded librarians/counseling/ peer mentors as needed in their courses). Promote the use of early alert for just-in-time remediation and connection to resources for first-generation and Hispanic or Latino males.
- B.13 Departments should be reviewing data each semester to identify bottleneck courses and identify interventions and resources for those courses.

Also includes:

- A.20 in Successful Enrollment
- A.21 in Successful Enrollment

Professional Development

- B.14 Arrange PD sessions with local high schools to discuss best practices for teaching math and English to first-generation and Hispanic or Latino male identifying students.
- B.15 Provide PD to equip instructors with the knowledge and tools for how to frame messages and adapt learning materials that support students' motivation and learning mindsets.
- B.16 Provide PD opportunities for faculty to collaborate on grading, attendance, drop policy practices in math and English to support the success of first-generation and Hispanic or Latino male identifying students.

Also includes:

- A.22 in Successful Enrollment
- A.23 in Successful Enrollment

Metric:

Retention from Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation, Hispanic or Latino Males

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500-character max)

There are several factors that prevent the retention of AHC students from the primary to the secondary term. These factors include the following: students' lack of knowledge of college procedures and practices, admissions information, counseling inefficiencies, academic probation, the financial aid process, the tracking of students' educational goals, communication with students, instructor grading practices, the timeliness of student feedback, college expectations and requirements, the availability of learning communities, course scheduling, and student onboarding.

Because much of AHC's student population is first-generation, they lack the procedural college knowledge necessary for their success including, for example, general college terminology and processes, the dismissal and enrollment processes, registration, registration practices for course repetition, where to find assistance (basic needs, tutoring, mentorship) or information regarding student services.

To maximize student access, the counseling department has an "open door" scheduling process that allows students to make appointments at any time of year for any reason. However, this practice leads to inefficiencies, such as not being able to complete Student Educational Plans (SEPs) when needed and conduct interventions at appropriate times in the semester.

Another area AHC needs to work on is positively supporting students who end up on academic probation. Research shows that students placed on academic probation feel ashamed and stigmatized, which results in disengagement from school. At AHC, eighty percent of students on academic probation are Hispanic or Latino/a, ninety percent are under 20, and eighty-two percent are BOG eligible. We can directly support our first-generation and Hispanic or Latino students by ensuring they receive supportive and positive messages related to continued enrollment and support services available to them.

The financial aid process requires parental cooperation, is confusing, and may feel highly intrusive, making the completion and access to funds challenging. In addition, the multiple follow-up steps can create processing delays. Once approved, students who fall below SAP

(68 percent completion rate & 2.0 GPA) can then quickly lose access to funds without ever fully understanding the requirements.

There is no clear process for obtaining and tracking students' educational goals, which makes persistence data inaccurate and the ability to identify program-specific barriers difficult. The college should identify what students are here only to take a skill building/career class and who do not need to persist to another term, students who transfer prior to completing their degree, and students who should be persisting to the next semester but have left the college.

Communication with students regarding pertinent information is ineffective in terms of mode, clarity of detail, and message consistency across services. Hancock relies heavily on students' awareness of requirements and support via email; however, students may not check their email regularly and/or are overwhelmed by the number of emails received. How students are receiving critical updates and information on requirements should be reviewed.

Instructors should examine their individual grading policies and practices for barriers to student success. While some instructors have implemented "contract grading" to be more equitable, it has been a confusing process for students who think they are performing better than their final grade suggests. Understanding what it takes to be successful in a specific course is essential to being successful in the course. Additionally, it is important to remember Title 5 requirements for grading: "(A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." (55023(a)(1)(A)." Grading practices could be routinely discussed as part of Program Review.

Feedback is essential to student development and growth over the course of the term. If students are not receiving timely feedback, they are unable to make necessary adjustments to their academic performance. Students who are unaware of how they are performing throughout the term or who feel blindsided by low scores at the end of the term are less likely to persist to the following term.

Students are not prepared for college academic expectations/requirements. High school and college culture are different in terms of student responsibility and self-advocacy, which can result in transitional frustrations and substandard outcomes directly impacting a student's experience and confidence to return for a second term.

In an area that serves traditionally underserved students, many of whom are first-generation college students who lack the preparation to excel, it is imperative that the institution balances a rigorous and nurturing environment. AHC has experienced success in learning

communities. However, these are offered in a limited capacity (about twenty-five students/community). Currently there are learning communities for athletes, the Puente Program, and court-impacted students. However, there is not a broad offering of learning communities to meet the numbers of specific disproportionately impacted groups including males, veterans, and economically disadvantaged students.

Research exists that supports the importance of representation and culturally affirming course materials (Banks & Dohy, 2019). The Equal Employment Opportunity Plan shows the demographics of employees is not reflective of our student population.

Course scheduling — times, modality, and number of seats — do not meet the needs of students. For example, there are long waitlists in Auto Tech, Welding, and Business courses. Transportation is an issue for economically disadvantaged students; Zoom course options are not currently offered, which have been shown to increase accessibility. In a Student Needs survey conducted by Institutional Effectiveness, students expressed the need for diverse types of modalities and AHC's schedule does not reflect those selections. Scheduling is done in a roll-over fashion, is uncoordinated, and lacks student input.

Onboarding new students and ensuring their understanding of college requirements is not consistent or comprehensive. There is lack a comprehensive first year experience program.

Research shows that attending full-time, completing math or English, having a comprehensive SEP, and taking a pathway course the first semester are important indicators for persistence for first-generation students. In fall 2021, for first-time, first-generation students, twenty-nine percent of students completed 12 units, forty-three percent completed an SEP, thirteen percent completed transfer-level math and twenty-nine percent transfer-level English. Thirty-four percent of these students did not return the next term. A comprehensive first-year experience program could ensure that these students get the support needed to have a successful first semester and return the next semester.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500-character max)

First, a comprehensive mandatory First Year Experience/onboarding would help. This would include PD 110 or 700, which offer lab time for students and outline college expectations as well as strategies for first semester success, including campus culture related to communications, college expectations, time management, graduation, and transfer requirements, developing a CSEP, major/career exploration, and can include educational financial planning including financial aid SAP requirements, differences in funding options, and personal finance management. Ideally this would be taught by an assigned counselor aligned with students' Area of Interest. A strong personal caring relationship with a counselor has shown to deepen students' persistence by helping them navigate the bureaucratic

structures within the institution and support them in feeling comfortable on campus. Counselors promote student care in a culturally responsive school environment. They help build relationships and reduce anxiety. They also service as mentors to students to become self-advocates.

Within the FYE, students would be tracked and supported in completing their FAFSA, obtaining textbook/class materials, and through Early Alerts for immediate intervention needs. A true FYE would include staff from Financial Aid, Counseling, peer coaches, and connections with instructional faculty area-industry experts.

Visually, Financial Aid's presence in the myHancock portal could have better indicators to students when there are tasks required to complete their file. A "to-do" list without digging for information could be beneficial for students who are unaware of the questions they need to ask and tasks they need to complete.

Lastly, it is imperative that for these shifts in service structure to be effective, every department must be onboard so there are no coverage gaps for students. Institutionally, service faculty and staff must be able to fully participate in FYE activities, requiring administrative support at every level. Success Teams are a start. However, this cannot be done in silos; it would require analysis of role, strategic planning, and comprehensive execution.

Classroom practices and policies that could facilitate a shift in equitable outcomes would start with examining course structure, policies, and communication practices (Misra, 2020). A task force to examine best practices in syllabi that would create universal templates is needed. This would create clarity and consistency for students. Additionally, making syllabi accessible to students prior to enrollment in the course (through a general database or the course catalog/search) would allow students to make more informed decisions about the courses in which they are enrolling.

Instituting Culturally Responsive professional development for all new faculty, as well as offering a professional development series aimed to modify curriculum to be more culturally responsive would drive students' intrinsic motivation, provide a sense of belonging, and honor the contributions made by people who share their culture to society. In short, culturally responsive instruction is based on curriculum that is "multidimensional, empowering, validating, comprehensive, transformative and emancipating" (Gay, G., 2000). As an instructional approach, it utilizes curriculum promoting "academic achievement, cultural competence, and social-political awareness" (Ladson-Billings, G., 1995). It further utilizes curriculum acknowledging the attributes of shifting and diverse communities, embraces pluralism, moves away from educational stereotyping, and avoids white centrist viewpoints, philosophies, and ideals. By removing these narrow perspectives, students develop a wider view of the world and the value they hold within our society.

Next, there would need to be a collective examination of grading practices and professional development opportunities on grading methodologies (i.e., competency-based grading, contract grading, eliminating the zero, the opportunity to resubmit work, etc.). Faculty need to develop the knowledge and skills around adapting to culturally competent grading practices and be given the opportunity to collaborate with their peers.

When designing course calendars and grading design, faculty should be mindful of including an assessment point early in the semester and providing feedback to the student in a timely manner. Additionally, it is imperative that discipline faculty work with counseling, tutoring, and other support services to try to connect students with intervention supports they need (and/or incorporating embedded librarians/counseling/peer mentors as needed in their courses). It is also important that faculty critically analyze their curriculum, lessons, and activities for cultural and career relevancy.

To truly see a shift in equitable outcomes, it is necessary to cease the delineation between student services and the classroom and recognize the interconnectedness each part of the student journey has on an individual's success. Students will be more successful through better integration of academic programming, support services, and community outreach/marketing. While examining data, identifying disproportionate impacts, and discussing strategies to address these shortcomings, it is important to note "Successful use of data shift processes from highly reactive and uncoordinated, to those that are more efficient due to their predictive, coordinated, and intentional implementation" (Miller-Galaz, 2018, P. 115).

Some proactive strategies to better align AHC's academic and support services include:

- Embed tutoring and counseling in courses with a high drop/fail rate and disproportionate impact for first generation and Hispanic or Latinx students.
- Develop a comprehensive tutoring initiative to increase awareness of services and incentivize tutoring engagement (for faculty and students).
- Seek professional tutors for classes in which it is difficult to secure a tutor.
- Encourage faculty to recruit students who earn high grades in their courses for tutoring in those courses.
- Institutionalize summer tutoring hours, online tutoring programs, WC remote paper review, and academic workshops.
- Implement a First-Year Experience emphasizing connection and development of a successful college student at Hancock and beyond. Topics include socializing of AHC culture, communications, educational financial planning and aid requirements, graduation/transfer requirements, major/career exploration, resources, time management, instructional and service expectations, college tours, internship/work experience, etc.

AHC needs to continue to explore efforts towards closing the gap between faculty and student demographics. It is critical that the college's disproportionately impact groups of men

of color make connections with the campus, curriculum, activities, resources, etc. PD opportunities on ways to enhance existing programs and reflection time to modify and develop more culturally responsive materials should be offered across classifications.

Lastly, it is imperative to note that for these shifts in the classroom to be effective at closing equity gaps they need to occur on an institutional level. Therefore, there must be structural support for creating these changes. Success Teams are current structures that would allow for much of the inter-disciplinary collaboration needed to make change.

Action Steps:

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500-character max – CURRENTLY 1,754 CHARACTERS)

Messaging and Communication

- A.3 in Successful Enrollment
- A.4 in Successful Enrollment
- B.1 in Math and English Completion
- B.3 in Math and English Completion

Connection

- A.5 in Successful Enrollment
- A.8 in Successful Enrollment

Student Support Services

- C.1 Re-evaluate probation steps: interventions, meaningful interactions with faculty and staff (required counseling appts, college success class, etc.), and framing of messages to convey positivity and support.

Also includes:

- A.10 in Successful Enrollment
- B.4 in Math and English Completion
- B.5 in Math and English Completion
- B.6 in Math and English Completion

Curriculum/Instruction

- C.2 Promote the use of Early Alert for just in time remediation and connection to resources for first-generation and Hispanic or Latino males.
- C.3 Provide professional development opportunities to evaluate course outlines of record and facilitate departmental program review discussions, including topics such as evaluation of course and title descriptions, units/hours required, enrollments (pre- and co-reqs), assignments, learning outcomes, methods of instruction and evaluation, modalities, course materials, and articulation agreements (Harris and Kirschner, 2021).

Utilizing a culturally responsive lens, faculty can modify existing curriculum and role model the process and institution of resources.

Also includes:

B.9 in Math and English Completion

B.10 in Math and English Completion

B.11 in Math and English Completion

B.12 in Math and English Completion

B.13 in Math and English Completion

Professional Development

A.22 in Successful Enrollment

A.23 in Successful Enrollment

B.15 in Math and English Completion

B.16 in Math and English Completion

Metric: Completion

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation, Hispanic or Latino Males

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500-character max)

Access to college without completion is not true access (Thomas & Perna, 2005). Increasing completion has become a priority for community colleges with the new Student Center Funding Formula. Despite changing funding policies that focus on completion, large-scale increases in completion have been difficult. For institutional change to occur, there needs to be buy-in from faculty and staff. Currently, many faculty are fatigued with the implementation of AB 705, Guided Pathways, and Hancock Promise among other programs and grants. Frequently, the same faculty try to make positive changes, but the goal is to have all faculty (FT/PT) be included in the overhaul of policies and processes that impede equitable outcomes for AHC's first-generation and Hispanic or Latino male identifying students. Some faculty may be distrustful, pessimistic, and cautious of new change efforts because many of the programs are not institutionalized once the funding is exhausted; therefore, they get discouraged. This has been a pattern over the years.

In community colleges, the picture of Latino male identifying achievement remains bleak (Rodriguez, Saenz, & Lu, 2014). In the state of California, for example, data show that 81 percent of Latino males participating in higher education attend community colleges. However, only 4.8 percent attend the state's top-tier university system, the University of California (Harris & Wood, 2014). Only 24 percent of Latino males completed a degree or

certificate in 6 years, compared to a state average of 38 percent (Campaign for College Opportunity, 2013). Latino community college students also were the least likely group of males to transfer to a 4-year institution (Saenz & Ponjuan, 2012). At Allan Hancock College, only 10 percent of Hispanic or Latino male identifying students complete a degree or certificate within three years. Early momentum points signal problems for Hispanic or Latino male identifying students in the first semester. In 2021, the average units attempted and earned for Hispanic or Latino male identifying students was 12 (attempted) and 6 (passed). Overall, only 27 percent of first-time Hispanic or Latino male identifying students complete 12 units in the first semester and 29 percent for first-generation students. In their first semester, Hispanic or Latino male identifying students are already falling behind.

Faculty members are not aware of important student success indicators that highlight the issues related to student success and completion, as well as equity gaps. There are program reviews, student learning outcomes, and policies and procedures that are shared within departments and shared governance, but many times there is no action to address the issue. Plans are set in place but rarely is there accountability or persistence in executing the plan. AHC needs to transform data into meaningful information that can be used to create systemic change. It is going to take an entire community of colleagues to make essential changes.

Another issue that impedes equitable outcomes for AHC's first-generation and Hispanic or Latino male identifying students is the lack of a scale-up plan for the cohort or boutique programs, which have demonstrated success with marginalized populations. Small boutique programs such as EOPS (Educational Opportunity Program and Services), Puente, and CAN/TRIO have higher success and completion rates, but the number of students served is small. Strategies need to target larger groups. Interventions need to be scalable. The college needs to take what works in these programs and institutionalize them. Components such as mentorship, counseling, students taking 12 units, mandatory comprehensive student education plans and peer support should be available to all students, especially disproportionately impacted students.

Faculty engagement is critical in the success of first-generation and Hispanic or Latino male identifying students (Crisp & Nora, 2012; Strayhorn, 2015). Students need to feel that they belong, and they matter (Strayhorn, 2018). There are opportunities for faculty to include pedagogy that is culturally relevant to students. Faculty are also encouraged to provide more opportunities for engagement outside of the classroom (i.e., SkillsUSA, BIGE, Spanish Debate Club).

In addition, the college needs to ensure that all faculty, part-time and full-time, feel equipped to analyze equity data, identify issues, and develop solutions. This requires the institution to provide professional development and adequate training to address the needs of first-generation and Hispanic or Latino male identifying students. The current institutional culture should be critically assessed to ascertain if a shift is needed to increase faculty involvement.

The institution needs to prioritize DEI professional development, including designated days for professional growth and development during the semester and not just the week before classes start.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500-character max)

Faculty engagement matters. Colleges that have seen gains in completion have broad faculty involvement early in the process, which extends deeply in the process. Institutions that have strong completion rates have a “bottom up” approach starting with faculty addressing equity and student success in the classroom (Alai, 2022; Bragg & Durham, 2012; Ching et al, 2020). There could be a shift where faculty engage with course and institutional data, so they are more likely to embrace institutional change efforts. The course outline of record and the curriculum review process are two key places where equity work can advance. Having equity in the course outline of record ensures that each section of a class will have the same content and objectives, and it allows for consistency across faculty. Through AHC’s newly established program review process, faculty can have conversations about equity within the context of their disciplinary expertise, and changes to the program can be reflected in the curriculum and teaching design section. There needs to be a shift from deficit-minded thinking to a cultural wealth model. This shift would come from ongoing professional development opportunities.

Additionally, student support is being offered, but it is just a limited and temporary fix, which only benefits the few students who seek it out. Support needs to be viewed as a “vitamin,” not a “medication.” In other words, it is something that all students receive and use because it makes them better students. The college needs to build a culture where students utilize support services, not just when they are desperate or in fear of failing, but as something all students do throughout the course of their academic lives. To make that shift, AHC needs to be prepared to serve more students. Support services need to be institutionalized and not rely on grant funding to ensure adequate funding.

The college needs to make a shift to Roadmaps to Success and Success Teams by Areas of Interest. The college has made strides in developing success teams and starting the conversation, but now it needs to move to implement Success Teams to their fullest potential.

Action Steps:

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500-character max)

Messaging and Communication

- D.1 Communicate on a consistent and ongoing basis with first-generation and Hispanic or Latino male identifying students after first semester onboarding to help them with registration in term two, re-application for FAFSA/CDAAs, SEP updating, and connect to resources.
- D.2 Strategically target all first-generation and Hispanic or Latino male identifying students "near the gate" (60 transferrable units with a 2.0 GPA who are missing transfer-level math or English) and "at the gate" (60 transferrable units with a 2.0 GPA and completed transfer-level math and English or completed an ADT but have not transferred) for follow-up and outreach.

Also includes:

- A.3 in Successful Enrollment
 A.4 in Successful Enrollment
 B.2 in Math and English Completion
 B.3 in Math and English Completion

Connection

- D.3 Expand on the first-year experience program to:
1. connect students with faculty, existing students, alumni, employers, and others in fields of interest as well as the transfer center;;
 2. incentivize faculty participation in clubs or other extracurricular projects to help build relationships;
 3. build and maintain strong connections to alumni, industry, and four-year colleges to improve student transition into the workforce or transfer institutions; and
 4. connect students to first-generation and Hispanic or Latino graduates who successfully transferred to help them learn about what is possible and what the movement to university is like.
- D.4 Connect all degree and transfer-seeking first-generation, Hispanic or Latino students should be connected to programs such as Puente, TRiO, and EOPS that support transfer and identify strategies that work well to scale up effective strategies to ensure the majority of first-generation and Hispanic or Latino students get help navigating degree and transfer process

Also includes:

- A.5 in Successful Enrollment
 A.8 in Successful Enrollment

Student Support Services

- D.5 Develop a resource that students can use to check what courses fulfill GE, CSU, and UC requirements.

Also includes:

- B.4 in Math and English Completion

B.5 in Math and English Completion

B.6 in Math and English Completion

C.1 in Retention

C.2 in Retention

Curriculum/Instruction

D.6 Develop the capacity of practitioners to have productive conversations about race and racism.

D.7 Explore ways to ensure part-time faculty are aware of disproportionately impacted data and the research and best practices that support first-generation and Hispanic or Latino male students.

D.8 Create a supported structure that allows faculty and staff to assemble to reflect on their practices – both what is working and what is failing, for first-generation and Hispanic or Latino male identifying students, including:

D.8.1 examining of grading practices collectively (i.e., competency-based grading, contract grading, eliminating the zero, and the opportunity to resubmit work);

D.8.2 developing the knowledge and skill around adapting to culturally competent grading practices and be given the opportunity to collaborate with their peers;

D.8.3 developing best practices on early assessments, timely grading, and constructive and frequent feedback;

D.8.4 creating syllabi templates that promote growth language, self-efficacy, and community, provide important student services information, who to reach out to if faculty are not responsive, etc.;

D.8.5 facilitating student access to course information before enrolling- syllabi, class expectations, sample assignments; and

D.8.6 evaluating attendance and drop policies that help first-generation and Hispanic or Latino male identifying students.

D.9 Provide professional development opportunities to evaluate course outlines of record and facilitate departmental program review discussions, including topics such as evaluation of course and title descriptions, units/hours required, enrollments (pre- and co-reqs), assignments, learning outcomes, methods of instruction and evaluation, modalities, course materials, and articulation agreements (Harris and Kirschner, 2021). Utilizing a culturally responsive lens, faculty can modify existing curriculum and model the process and institution of resources.

Also includes:

A.20 in Successful Enrollment

A.21 in Successful Enrollment

B.5 in Math and English Completion

B.12 in Math and English Completion

B.13 in Math and English Completion

Professional Development

D.10 Provide professional development regarding:

- D.10.1 basics of IGETC requirements.
- D.10.2 transfer resources
- D.10.3 how to connect students to careers and transfer opportunities
- D.10.4. tutoring
- D.10.5 counseling
- D.10.6 basic needs

Also includes:

- A.22 in Successful Enrollment
- A.23 in Successful Enrollment
- B.15 in Math and English Completion
- B.16 in Math and English Completion

Metric: Transfer

Population Experiencing the Most Significant Disproportionate Impact:

First-Generation, Hispanic or Latino Males

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500-character max)

Transferring students from Allan Hancock College to a tertiary institution has always been a challenge for student services. Northern Santa Barbara County is in a "college desert" where the closest university, Cal Poly, SLO is highly impacted; therefore, it does not guarantee AHC students' admissions as do other CSUs (California State University) with their neighboring community colleges. Although AHC has a high percentage of students who apply and get accepted, it still leaves many AHC students with limited educational options. University of LaVerne and UMASS Global have provided options for our students in popular majors such as Psychology, Business Administration and Liberal Studies. CSU, Channel Islands in Camarillo is a sister institution that accepts AHC's students if they meet minimum eligibility requirements. UCSB also guarantees admission in certain majors if students meet a certain GPA and major prep requirements. The challenge in student services is that the University Transfer Center (UTC) relies on categorical funding for resources. Depending on budgets, in some years services had to be reduced or eliminated due to lack of staffing. AHC currently does not have the minimum staffing according to the Chancellor's Office recommendations. The college does not have a director or coordinator. The college has never had a director, but it did have a coordinator/counselor over ten years ago. To build strong relationships with universities, it

is imperative that AHC has strong articulation agreements, university field trips, peer mentorships, professional development for faculty to serve disproportionate impacted populations and strategic outreach to families and students. This coordination of transfer-specific outreach falls on a staff comprised of two counselors and one technician. A coordinator or director would ensure that students are being identified at key milestones in their student journey. The college also needs staff to assist students not only in applying, but also once they transfer, students need assistance reading their financial aid (which is the biggest concern for students) and obtaining housing in a timely manner. Counselors are on a ten-month contract and may not be available when students need transfer assistance. A coordinator or director would be here in the summer to ensure students have a smooth transition and to assist those students who have doubts or questions.

At Allan Hancock College, only 18 percent of Hispanic or Latino male identifying students transfer within three years and only 17 percent of first-generation students. Although there is a small but growing body of literature on Latino men in both community college and university settings, less is known about their transfer experiences (Rodriguez, Blaney, Vasquez, Salinas, 2021). According to Xueli Wang, transfer is a convoluted process. Barriers to transfer include curricular complexity; transfer students are flooded with numerous curricular choices making it hard to understand; cafeteria style advising also leaves students navigating the transfer process on their own due to understaffed personnel. Students will then grab (cafeteria style) classes wherever they can when advising is not available.

Additionally, research shows that women and girls tend to accumulate higher levels of social capital than men and boys, including greater exposure to a college preparation track, higher levels of parental involvement, possession of at least one parent who expects them to attain a bachelor's degree, and more friends attending college (Rodriguez, Blaney, Vasquez, Salinas, 2021). Campus engagement, student-faculty engagement, and establishing a sense of belonging are vital to Latino men's success at the college.

The college needs to explore student-centered scheduling to ensure students can enroll in the courses they need at the times and via the methods and modalities that support their off-campus responsibilities. Transfer course availability, students' busy schedules, and off-campus responsibilities narrow student access to transferrable coursework, which results in students taking classes that do not count toward transfer and thus hinders their transfer path. Students, especially first-generation students, need an easier way to identify courses that meet general education, CSU, and UC requirements, so they do not waste time taking unnecessary classes that do not count. Until students know exactly what they want to do, they should be advised to take courses that fulfill the most requirements. Students often encounter conflicting messages and information regarding the transfer process. This is due to a general lack of alignment and coordination of transfer support systems, both within community colleges and between transfer-sending and receiving institutions. Because of this, students face the challenge of reconciling inconsistent information, which often results in making misguided decisions.

The college also needs to coordinate with university partners to identify innovative options for students to complete a baccalaureate degree in programs that may be impacted locally and for students who are place-bound (e.g., university centers, 3+1 programs, and hybrid programs). This is particularly important for our Hispanic or Latino population.

The college is committed to erase deficit minded thinking. Transfer students need to enter the college taking at least 12 units; they must enroll in English or math their first year and must complete a comprehensive SEP. Students who complete these three things within their first semester are more likely to earn a degree and/or transfer. Comprehensive student education plans are not mandatory for all students; therefore, counselors see many students advanced in their educational tenure who seek advice concerning what they need for transfer, but sometimes it is too late. Another challenge for transfer students is that they do not receive timely information because many of AHC's workshops are not well attended. The college relies on the University Transfer website and social media to disseminate information. There needs to be more involvement with instructional faculty to speak about transfer in their classrooms as well as transfer counselor presentations in classroom. Through a first-year experience program, the Transfer Center could also connect early with students who have a goal of degree or transfer.

Lastly, the more the college can help students connect with childcare, housing, food, transportation, and other basic needs, the more likely students are to stay enrolled and complete transfer requirements.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500-character max)

To achieve equitable outcomes for first-generation Hispanic or Latino males, there needs to be a shift concerning how the college outreaches and communicates to this population. The college needs to have a clear communication plan for those students who wish to transfer and needs to develop outreach methods specifically targeting first-generation and Hispanic or Latino males at key milestones in their transfer journey. There also needs to be a shift that turns AHC's attention to those students who are ready to transfer but have not applied or remained enrolled at the college. For example, there are some students who are "at the gate"; these are students who have completed 60 units including transfer-level math and English. There are also, however, some students who are "near the gate" with 60 units, but they have not completed transfer level math and English. The college needs to shift its focus to those students being left behind. The college needs to reach out to these students who are transfer ready but who are not transferring. Moreover, there should be a commensurate shift in faculty professional development to include topics that will help best serve first-generation Hispanic or Latino males wishing to transfer.

There also needs to be a shift in financial aid awareness. One of the biggest concerns for transfer students is the cost of attending college. Students do not understand their financial aid packages or the loan process. The college needs to create more opportunities for financial aid personnel to work with the University Transfer Center. Currently, the University Transfer Center has workshops and counseling appointments to help students with the next steps once they get admitted to the university. These next steps should include financial aid, housing (how to find housing/roommates) and connection to support programs such as EOPS, DSPP and clubs and organizations. A shift to connecting students to their peers who are already at the university needs to be expanded and strengthened.

Allan Hancock College transfers most students to Cal Poly and UCSB due to their proximity to the college. The college needs to make a shift to providing more options for students. One option is CCC baccalaureate degree with the potential to recruit and attract first generation and Hispanic or Latinx students. Faculty can discuss the colleges they attended and their experiences. The UTC can provide more field trips, not only during the academic school year, but also expand them to the summer.

As success teams are being established, there also needs to be a University Transfer Center counselor involved. They would then be able to provide communication and outreach to students who wish to transfer in an area of interest.

Action Steps:

How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500-character max)

Messaging and Communication

E.1 Create a transfer student communication plan for all students who select degree or transfer as their goal to receive information about the Transfer Center and its services with intentional and focused outreach to first-generation and Hispanic or Latino male identifying students to connect them early to the Transfer Center.

Also includes:

- A.3 in Successful Enrollment
- A.4 in Successful Enrollment
- B.2 in Math and English Completion
- D.2 in Completion

Connection

E.2 Intentionally outreach to first-time, first-generation students who are degree and transfer seeking to connect to the Transfer Center right away, and then build off the first-year experience program to:

- E.2.1 connect students with faculty, existing students, alumni, employers, and others in fields of interest as well as the transfer center;
- E.2.2 incentivize faculty participation in clubs or other extracurricular projects to help build relationships;
- E.2.3 build and maintain strong connections to alumni, industry, and four-year colleges to improve student transition into the workforce or transfer institutions;
- E.2.4 connect students to first-generation and Hispanic or Latino graduates who successfully transferred to help them learn about what is possible and what the transition to university is like;
- E.2.5 connect all degree and transfer-seeking first-generation, Hispanic, or Latino students to programs like Puente, TRiO, and EOPS that support transfer and identify strategies that work well to scale up effective strategies to ensure the majority of first-generation and Hispanic or Latino students get help navigating degree and transfer processes;
- E.2.6 engage TK-12 partners to involve first-generation, Hispanic, or Latino students and their families before they get to college, once they arrive on campus, and throughout the entire transfer process through information sessions; workshops, university tours, and meetings with university representatives; and
- E.2.7 build a vibrant college-going culture through broad and engaging community presence that would entice first-generation and Hispanic and Latino identifying male students to campus.

Student Support Services

E.3 Conduct a comprehensive review of transfer documents to understand how the transfer process can be made clearer and more inclusive of first-generation and Hispanic or Latino students.

- Build a transfer culture that benefits first-generation and Hispanic or Latino male identifying students by:
 1. hosting "Application-a-thons" leading up to the day of the UC/CSU application deadlines (like our "Study-a-thons" during finals). Include Writing Center Tutors/English professors to provide on-site feedback on the personal insights' questions for the UCs;
 2. offering students incentives for attending one or more transfer workshops (such as application fee payment);
 3. holding "SIR" days where counselors can review financial aid info and help students select their college after being accepted;
 4. hosting a college fair in our gym (in the fall), allowing students to make contacts with various admissions representatives;
 5. offering more events where families are encouraged to attend and have activities in the community; and

6. reestablishing College Thursdays where faculty and staff wear their alumni gear and encourage faculty to talk to students about transfer.

Also includes:

A.10 in Successful Enrollment

Curriculum/Instruction

- E.4 Create materials that faculty could post and share with students regarding important scholarship deadlines and CSU and UC application deadlines.
- E.5 Offer faculty the opportunity to host Transfer Workshops during class time or provide information for them that they could post on their Canvas announcements page so more first-generation and Hispanic or Latino males get exposure to these workshops.
- E.6 Connect first-generation and Hispanic or Latino male identifying students to careers and 4-year colleges in the classroom.
- E.7 Form Guided Pathways Learning Communities (for example, pair an ENGL 101 themed around STEM research and writing with a Bio class) with embedded counselors to assist students with EAPs.

Professional Development

- E.8 First-generation and Hispanic or Latino male identifying students will benefit from faculty who have gone through training on:
- E.8.1 basic IGETC requirements
 - E.8.2 transfer resources
 - E.8.3 connecting students to careers and transfer opportunities

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

Guidance: This section is optional; you may choose to respond to as many of the prompts below as you would like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

GUIDED PATHWAYS

Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500-character max)

As reported in the SOAA, AHC has been actively addressing all four pillars of Guided Pathways through an equity lens. The college redesigned its website focusing on areas of interest and incorporating a career quiz to help guide students, and it continues to engage in high school

and community outreach. These tools are specifically focused on first-generation students. AHC is currently working on building a bridge from credit to non-credit. Success teams have been formed around each Area of Interest to examine the equity gaps within the specific programs and plan support and interventions as needed. The college is working to grow this model to more fully integrate its instructional and support services to give students a holistic experience. Embedded counselors and tutors, as well as specific support courses, have been designed to help students complete their courses. AHC has also developed learning communities for its Puente group as well as its BIGE students (Beyond Incarceration Greater Education) to help these underserved populations.

FINANCIAL AID

FAFSA Participation

Help Text: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500-character max)

*Cash for College events at the high schools

- Having outreach specialists at the high schools ensuring that students complete their FAFSA
- In collaboration with the district's CalSoap Program, the district increased the number of Federal Application for Federal Student Aid/California Dream Act Application (FAFSA/CDAA) workshops held at all our district high schools as well as at both our Santa Maria Campus and Lompoc Valley Center throughout the fall 2021 and spring 2022 semester. There was an increase of 34 percent more applicant submissions over the year 2021-2022 at the same time.
- The Financial Aid department has sent out emails in early August to all enrolled students for fall 2022 who have not submitted a FAFSA/CDAA for the 2022-2023 year letting them know the benefits of FAFSA/CDAA completion, which includes access to CARES Act funding and emergency funding.

PELL Grant Participation

Help Text: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500-character max)

- The Financial Aid office also implemented a new two-way texting system called Signal Vine to make direct contact with students in July of 2022. As of today, the district has launched over 5,600 text messages to students regarding their next steps in completing their financial aid file. The college also held three workshops in early August in which we assisted almost 60 student athletes in completing their FAFSA. Our data collection does show an increase of about 6 percent in the number of students awarded at this same time last year.
- We also reviewed all our financial aid policies through a Diversity, Equity, and Inclusion (DEI) lens to ensure that we are removing all barriers to our students' success. As a result, the district adjusted its Satisfactory Academic Progress (SAP) policy around repeated coursework that would affect the student's SAP calculation

since the Department of Education granted institutions flexibility in this area to only count the latest grade attempt and not all grade attempts.

- Lastly, the college adjusted the cost of attendance to include less than half-time students regardless of their residency status, which has now leveled the playing field between the Pell Grant payments made to in-state students and out-of-state students. We have always included out-of-state tuition as part of the cost of attendance for less than half-time out-of-state students, which had the effect of maximizing their Pell Grant payments. For 2022-23, all students less than half-time, regardless of residency status, will be paid at the same rate that is commensurate to their Expected Family Contribution. The other clear benefit is that this change effectively doubles the annual Pell Grant award for our less than half-time in state residents. When you compare the annual award amount for an in-state student less than half-time for 2021-22 (\$813) with the annual award for the same student for 2022-23 (\$1,724), the impact is clear!

Additional Aid for Students

Help Text: The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

Yes

No

Description of Additional Aid (2,500-character max)

The College was awarded \$11,907,890 in CARES (HEERF I, II, III) funds by the Department of Education since the spring of 2020 through June 30, 2023. Since then, the college has continuously awarded direct aid to students in the form of gas cards, food cards, textbook cards, payment of enrollment/tuition fees, mental health services, basic needs services, the Hancock Promise Plus program, and cash aid awards each semester. We are required to prioritize grants to students with exceptional financial need such as those who receive Pell Grants. The way for us to make that determination is to have the students complete a FAFSA or Dream Act application. These funds can be used to help any AHC students who are enrolled in non-degree seeking, non-credit, non-credit, dual enrollment, and continuing education students. With the recent removal of the requirement in which students must be Title IV eligible opened the doors to all of our students including dreamers, out of state students, and international students. The college has disbursed these funds to both credit and non-credit students each semester since the Spring of 2020.

In addition to CARES (HEERF I, II, III) funds, the College also received \$1,409,736 in COVID Emergency funds from the Chancellor's Office during this same time period to be used for direct aid to students. We prioritized our awards to students following the same methodology as shown above for awarding state emergency funds to students.

BASIC NEEDS

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center

Help Text: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

- Yes
 No

Services

Help Text: What services are you providing, or do you plan to provide in your college's Basic Needs Center? (2,500-character max)

The college has identified a designated space for the Basic Needs Center in its Student Center. The Basic Needs Center was established to coordinate partnerships and programs addressing food and housing insecurity, books, supplies, technology, and other needs to support student success. AHC's last Student Equity Plan established emergency funding for students. Emergency funds assist students in meeting financial needs because of an unexpected event or emergency. The purpose of this program is to assist students in staying enrolled in college and progressing toward graduation, while connecting students with holistic services to best meet their needs.

Participation

Help Text: How do you plan on increasing participation in your college's Basic Needs Center? (2,500-character max)

With the Basic Needs allocation from the Chancellor's office, a dedicated manager and staff will be hired to operate the Basic Needs Center. The additional staff and designated space will allow more social services programs to come to AHC's campus including CalFresh. The center will be able to host workshops for students on financial literacy as well as provide support in a confidential space. A larger space has been identified on the campus to house not only Basic Needs but Health Services as well. The new location will have laundry services and a food pantry for students.

Food Pantry

Help Text: The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500-character max)

Since 2015, Allan Hancock College Student Activities & Outreach department has been offering a food distribution event on campus called Food Share Because We Care in collaboration with the Food Bank Santa Barbara County. Initially it was held every other

Thursday at the Student Center at the Santa Maria campus. Very shortly after, the college identified greater needs on campus in the Athletics department and at the Lompoc Valley Center. Every other week, AHC held three food distribution events, typically serving 300 people at each site, up until March 2020 when the COVID-19 pandemic began.

Once the pandemic started, the Food Bank Santa Barbara County, AHC's longtime partner, asked additional local businesses to be emergency distribution sites. The college quickly volunteered, as AHC's campus and parking lots were empty since its classes had all gone remote. The college offered to distribute food twice a week on Tuesdays and Thursdays for what it initially thought would be a few weeks, or a few months at the most. AHC prepared and bagged the food on Mondays and Wednesdays. The college offered a drive through service, logged the participants, and loaded bags into their vehicles. The first few weeks 300-500 families were served, but it steadily increased to 1300 families per day. The college also promotes Cal Fresh benefits during food distribution events.

In fall 2021 when some on campus classes returned, the college ceased the twice weekly drive through distribution and began to offer a monthly drive through distribution for the community on the 3rd Saturday of the month. AHC also began our student 'Food Share Because We Care' walk up event on a weekly basis. These events are still being offered in fall 2022 and will continue indefinitely.

Additionally, AHC has offered a 'Lunch Locker' since 2019 where students can grab 2 items (snacks, instant soups, drinks, etc.) each day, any time between 8:00 a.m. and 6:00 p.m. on Mondays and 8:00 a.m. and 4:30 p.m. Tuesdays through Thursdays and 8:00 a.m. to 4:00 p.m. on Fridays.

When the college opened the 'Basic Needs Office' in 2019, Student Activities & Outreach staff worked closely with Basic Needs staff to expand services even more.

In 2023, the college is planning to open a new building to house our Student Health Services and a Food Pantry, which will include laundry facilities for students in addition to food offered daily.

ZERO-TEXTBOOK COST

Zero-Textbook Cost Program

Help Text: The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500-character max)

Allan Hancock College staff are committed to finding ways to reduce the many costs associated with college attendance, including the cost of course textbooks. One way the college has addressed rising textbook costs is through encouraging faculty to learn more

about Open Educational Resources (OER). Some professional development sessions have been offered and further sessions are being planned. With previous grants, faculty were offered stipends to pilot the use of OER materials in their courses and to create and share their own OER materials. As a result, students are becoming more aware of OER materials and how to access them.

Another way the college has addressed rising textbook costs is by partnering with BibliU, a provider of e-book access to many popular course textbooks. Through a partnership facilitated by the AHC Library, BibliU has grown in popularity and many students know they can read their textbook for free as an e-book rather than purchase an expensive text in print. Students in such disciplines as English, Astronomy, Communication, Mathematics, Health, Chemistry, and Agriculture can access many — if not all — of their textbooks for free through BibliU.

Additionally, the college has supported measures to lower the cost of textbooks include supporting the purchase of textbooks for the library's popular Course Reserves as well as purchasing copies of textbooks to be loaned for the entire semester through the library. Both options are popular with students. The library staff provides workshops on accessing textbooks, and librarians visit the academic departments to increase faculty and staff awareness of low cost and zero cost options for students.

LGBTQ+

LGBTQ+ Support

Help Text: In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500-character max)

Currently, Allan Hancock College does not have designated LGBTQ+ services and resources. However, this opportunity provided a foundation for dialogue, planning, and new actions on campus to build awareness, safety, a dedicated team, a support group, workshops, guest speakers, and creating a welcoming environment for LGBTQ+ identifying students.

Allan Hancock College will work with CCCCO Tech Center to add supplemental questions to the CCC Common Application specific to Allan Hancock College to request optional questions that include LGBTQ+ identifying students. However, through dialogue with students, AHC learned that CCCApply is not done in private. Many times, it is done in a high school classroom or a high school event with teachers, parents, and AHC specialists monitoring the

students. This creates an unsafe environment for students who have not come out yet or are questioning their sexuality and identity.

On Canvas, the college has instituted the “Preferred Name and Pronoun options” available to ensure students are addressed with the name and pronoun(s) they prefer in online discussions. Faculty will be prepared to request and/or hear students’ requests to use their preferred name and pronoun(s) while in class and during attendance. AHC is working within Banner to provide a column for preferred names.

The AHC team is seeking a safe space for a Pride Center close to the center of campus to promote inclusion and provide an accepting, non-judgmental environment that allows students to let their guard down and seek resources and support. The college will need to leverage other funding sources and seek out new funds for a larger Pride Center soon.

In addition, AHC partnered with Pacific Pride Foundation for health clinics to be brought onto the campus and for shared events. Transitions Mental Health Services are already partners with AHC health services. Now, AHC has expanded the partnership to fund mental health services with a focus on the LGBTQ+ community. Student members of the Pride Alliance (known as the Gay-Straight Alliance in the past) will receive peer support training through Transitions Mental Health Services and receive certifications that prepare them to support and mentor their peers. The Pride Alliance created an LGBTQ+ mascot.

Allan Hancock College has the TimelyCare App ([timelycare.com/Hancock](https://www.timelycare.com/Hancock)). Through this app, students have 24/7 access to on-demand medical support for common health issues (cold and flu, Covid-19), on-demand mental health support, and scheduled counseling appointments for face-to-face interactions.

The Gay-Straight Alliance, now Pride Alliance, reconvened and meets once a week for two hours. In these meetings, there are icebreakers, activities, dialogue regarding what needs to be changed on campus to ensure an inclusive environment and to build a sense of belonging and acceptance, as well as social networks. The Diversity, Equity, and Inclusion Taskforce is looking into adapting LGBTQ+ language within college initiatives and providing visual representations of support through the campus.

A Culturally Responsive Higher Education Curriculum Assessment is currently being piloted to test an instrument designed to measure the cultural responsiveness of course curriculum. Faculty will be asked to assess and modify the curriculum to ensure it positively reflects and represents all students.

MENTAL HEALTH

Mental Health-Related Programs

Help Text: The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health related programs to serve hard to reach, underserved populations. (2,500-character max)

During the pandemic, the college purchased a license for TimelyMD 24/7 for virtual and phone-based mental health services. This program was marketed through Student Health Services and Student Government. The program did raise student awareness of programming on campus, but use did not warrant continued licensing. Additionally, the college offers two licensed mental health service providers through Student Health Services, and mental health allocation dollars continued to support these positions. In addition to providing one-on-one mental health services, the service providers also offer workshops on mental wellness, class visits to promote services and destigmatize mental health care, and connections for students to community resources for ongoing care. The robust health services at the college provide disproportionately impacted students with access to mental health supports that would be unattainable to most students through private services due to cost burdens. Connecting students to accommodations can be a challenge due to stigma associated with mental health, particularly in specific demographics and cultures. To further connect students to services, one office for mental health services is in the LAP office (disability support services), creating a seamless documentation and application process to increase student access to support.

GENERAL ACCESSIBILITY

Accessibility

Help Text: Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus. (2,500-character max)

Student Equity and Achievement Program (SEAP) funds have been used to support students with disabilities in a variety of ways. For the past two years, SEAP dollars have supported hiring student workers for the office. The students hired are those with disabilities and provide peer-to-peer support in connecting students with services. Additionally, SEAP has supported activities to promote priority registration for this population. Priority registration advances students utilizing accommodations effectively during their learning plan progression. SEAP has also supported outreach efforts by the LAP with the local high schools. LAP administration has partnered with the outreach team to meet students with IEPs at the high school and establish support at the time of admission with the aim of improving outcomes for students with disabilities.

INSTITUTIONAL PLANNING

Ongoing Engagement

Help Text: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500-character max)

There will be a Board presentation annually on the Student Equity Plan to discuss implementation and equity data.

Integrated Budgeting

Help Text: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500-character max)

Deans meet regularly to discuss budgets and allocation of funds for goals and strategies for key initiatives on campus, during Cabinet meetings and in the RAC committee.

Student Voice

Help Text: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500-character max)

The Student Success and Equity committee will work closely with our student leadership. The committee currently has one student who reports back to ASBG. This committee also is part of the shared governance process and reports to both the Student Services Council and Student Learning Council. Both councils have student representation. The Director of Outreach and Student Activities is involved on the committee as well.

INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Annual Distance Education Report	Item Number: 15.C.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 2

BACKGROUND

Annually, staff prepares a report on distance education (DE) for the board in accordance with CCR Title 5, §55210.

REPORT

Because the pandemic shifted almost all instruction to distance offerings for a time, this report reviews trends from prior to the pandemic and from the current (fall 2022) term.

The college is currently preparing a plan in response to the requirements set out by the Chancellor's Office to satisfy the Emergency Conditions Allowances (ECA). While there are two DE-related commitments required by the ECA, the Chancellor's Office will only monitor compliance with the second:

1. **The district will incentivize and prioritize participation in professional development to enhance quality online teaching and learning:** The Distance Education Committee, a subcommittee of the Academic Senate, is working on improvements to the training required for faculty to be eligible to teach online.
2. **The district will be a member of the CVC-OEI Consortium and commit to becoming a Teaching College in the CVC-OEI virtual course exchange:** This requires the college to integrate college enrollment and other student service modules to allow students to enroll seamlessly in DE courses throughout the California community college system. AHC joined the CVC-OEI Consortium in 2018, and it is in the final stages of implementing the steps to become a Teaching College.

Distance Education in the California Community Colleges (CCC) and Allan Hancock College

The RP Group (Research, Planning, and Professional Development for California Community Colleges) reviewed progress in DE in [California Community Colleges Online Education Landscape Report](#), published in January 2019. The picture painted by the report is encouraging. It summarizes trends over the ten-year period 2008-09 to 2017-18, and they are almost entirely positive:

- There are over 500 awards offered at about 40 percent of the CCC that can be completed fully online.
- Online enrollments by Latinx students have grown the fastest.
- Online course outcomes (e.g., success and retention rates) have also been steadily increasing over the past 10 years.
- Online course success rates have improved at a rate that is four times greater than of face-to-face (F2F) courses.
- The gap between online and F2F courses has closed for biological sciences and physical sciences – online course success rates in those program areas now exceed the rates of F2F courses.
- The most common type of fully online program, with 155 offerings across the state, was in business and management, with more degree offerings than certificates (95 vs. 60). The next two largest program areas were social sciences (70 offerings) and information technology (66 offerings).

(continued)

Administrator Initiating Item: Robert Curry	Final Disposition:
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- Over the 10-year period from 2008-09 through 2017-18, online enrollments across the state have increased by 73 percent.
- The majority of online enrollments have been from female students (at least 60 percent).
- Statewide, online course success and retention rates have been improving over the last 10 years, and the gap between online courses and F2F has been closing.
- Latinx students had the highest rates of improvement in the success rate gap difference between online and F2F.
- Success and retention rates in online CTE courses have increased over time, and at a greater rate than non-CTE courses.
- Gaps between online and F2F courses in transfer-level math courses are also steadily closing.

This broad summary confirmed what is evident in pre-pandemic performance by Hancock students. Headcount in online courses increased 15 percent between 2017-18 and 2020-21. In terms of outcomes, data provided in the 2022 ACCJC annual report shows that the success gap at Hancock declined from 10.46 percent in fall 2017 to 7.33 percent in fall 2019, just two years later (the *gap* is the difference in achievement by students in F2F classes and asynchronous online sections).

Fall 2022

In fall 2022, 18 percent of sections were online, compared with 14 percent in 2019. In total, AHC offered 92 online sections in fall 2022, with the largest number in English, followed by Math, Fire Tech, Business, Early Childhood Studies, and Computer & Business Applications. For fall 2022, just over half of the college's DE offerings come from the top ten disciplines. A review of student achievement in these disciplines in fall 2019, the last term prior to the pandemic, indicates that students succeed at very different levels in these disciplines.

Discipline	% of sections	F2ES Enrolled	F2F Retention	F2F Success	DE Enrolled	DE Retention	DE Success	Retention Gap	Success Gap
AHC All		24,683	89%	74%	5486	84%	65%	5%	9%
ENGL	12.4%	2,300	85%	61%	454	78%	57%	7%	4%
MATH	9.0%	2,595	75%	53%	270	64%	45%	11%	8%
FT	5.6%	97	91%	91%	316	91%	80%	0%	11%
BUS	5.2%	849	96%	84%	299	80%	54%	16%	30%
ECS	5.2%	545	91%	76%	116	79%	64%	12%	12%
CBOT	4.7%	27	96%	89%	302	90%	72%	6%	17%
PSY	3.9%	763	95%	79%	399	85%	53%	10%	26%
FILM	3.4%	182	93%	82%	157	84%	62%	9%	20%
HIST	3.4%	1,560	90%	71%	506	85%	66%	5%	5%

Some observations:

- In every discipline except Fire Technology, both retention and success are lower in DE sections.
- Business has the largest retention gap, and this may in part be the result of an unusually high retention rate in F2F sections; in fact, all disciplines except English and Math have higher F2F retention than the college as a whole.
- Given that the college's overall success gap had declined to 7.33 percent before the pandemic, success gaps above 20 percent are outliers and areas for further inquiry (Film, Psychology, Business).

The fall 2023 DE Report will make it more clear to what degree the trends established before the pandemic are ongoing.

INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: First Reading: Review Board Policy and Revised Administrative Procedure 4020, Program, Curriculum, and Course Development	Item Number: 15.D.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 7

BACKGROUND

Board policy and revised administrative procedure 4020, Program, Curriculum, and Course Development, underwent the review process and are presented for approval. Upon review, the board policy required no revisions or updates. The administrative procedure had minor revisions due to a change in procedures.

The board policy and administrative procedure are recommended by the California Community College League's Policy and Procedure Services and have been vetted through the shared governance process.

Administrator Initiating Item: Robert Curry	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy
Chapter 4 – Academic Affairs**

BP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Board of Trustees delegates to the Academic Senate through its Curriculum Committee the authority to establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development;
- Consideration of job market and other related information for vocational and occupational programs.

The chief agency for the coordination of curriculum changes is the Academic Policy and Planning Committee, a standing committee of the Academic Senate. This committee involves itself in those areas where curriculum is of prime importance.

All new programs and program deletions shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Credit Hour

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The District shall establish procedures which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

The District shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour”, where applicable. The District shall also establish procedures for using clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

References: Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, 55100, 55130, and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;
Accreditation Standards II.A and II.A.9.

Adopted: 4/17/01
Revised: 5/9/17
Revised: 12/11/18
Reviewed:



Allan Hancock Joint Community College District
Administrative Procedure
 Chapter 4 – Academic Affairs

AP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Sections 55100 and 55130.

Credit Hour Definition

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Hours Per Unit

One credit hour (one unit of credit) of community college work shall require a minimum of 48 - 54 ~~maximum~~ total student learning hours.

Student learning hours = total instructor/student contact hours plus outside-of-class hours.

Instructor/student contact hours = class hours spent with the instructor.

Term Length

The term length used to calculate the ~~minimum~~ number of units awarded is based on a range of 16 to 18 weeks ~~semester~~.

Instructional Formats

As a matter of standard practice in higher education, lecture and related course formats assume two hours of outside of class work for every one hour in-class. Other instructional formats may use a different ratio but generally follow the formats below.

Discipline faculty may adjust the ratio of in-class to outside of class hours if such a variation maintains a minimum of 3 hours per week and the rationale for such a variation is deemed appropriate by the AP&P committee.

Instructional Formats	In Class Hour(s)	Expected Number of Outside Class Hours
Lecture (traditional delivery of course content)	1	2
Integrated Lecture/Lab (includes outside of class hours but not as many as traditional lecture or lab format)	2	1
Lab (traditional lab, activity, TBA)	3	0

Credit Hour Calculations

Calculation of units are inclusive of all student learning hours including, lecture, lab, and other contact hours, plus the total number of outside-of-class hours, and/or homework hours over a range of 16 – 18 weeks semester.

Credit hour calculations are built into the college's curriculum management system to ensure consistency and compliance with established policies.

Calculation Method

~~Minimum number of units:~~ The total of student contact hours plus outside-of-class hours divided by 48 hours (minimum hours for 1 unit of credit for 16 weeks) = the ~~minimum~~ number of units awarded:

$$\frac{[Total Contact Hours + Outside - of - class Hours]}{48} = \text{Minimum No. of Units Awarded}$$

~~Maximum number of units:~~ The total of student contact hours plus outside of class hours divided by 54 hours (~~maximum~~ minimum hours for 1 unit of credit for 18 weeks) = the ~~maximum~~ number of units awarded:

$$\frac{[Total Student Learning Hours]}{54} = \text{Maximum No. of Units Awarded}$$

Incremental Award of Credit

Units are awarded in increments of 0.5 units. A course requiring 96 hours or more total student learning hours shall provide at least 2 units of credit.

24 total student learning hours = 0.5 units

48 total student learning hours = 1.0 unit

72 total student learning hours = 1.5 units

96 total student learning hours = 2.0 units

Unit Calculations for Short and Extended Terms

The calculation methods described in this policy also apply to short term and extended term courses.

Unit Calculations for Cooperative Work Experience Courses

- Each 75 hours of paid work equals one semester credit, or 50 hours equals one quarter credit.
- Each 60 hours of non-paid work equals one semester credit, or 40 hours equals one quarter credit.

Approval Criteria:

The District approves new courses and programs based on the following criteria:

1. Appropriateness to Mission: The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community college system as established by the Legislature in the Education Code.
2. Need: There is a demonstrable need for a course or program that meets the needs of the region the college proposes to serve. The proposed new program must not cause harmful competition with any existing program at another college.
3. Quality: Course Outlines of Record for each course have been approved by AP&P according to the standards and criteria in Title 5, Section 55002. Programs are designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives. Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
4. Feasibility: The District has the resources to realistically maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
5. Compliance: The design of the program or the course is not in conflict with any law. This includes both state and federal laws, statutes and regulations.

Process and Timelines for Program Development and/or Modification:

1. The Academic Policy and Planning (AP&P) Committee offers regular training on the development and review of courses and programs, use of templates, submission, and approval procedures.
2. The appropriate Dean works with Department Chairs and AP&P representatives to assure that new or modified curriculum is technically correct and fits within the

department's program offerings and college mission.

3. All curriculum, new or modified, is submitted for review, via the college's curriculum management system.
4. The review process includes faculty, administrators, and staff at various levels in the review process.
5. The Academic Policy and Planning Committee, after their review, prepares a summary of curricular recommendations.
6. Curriculum recommended by the Academic Policy and Planning Committee is reviewed by the Academic Senate and then presented to the Office of the Superintendent/President. Finally, the curriculum is sent to Board of Trustees for consideration and final approval.
7. After Board approval, all new courses and programs are submitted to the Chancellor's Office Curriculum Inventory system.
8. Modified courses and programs are submitted to the Chancellor's Office Curriculum Inventory system.
9. Implementation of approved curriculum is according to the AP&P calendar.

Reports of the AP&P Committee

If the Academic Senate does not agree with the recommendations of the AP&P Committee, the Academic Senate, in accordance with approved senate procedures, may do any of the following:

1. Request additional information and/or clarification from the committee.
2. Recommend that AP&P forward the report to the Office of the Superintendent/President with senate comment, and with or without AP&P Committee response.
3. Return the report to the committee for possible amendment and reconsideration by Academic Senate.

References: ASCCC. (2017). The Course Outline of Record: A Curriculum Reference Guide Revisited.
 CCCCCO. (2017). Program and Course Approval Handbook. (7th 6th Edition).
 34 Code of Federal Regulations section 668.8(l).
 CCR Title 5, Section 55002, 55002.5

Approved: 4/17/01
Revised: 4/11/17
Revised: 11/13/18
Revised:

INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: First Reading: Revised Administrative Procedure 4255, Dismissal and Readmission	Item Number: 15.E.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 4

BACKGROUND

Revised Administrative Procedure 4255, Dismissal and Readmission is presented for review. The administrative procedure was updated to provide language that was easier to understand. The procedure aligns with the current practice.

The revised administrative procedure has been vetted through the shared governance process.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:
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Allan Hancock Joint Community College District
Administrative Procedure
 Chapter 4 – Academic Affairs

AP 4255 DISMISSAL AND READMISSION

Standards for Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned below a cumulative grade point average of less than 2.00 cumulative grade point average (GPA) (in all units attempted in each of or three consecutive semesters.

A student who is ~~has been placed on~~ progress probation shall be subject to dismissal if the percentage of units in which the student has ~~been enrolled for which entries of "W," "I," "NC," and/or "NP" exceeds 50% percent are recorded in at least for~~ three consecutive semesters ~~exceeds fifty percent (50%)~~.

Dismissal Notification

~~Upon grade finalization for the semester in which the student is dismissed~~ A notice will be sent to the student via an Allan Hancock College email informing , he/she will be sent an email, to their myHancock email account notifying the student that he/she/they is subject to dismissal. This email notice will make reference this procedure to this procedure, and explain what dismissal means, provide the procedure for reinstatement readmission, and the procedure to appeal the dismissal. A student who has been dismissed may not take classes for the subsequent semester and must take a semester of absence (fall or spring).

Readmission After A One Semester Absence

A student who has been dismissed may not take classes for the subsequent semester and must take a semester of absence (fall or spring). -A dismissed student wishing to reenroll must meet with a counselor and provide reasonable assurance that he/she/they is prepared to succeed. -If approved, a counselor will complete a Reinstatement Contract which outlines the condition of enrollment for the student. -The student will be limited to 7 units and be required to enroll in specific classes discussed and agreed to with a counselor.

The student's probation status will be monitored for an additional semester by the retention specialists. -At the end of the semester, the student's academic record will be reevaluated to determine whether the student be removed from probation, should be

dismissed, or should continue on probation. -The student is encouraged to meet with a counselor every semester until he/she/they has regained good standing with the college.

Appeal of Dismissal Based on Extenuating Circumstance(s)

A student who has been dismissed may appeal a mandatory one semester absence if he/she/they encountered an extenuating circumstance(s) which affected his/her/their scholastic performance. The student has the right to appeal a proposed dismissal action if the student feels that facts exist that warrant an exception to the dismissal action. -The student must file a Matriculation Appeal to the Dean, Student Services within one week after the dismissal letter was mailed. If the student fails to file a written appeal within one week, the student waives all future rights to appeal the dismissal action. It is the student's responsibility to indicate on the appeal. The student must provide proof of extenuating circumstance that kept him/her/them from succeeding. -The student must also write a personal statement describing the extenuating circumstance(s) and how his/her/their work was affected.

~~a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons. Appeals will be reviewed by the Counseling, Department Chair and the Dean, Student Services.~~

~~The student will remain on probation until the Dean, Student Services decides on the student's appeal.~~

The decision of the Dean, Student Services will be communicated via an Allan Hancock College email to the student in writing by the Dean, Student Services. -The Dean, Student Services will notify the student of its action his/her/their decision within one week of receipt receiving of the student's matriculation appeal.

If the matriculation appeal is approved, a counselor will complete a Reinstatement Contract which outlines the conditions of the student's enrollment. -The student will be limited to 7 units and be required to enroll in specific classes discussed and agreed to with a counselor.

The student's probation status will be monitored for an additional semester by the retention specialists. -At the end of the semester, the student's academic record will be reevaluated to determine whether the student be removed from probation, should be dismissed, or should continue on probation. -The student is encouraged to meet with a counselor every semester until he/she/they has regained good standing with the college.

~~The student may appeal the decision of the Dean, Student Services in writing to the Superintendent/President or designee, within 5 working days of the date of notification of~~

~~the decision of the Dean. The decision of the Superintendent/President or designee is final.~~

~~If the dismissal appeal is granted, the student will be continued on probation for an additional semester. At the end of the additional semester, the student's academic record will again be evaluated to determine whether the student may be removed from probation, should be dismissed, or should be continued on probation.~~

~~Standards for Evaluating Appeals~~

~~Dismissal appeals may be granted under the following circumstances:~~

- ~~• If the dismissal determination is based on the academic record for one semester in which the record does not reflect the student's usual level of performance due to accident, illness, or other circumstances beyond the control of the student. Verification should be submitted with the appeal.~~
- ~~• The student enrolls in a corrective program designed to assist him/her in improving academic skills, such as obtaining academic counseling, and/or limiting course load.~~
- ~~• When there is evidence of significant improvement in academic achievement.~~

~~Re-Admission after Dismissal~~

~~In considering whether or not students may be re-admitted after a dismissal and one primary semester (fall or spring) absence, the following criteria should be considered:~~

- ~~• Documented extenuating circumstances (considered during appeal).~~
- ~~• Marked improvement between the semesters on which disqualification was based.~~
- ~~• Semesters on which disqualification was based were atypical of past academic performance.~~
- ~~• Formal or informal educational experiences since completion of semesters on which disqualification was based.~~
- ~~• Improved GPA as a result of grade changes, fulfillment of incomplete courses, or academic renewal.~~

References: Title 5 Sections 55033 and 55034

Approved: 12/13/16

(This is a new procedure)

INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: First Reading: Revised Board Policy and Administrative Procedure 5050, Student Success and Support Program	Item Number: 15.F.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 6

BACKGROUND

Revised Board Policy and Administrative Procedure 5050, Student Success and Support Program are presented for review. The board policy and administrative procedure were revised to align with AB 705 and reflect the change from Student Success and Support Programs (SSSP) to Student Equity and Achievement Program (SEAP).

The revised board policy and administrative procedure have been vetted through the shared governance process.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy
Chapter 5 – Student Services**

BP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM

The Student Success and Support Program, currently referenced as the Student Equity and Achievement (SEAP) Program, is a comprehensive set of student support services focused on preparing the student for the expectations of post-secondary enrollment and educational goal completion. The District shall provide Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The Student Success Support Program will provide the community college student access and success by ~~providing~~ offering effective core matriculation services including orientation, assessment and placement, counseling, and other educational planning services, and academic interventions.

The Superintendent/President shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations. The District shall adopt a Student Success and Support Program plan which includes a budget describing the services provided for its students.

References: Education Code Sections 78210 et seq.;
Education Code Sections 78211.5 et seq.;
Title 5 Sections 55500 et. seq.;
WASC/ACCJC Accreditation Standard II.C.2

Adopted: 3/17/92
Revised: 3/15/94
Revised: 12/13/94
Revised: 4/17/01
Revised: 3/17/15

Reviewed: 10/13/20



Allan Hancock Joint Community College District
Administrative Procedure
 Chapter 5 – Student Services

AP 5050 STUDENT SUCCESS AND SUPPORT PROGRAM

The Student Success and Support Program, currently referenced as the Student Equity and Achievement (SEAP) Program, is a comprehensive set of student support services focused on preparing the student for the expectations of post-secondary enrollment and educational goal completion. The Student Success and Support Program brings the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The District shall adopt a Student Success and Support Program plan describing the services to be provided to its students. The Student Success and Support Program shall identify and close opportunity gaps that impact student success and improve the District's commitment to diversity, equity, and inclusion to better support student success. The plan shall be developed through consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise. The Student Success and Support Program will coordinate with the District's student equity plan to ensure that the college has identified strategies to monitor and address equity issues and mitigate any disproportionate impacts on student access and achievement. The agreement between the student and the district is implemented by means of the student educational plan.

Each student, in entering into an educational plan, will do all of the following:

- complete orientation;
- be assessed to determine appropriate course placement;
- ~~identify a course of study and career goal;~~
- identify education and career goal
- complete an abbreviated student educational plan no later than the term after which the student completes 15 semester units of degree applicable credit coursework;
- complete a comprehensive student educational plan no later than the third term;
- diligently attend class;
- complete assigned coursework;
- complete course(s);
- maintain progress toward an educational goal.
- participate in the development of the student educational plan,

Student Success and Support Program services include, but are not limited to, all of the following:

- orientation services designed to provide to students information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters;
- assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:
 1. ~~administration of assessment instruments to determine student competency in computational and language skills;~~ Administration of AB705 to determine student placement recommendations in English, English as a Second Language, and mathematics coursework;
 2. assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and ~~vocational~~ career/technical certificates and licenses;
 3. evaluation of student study and learning skills;
 4. referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; mental health services; campus employment placement services; extended opportunity programs and services; campus child care services programs that teach English as a second language; and ~~disabled student services;~~ learning assistance program;
 5. advisement concerning course selection;
 6. follow-up services, required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation/dismissal;
 7. the provision of information, guided by sound counseling principles and practices, using a broad array of delivery mechanisms, including technology-based strategies to serve a continuum of student needs and abilities, that will enable students to make informed choices.
 - 7-8. Faculty and staff training

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

The District shall do **all** of the following:

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- Inform students of their rights to access transfer-level coursework in English, mathematics (or quantitative reasoning), credit English as a Second Language and of the multiple measures placement policies or other college placement processes including the availability of challenge processes;
- Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services;
- Provide annual reports to the California Community Colleges Chancellor's Office in a manner and form described by the California Community Colleges Chancellor's Office; and
- Publicly post the college's placement results, including the number of students assessed and the number of students placed into transfer-level coursework, transfer-level coursework with concurrent support, or transfer-level or credit English as a Second Language coursework, disaggregated by race and ethnicity.

New students who complete orientation, advisement, math and English placement process, and an abbreviated student educational plan receive priority enrollment. Administrative Procedure 5055, Enrollment Priorities, provides information on priority enrollment.

Matriculation Exemption

~~All students who enroll or plan to enroll for credit classes at Allan Hancock College are encouraged to make full use of all Student Success and Support Program services. There are no exemptions from the Admissions, Orientation, and Counseling/Advising or follow-up components.~~

Assessment

~~Students may be exempt from some or all of the testing portion of assessment if they meet one or more of the following criteria:~~

- ~~1. are transferring from another accredited post-secondary institution and have completed the equivalent of the prerequisite to freshman composition or higher with a grade of C or better (exempt from English portion of assessment);~~
- ~~2. are transferring from another post-secondary institution and

 - a. have completed Algebra 1 or higher with a grade of C or better; or
 - b. have completed any other math course with a grade of C or better within the last three years (exemptions in #2 apply to math only);~~

- ~~3. present scores from an assessment test currently in use by Allan Hancock College and taken within the past three years;~~
- ~~4. have an associate degree or higher from an accredited institution;~~
- ~~5. are taking courses only to upgrade occupational skills or as continuing education related to current employment and are enrolling in no more than nine units;~~
- ~~6. are taking courses only which are not dependent on academic skill prerequisites (such as some PE, art, dance, and music courses) and are enrolling in no more than nine units;~~
- ~~7. are enrolling in six units or less (except English and math courses) and have goals that do not include working toward a certificate, an associate of arts degree, associate of science degree, or transfer;~~
- ~~8. receive credit by examination for English (exempt from English portion only) and/or math, (exempt from math portion only) from department approved Advanced Placement (AP), College Level Examination (CLEP), or Defense Activity for Non-Traditional Education Support (DANTES) test(s).~~

References: Education Code Sections 78210 et seq.
 Title 5 Sections 55500 et seq.
 WASC/ACCJC Accreditation Standard II.C.2

Approved: 3/17/92
Revised: 3/15/94
Revised: 12/13/94
Revised: 4/17/01
Revised: 2/17/15

(Replaces Administrative Procedure 6903.01)

**INFORMATION ITEM**

To: Board of Trustees	Date: November 15, 2022
From: Superintendent/President	
Subject: First Reading: Revised Board Policy 6200, Budget Preparation	Item Number: 15.G.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

Board Policy 6200, Budget Preparation, was updated to delete all references to the Institutional Effectiveness Partnership Initiative (IEPI) aspirational goal of maintaining a general reserve of 10 percent. This requirement has been replaced by Board Policy 6305, Reserves, which requires that the district align its reserve policy with the Government Finance Officer's Association's (GFOA) best practices recommendation to maintain a reserve equal to two months of operating expenditures in the General Fund.

The revised board policy has been vetted through the shared governance process.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy**

Chapter 6 – Business and Fiscal Affairs

BP 6200 BUDGET PREPARATION

Each year, the Superintendent/President shall present a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual, to the Board of Trustees. The schedule for presentation and review of budget proposals shall comply with state law and regulations, and provide adequate time for Board study.

Budget development shall meet the following criteria:

- The annual budget shall support the District's strategic and educational plans and be developed in consultation with appropriate groups.
- Assumptions upon which the budget is based are presented to the Board for review.
- A schedule is provided to the Board by June of each year that includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- ~~Unrestricted general reserve levels will target the Institutional Effectiveness Partnership Initiative (IEPI) aspirational goal adopted by College Council upon recommendation by Budget Council and reviewed annually by the Budget Council. If reserves fall below 75 percent of this goal, the Board of Trustees will be informed of the shortfall. At no time will reserves fall below the prudent reserve of 5 percent as defined by the Chancellor's Office.~~
- Budget projections address long-term goals and commitments.

References: Education Code Section 70902(b)(5)
Title 5 Sections 58300 et seq.
WASC/ACCJC Accreditation Standard III.D

Adopted: 7/11/17

**INFORMATION ITEM**

To: Board of Trustees	Date: November 15, 2022
From: Superintendent/President	
Subject: First Reading: Revised Board Policy 6250, Budget Management	Item Number: 15.H.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

Board Policy 6250, Budget Management, was updated to delete all references to the Institutional Effectiveness Partnership Initiative (IEPI) aspirational goal of maintaining a general reserve of 10 percent. This requirement has been replaced by Board Policy 6305, Reserves, which requires that the district align its reserve policy with the Government Finance Officer's Association's (GFOA) best practices recommendation to maintain a reserve equal to two months of operating expenditures in the General Fund.

The revised board policy has been vetted through the shared governance process.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy**

Chapter 6 – Business and Fiscal Affairs

BP 6250 BUDGET MANAGEMENT

The budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law.

~~Unrestricted general reserve levels will target the IEPI aspirational goal adopted by College Council upon recommendation by Budget Council. If reserves fall below 75 percent of this goal, the AHC Board of Trustees will be informed of the shortfall. At no time will reserves fall below the prudent reserve of 5 percent as defined by the Chancellor's Office.~~

Revenues accruing to the District in excess of amounts budgeted shall be added to the District's reserve for contingencies. They are available for appropriation only upon a resolution of the Board that sets forth the need according to major budget classifications in accordance with applicable law.

Board of Trustees approval is required for changes between major expenditure classifications. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board. Transfers between expenditure classifications must be approved by a majority vote of the members of the Board.

References: Title 5 Sections 58307 and 58308

Adopted: 7/11/17

**INFORMATION ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: First Reading: New Board Policy 6305, Reserves and Revised Administrative Procedure 6305, Reserves	Item Number: 15.I.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 3

BACKGROUND

Board Policy 6305, Reserves, fulfills the Chancellor's Office requirement for the district to maintain a reserve equal to two months of operating expenditures in the General Fund. Title 5, Section 58146 provides criteria for funding allowances for districts due to emergency conditions, including pandemics. The intent behind this section of regulation is that districts should not lose Full Time Equivalent Student (FTES) apportionment because of an emergency or extraordinary condition. These regulations require each district to demonstrate: 1) the applicability of an emergency condition, and 2) good faith efforts to avoid a material decrease in general purpose apportionments. This includes a good faith effort to restore enrollments and re-engage displaced students.

To qualify for the emergency conditions funding allowance this fiscal year, the Chancellor's Office is requiring that the district adopt a board policy that aligns reserve balances to recommendations included in the Government Finance Officers Association (GFOA) Best Practices Fund Balance Guidelines for the General Fund.

<https://www.gfoa.org/materials/fund-balance-guidelines-for-the-general-fund>

The updates in Administrative Procedure 6305, Reserves, sets the procedures the administration must take if the fund balance falls below, or exceeds, the minimum requirement.

The new board policy and revised administrative procedure have been vetted through the shared governance process.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
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**Allan Hancock Joint Community College District
Board Policy**

Chapter 6 – Business and Fiscal Affairs

BP 6305 RESERVES

The Government Finance Officers Association (GFOA) recommends, at a minimum, that public agencies, regardless of size, maintain unrestricted budgetary fund balance in their general fund of no less than two months of regular general fund operating revenues or regular general fund operating expenditures. In establishing a policy governing the level of unrestricted fund balance in the general fund, a variety of factors should be considered, including but not limited to, the following:

1. The predictability of its revenues and the volatility of its expenditures (i.e., higher levels of unrestricted fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile);
2. Its perceived exposure to significant one-time outlays (e.g., disasters, immediate capital needs, state budget cuts);
3. The potential drain upon general fund resources from other funds, as well as the availability of resources in other funds;
4. The potential impact on the entity's bond ratings and the corresponding increased cost of borrowed funds;
5. Commitments and assignments (i.e., governments may wish to maintain higher levels of unrestricted fund balance to compensate for any portion of unrestricted fund balance already committed or assigned by the government for a specific purpose). Governments may deem it appropriate to exclude from consideration resources that have been committed or assigned to some other purpose and focus on unassigned fund balance, rather than on unrestricted fund balance.

The District shall maintain an unrestricted general fund balance reserve in alignment with GFOA's Best Practices regarding Fund Balance Guidelines for the General Fund.

Reference: Title 5, Section 58146



Allan Hancock Joint Community College District
Administrative Procedure
 Chapter 6 – Business and Fiscal Affairs

AP 6305 RESERVES

~~Unrestricted general reserve levels will target the Institutional Effectiveness Partnership Initiative (IEPI) aspirational goal adopted by College Council upon recommendation by Budget Council and reviewed annually by the Budget Council. If reserves fall below 75 percent of this goal, the Board of Trustees will be informed of the shortfall. At no time will reserves fall below the prudent reserve of 5 percent as defined by the Chancellor's Office.~~

The Government Finance Officers Association (GFOA) recommends, at a minimum, that public agencies, regardless of size, maintain unrestricted budgetary fund balance in their general fund of no less than two months of regular general fund operating revenues or regular general fund operating expenditures. The district shall maintain an unrestricted general fund balance reserve in alignment with GFOA's Best Practices regarding Fund Balance Guidelines for the General Fund.

If reserves fall below the recommended level, the Board of Trustees will be informed of the shortfall and the Administration will restore the reserves, as soon as possible, but not later than three years from the date that the Board was notified. Reserves in excess of the recommended level may be designated by the board for specific expenditures or transferred to other funds authorized under the Budget and Accounting Manual.

References: Budget and Accounting Manual, Chapter 5; Appendix A, College Finance and Facilities Planning Division of the Chancellor's Office California Community Colleges, 2012 Edition

Approved: 7/9/19

INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: First Reading of Accreditation ISER Report Draft	Item Number: 15.J.
Institutional Goal: Accreditation Standard IV	Enclosures: Page 1 of 1

BACKGROUND
2022 Accreditation Institutional Self Evaluation Report

The submission of Allan Hancock College's Institutional Self Evaluation Report for first reading is part of the process that certifies the board is fulfilling their responsibility as referenced in Accreditation Standard IV.C.13. to be informed about the eligibility requirements, accreditation standards, commission policies, accreditation processes and institutional efforts to improve and excel.

Allan Hancock College's development and submission of its 2022 Institutional Self Evaluation Report represents the product of an extensive institutional self-reflection and analysis representing the participation and input from college-wide constituencies. Allan Hancock College is scheduled to receive its accreditation visiting team the week of October 2, 2023. Prior to the October visit, the team will convene virtually on March 28 to develop a series of Core Inquiries. The review process will include a virtual meet and greet between the team and personnel from Allan Hancock along with an open forum.

The draft of the accreditation report is located on the following webpage link: <https://bit.ly/3SWcmre> Copies of the report were provided to the board of trustees.

Administrator Initiating Item: Paul M. Murphy	Final Disposition:
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INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Monthly Report, Associate Superintendent/Vice President, Academic Affairs	Item Number: 15.K.
Institutional Goal: Ed Master Plan Goal C. Student Progression through Program of Study	Enclosures: Page 1 of 1

BACKGROUND
Pathway Home 2 Grant

Academic Affairs and Student Services are teaming up to serve justice impacted Allan Hancock College (AHC) students, some of whom are currently incarcerated in the North County Jail (NCJ). The purpose of the Pathway Home 2 grant is to create academic and vocational training and paid work experience opportunities for students involved in the justice system.

The Santa Barbara County Workforce Development Board and Goodwill Industries have teamed up with our Career Center, our Rising Scholars program, and Dean Rick Rantz to create a seamless series of services, courses, and case management to ensure students have every opportunity to pursue their chosen career path. Students currently incarcerated in the North County Jail now have the opportunity to take in-person AHC credit classes while in custody.

AHC staff and counselors also provide support with career assessment, career exploration, career preparation, and job search upon release. Through the Pathway Home 2 grant, AHC will have the capacity to cover the payroll expense for the first six months for each student hired by local employers in their area of study. This community-based, wraparound approach is necessary to help students navigate a variety of systems and potential barriers into employment, with a successful return as an active member of our communities.

As of this report, over 175 students have enrolled in NCJ credit courses, and 54 students are enrolled in the full version of Pathway Home 2 programming.

Public Safety Training Center Update
CORE Custody Academy

- Nine recruits graduated on October 24.
- Seven recruits have begun their careers with the Santa Barbara County Sheriff's office.
- Two independent students are in background check for positions.

Contract Education

- Allan Hancock College trained 47 law enforcement recruits from Golden West College in their 40-hour driving skills course.

Public Safety Training

- Developing a summer 2023 three-day youth academy introducing our local youth to careers in Emergency Medical Services, Fire Technology, and Law Enforcement

Administrator Initiating Item: Robert Curry	Final Disposition:
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INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Monthly Report, Associate Superintendent/Vice President, Student Services	Item Number: 15.L.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 1

BACKGROUND
Winter/Spring 2023 Priority Registration Activities

Priority registration for winter and spring 2023 terms began Monday, October 31, and our student services team used the month of October to get our students ready to register. Our programs launched communication campaigns and hosted activities such as registration preparation workshops and class search workshops to prepare our continuing students to register on time. This retention strategy also included timely messages to nudge our students in reviewing their readiness throughout the month. Messages to students included reminders to complete their online orientation, develop a student education plan with a counselor, verify their academic standing, alert them when the class schedule was available, and review their priority registration status. This effort culminated with day-of registration celebrations in all our special program offices to make registration an event not to be missed with some preliminary numbers showing an increase in participation.

Bridges to Success

On Friday, October 28, Allan Hancock College hosted the annual Bridges to Success event in-person for the first time in two years. The event was coordinated by Dean, Student Services, Yvonne Teniente with the intent to strengthen the relationships between the college and our high school partners. This year's meeting was a professional development workshop focused on leveraging an asset-based framework to better support our shared students. This event was attended by 50 people representing 13 schools and agencies.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:
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To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Monthly Report Vice President Institutional Effectiveness	Item Number: 15.M.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 1

BACKGROUND

Regional Institutional Researchers Meetings

In October, Steven Butler and Armando Cortez attended two regional meetings for institutional researchers. The first meeting was a reinvigoration of the 'Researchers on the Central Coast', a group that was active prior to the pandemic. This group includes Santa Barbara City College, Cuesta, Allan Hancock College, Ventura Community College, and Oxnard Community College. Researchers met to discuss the importance of bringing the group back together, how to move forward with a biannual meeting, how to schedule smaller ad-hoc meetings, and future topics to discuss.

The second meeting was the biannual 'Greater Bay Area Regional Researchers' group that Hancock has been part of since the pandemic began. This group met to discuss 'Strategic Enrollment Management' with a presentation and Q&A by Michelle White, who is a senior research analyst at the Research and Planning (RP) Group. The group followed with a large group discussion on Guided Pathways integration into college planning and assessment.

New Program Review Process

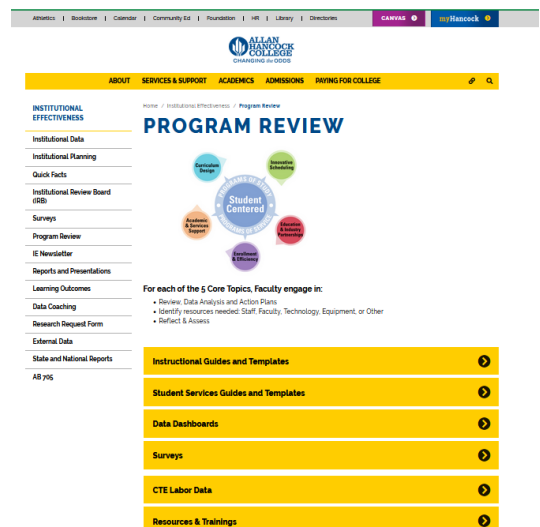
Academic Senate approved the new program review process on April 19, 2022. The goal of the redesign was to create a process that is more impactful and fluid. The new process promotes opportunities for cross-campus dialog and collaboration and breaks up the comprehensive six-year report into meaningful and manageable components. Each year program teams will choose one of five core topics to explore. The program will answer core topic prompts addressing data, challenges, plans for changes or innovation, measures for changes, and resources needed. All topics will be covered in the six-year cycle with the sixth year used for catch-up or revisions.

The core topics are:

- Curriculum Design
- Innovative Scheduling
- Education and Industry Partnerships
- Enrollment and Efficiency
- Academic and Support Services

The Institutional Effectiveness office created a new program review webpage to support the new process. The page consists of guides and templates for both Academic Affairs and Student Services, data dashboards, surveys, Career Technical Education (CTE) labor data, and resources and trainings.

<https://www.hancockcollege.edu/ie/programreview.php>



Administrator Initiating Item:

Paul M. Murphy

Final Disposition:

**INFORMATION ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Monthly Report, Executive Director, College Advancement	Item Number: 15.N.
Institutional Goal: Ed Master Plan Goal A. Connect with Students	Enclosures: Page 1 of 1

BACKGROUND**Fine Arts Complex Grand Opening**

Save the date: Friday, February 24, 2023 at 4 p.m.

College Advancement is leading the campus-wide committee that is planning the grand opening and ribbon cutting for the new Fine Arts Complex. The event will include self-guided tours of the facility and faculty/student demonstrations by the academic departments that will soon call the new building home.

Short Term Class Promotion

Term 2 (“Short Term”) classes began last month, and Public Affairs and Communications (PAC) added a full complement of digital advertising (between September 9 and October 10) to traditional media to promote enrollment. The campaign resulted in:

- Over 300,000 impressions (views) across all platforms
- Over 14,000 clicks across all platforms
- Geofencing ads, which covered the Santa Maria campus and Lompoc Valley Center - as well as Cal Ploy SLO and UCSB campuses - received the most impressions (128,000)
- Google display ads garnered the most clicks, totaling 13,603

All advertisements directed users to a unique landing page (<https://www.hancockcollege.edu/shortterm/>), which saw more than 15,000 visits and was the second most visited webpage on the college site.

Campus Graphics Improves Sales

As Campus Graphics has managed challenging staffing changes, they continue to see high productivity levels. Insourcing production work broke a record – a total of \$18,345, compared to \$8,904 in 2021. We attribute this increase to both more in-person events in the region, the election, and Campus Graphics’ continued professionalism and stellar reputation within the public and college community.

Administrator Initiating Item: Jon Hooten	Final Disposition:
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**INFORMATION ITEM**

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: Monthly Report, Associate Superintendent/Vice President, Finance and Administration	Item Number: 15.O.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND**Emergency Conditions Allowance Application Approved**

On October 14, 2022, the Chancellor's Office approved our application for the 2022-23 COVID-19 Emergency Conditions Allowance. As a result, the emergency conditions allowance adjustment to the district's Full Time Equivalent Student (FTES) will be applied by the Chancellor's Office in the Student-Centered Funding Formula (SCFF). The next steps to secure this adjustment are to submit the following documents to the Chancellor's Office by February 28, 2023:

- Emergency Conditions Recovery Plan mid-year update, approved by the board.
- Board policy on reserves in alignment with the Government Finance Officers Association's (GFOA's) Best Practices Fund Balance Guidelines for the General Fund.
- Evidence that the district is a California Virtual Campus – Online Education Initiative (CVC-OEI) Consortium member and has implemented steps to become a home college.

Association of Chief Business Officials Fall Conference

I was honored to be part of a panel discussion on managing increases in CalPERS and CalSTRS employer contribution costs. My presentation focused on the district's Pension Rate Stabilization Program (PRSP) and how the Pension Trust differs from the Other Post-Employment Benefits (OPEB) Trust. The chief advantages of the PRSP are:

- The district can reimburse itself for CalSTRS/CalPERS costs or transfer funds to CalSTRS/CalPERS to mitigate contribution increases.
- Funds are protected from diversion in an irrevocable trust which may curtail stakeholder pressure to use funds in other ways.
- The assets can be used as a source of funds for pension-related costs when district revenues constrained or in a difficult budgetary year.

Draft Facilities Master Plan

19six Architects is finalizing the new Facilities Master Plan (FMP) and is scheduled to present it to the board in December. The FMP has been vetted through the shared governance process and by cabinet.

Administrator Initiating Item: Eric D. Smith	Final Disposition:
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INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 15, 2022
Subject: A Monthly Report on the Year-to-Date Financial Data for Various Funds	Item Number: 15.P.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 23

BACKGROUND

Attached are copies of financial statements for the following funds:

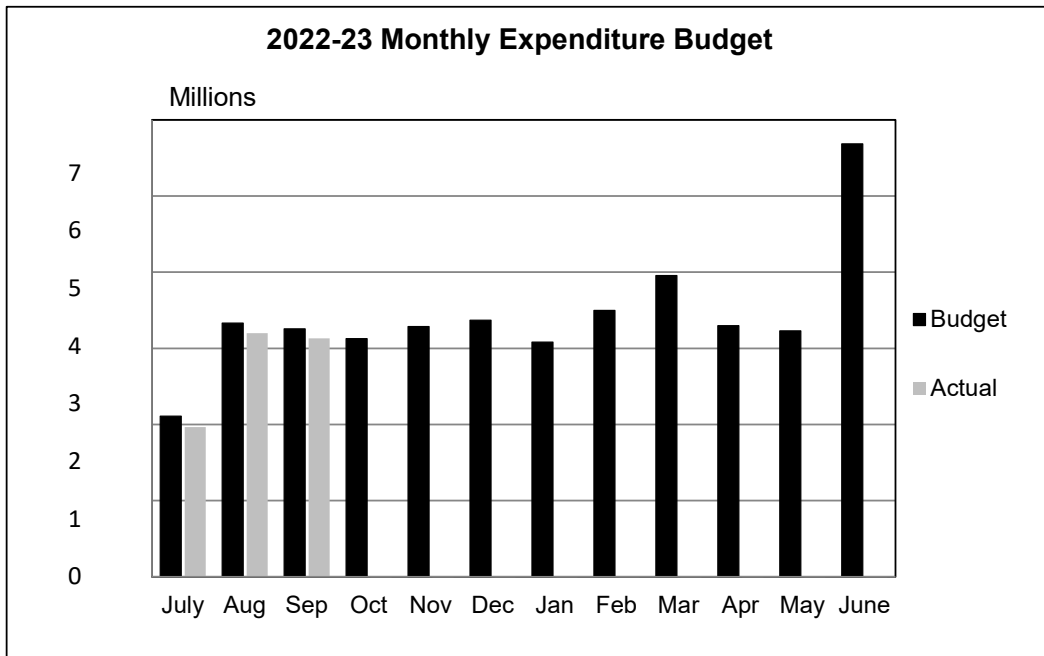
General Fund - Unrestricted
 General Fund - Restricted
 Child Development Fund
 PCPA Fund
 Capital Outlay Projects Fund
 General Obligation Bond Building Fund
 Dental Self-Insurance Fund
 Property and Liability Self-Insurance Fund
 Post-Employment Benefits Fund
 Other Post-Employment Benefits (OPEB) Trust Summary
 Associated Students Trust Fund
 Student Representation Fee Trust Fund
 Student Body Center Fee Trust Fund
 Student Financial Aid Trust Fund
 Scholarship and Loan Trust Fund
 District Trust Fund
 Student Clubs Agency Fund
 Foundation Agency Fund
 AHC Viticulture & Enology Foundation Agency Fund

The statements reflect year-to-date budgets and financial data.

Administrator Initiating Item: <p style="text-align: center;">Eric D. Smith</p>	Final Disposition:
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GENERAL FUND UNRESTRICTED EXPENDITURE BUDGET

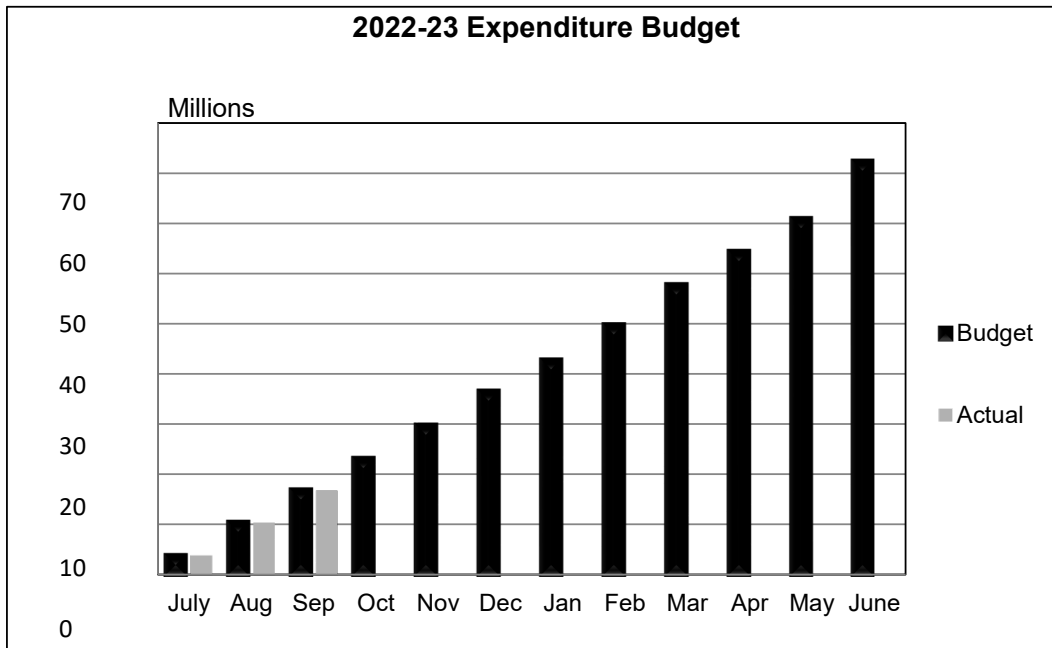
	September Budget	September Expenditures	Percentage Variance
Academic Salaries	2,479,286	2,367,318	95.48%
Classified Salaries	1,553,503	1,450,095	93.34%
Employee Benefits	1,190,091	1,184,197	99.50%
Supplies and Materials	169,428	164,209	96.92%
Other Operating Expenses	626,196	623,142	99.51%
Capital Outlay	115,766	112,171	96.89%
Other Outgo/Transfers	<u>374,833</u>	<u>361,654</u>	96.48%
	6,509,103	6,262,786	96.22%



GENERAL FUND UNRESTRICTED EXPENDITURE BUDGET

Year to Date Expenditures

	July-September Budget	July-September Year to Date	Percentage Variance
Academic Salaries	6,031,775	5,848,266	96.96%
Classified Salaries	4,477,605	4,126,942	92.17%
Employee Benefits	3,383,414	3,198,492	94.53%
Supplies and Materials	335,313	323,812	96.57%
Other Operating Expenses	2,558,594	2,522,368	98.58%
Capital Outlay	170,999	159,440	93.24%
Other Outgo/Transfers	<u>438,227</u>	<u>411,548</u>	93.91%
	17,395,927	16,590,868	95.37%



Allan Hancock College
General Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Unrestricted Budget</u>	<u>Unrestricted Actual</u>	<u>% Budget</u>	<u>Restricted Budget</u>	<u>Restricted Actual</u>	<u>% Budget</u>
REVENUES						
Federal Revenues	\$ 34,200	\$ 640	1.87%	\$ 14,579,569	\$ 2,145,729	14.72%
State Revenues	55,708,072	14,139,328	25.38%	26,301,930	15,053,244	57.23%
Local Revenues	25,672,992	3,073,178	11.97%	1,869,420	699,630	37.42%
Total REVENUES	<u>81,415,264</u>	<u>17,213,146</u>	<u>21.14%</u>	<u>42,750,919</u>	<u>17,898,603</u>	<u>41.87%</u>
EXPENDITURES						
Academic Salaries	27,183,688	5,848,266	21.51%	3,659,289	696,266	19.03%
Classified Salaries	19,164,244	4,126,942	21.53%	7,146,658	1,122,759	15.71%
Employee Benefits	17,071,993	3,198,492	18.74%	3,400,809	525,248	15.44%
Supplies and Materials	1,568,310	323,812	20.65%	2,915,333	243,174	8.34%
Other Operating Exp. and Services	8,541,203	2,522,368	29.53%	4,920,881	743,607	15.11%
Capital Outlay	715,405	159,440	22.29%	6,102,830	394,903	6.47%
Total EXPENDITURES	<u>74,244,843</u>	<u>16,179,320</u>	<u>21.79%</u>	<u>28,145,800</u>	<u>3,725,957</u>	<u>13.24%</u>
Excess of Revenues Over/ (Under) Expenditures	7,170,421	1,033,826		14,605,119	14,172,646	
OTHER FINANCING SOURCES(USES)						
Other Financing Sources	182,511	11,850	0.00%	111,342	48,751	43.78%
Total OTHER FINANCING SOURCES (USES)	<u>182,511</u>	<u>11,850</u>	<u>0.00%</u>	<u>111,342</u>	<u>48,751</u>	<u>43.78%</u>
OPERATING TRANSFERS OUT						
Other Outgo	8,233,218	411,548	5.00%	9,599,942	2,061,615	21.48%
Total OPERATING TRANSFERS OUT	<u>8,233,218</u>	<u>411,548</u>	<u>5.00%</u>	<u>9,599,942</u>	<u>2,061,615</u>	<u>21.48%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(880,286)	634,128		5,116,519	12,159,782	
FUND BALANCE						
Fund balance, July 1	<u>22,600,488</u>	<u>22,600,488</u>		<u>10,373,546</u>	<u>10,373,546</u>	
Current Balance	<u>\$ 21,720,202</u>	<u>\$ 23,234,616</u>		<u>\$ 15,490,065</u>	<u>\$ 22,533,328</u>	

Allan Hancock College
Child Development Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Federal Revenues	\$ 132,084	\$ 31,617	23.94%
State Revenues	1,053,672	428,982	40.71%
Local Revenues	776,222	45,500	5.86%
Total REVENUES	<u>1,961,978</u>	<u>506,099</u>	<u>25.80%</u>
EXPENDITURES			
Academic Salaries	225,295	50,367	22.36%
Classified Salaries	772,711	125,602	16.25%
Employee Benefits	179,841	31,715	17.63%
Supplies and Materials	574,063	18,354	3.20%
Other Operating Exp. and Services	167,340	2,727	1.63%
Capital Outlay	273,087	0	0.00%
Total EXPENDITURES	<u>2,192,336</u>	<u>228,765</u>	<u>10.43%</u>
Excess of Revenues Over/ (Under) Expenditures	(230,359)	277,334	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	30,000	0	0.00%
Total OTHER FINANCING SOURCES (USES)	<u>30,000</u>	<u>0</u>	<u>0.00%</u>
FUND BALANCE			
Fund balance, July 1	418,513	418,513	
Current Balance	<u>\$ 218,154</u>	<u>\$ 695,847</u>	

Allan Hancock College
PCPA Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 2,244,147	\$ 829,589	36.97%
Total REVENUES	<u>2,244,147</u>	<u>829,589</u>	<u>36.97%</u>
EXPENDITURES			
Classified Salaries	2,983,431	696,020	23.33%
Employee Benefits	756,007	142,969	18.91%
Supplies and Materials	425,882	58,345	13.70%
Other Operating Exp. and Services	674,886	229,332	33.98%
Capital Outlay	39,499	7,028	17.79%
Total EXPENDITURES	<u>4,879,705</u>	<u>1,133,694</u>	<u>23.23%</u>
Excess of Revenues Over/ (Under) Expenditures	(2,635,558)	(304,106)	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	2,813,057	0	0.00%
Total OTHER FINANCING SOURCES (USES)	<u>2,813,057</u>	<u>0</u>	<u>0.00%</u>
OPERATING TRANSFERS OUT			
Other Outgo	1,070,650	399,697	37.33%
Total OPERATING TRANSFERS OUT	<u>1,070,650</u>	<u>399,697</u>	<u>37.33%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(893,151)	(703,802)	
FUND BALANCE			
Fund balance, July 1	<u>3,333,061</u>	<u>3,333,061</u>	
Current Balance	<u>\$ 2,439,910</u>	<u>\$ 2,629,258</u>	

Allan Hancock College
Capital Outlay Project Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
State Revenues	\$ 6,704,278	\$ 0	0.00%
Local Revenues	25,000	0	0.00%
Total REVENUES	<u>6,729,278</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Supplies and Materials	76,369	4,645	6.08%
Other Operating Exp. and Services	17,361	4,529	26.09%
Capital Outlay	18,341,129	4,579,195	24.97%
Total EXPENDITURES	<u>18,434,859</u>	<u>4,588,369</u>	<u>24.89%</u>
Excess of Revenues Over/ (Under) Expenditures	(11,705,582)	(4,588,369)	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	4,822,960	0	0.00%
Total OTHER FINANCING SOURCES (USES)	<u>4,822,960</u>	<u>0</u>	<u>0.00%</u>
OPERATING TRANSFERS OUT			
Other Outgo	65,966	32,983	50.00%
Total OPERATING TRANSFERS OUT	<u>65,966</u>	<u>32,983</u>	<u>50.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(6,948,588)	(4,621,352)	
FUND BALANCE			
Fund balance, July 1	<u>24,637,588</u>	<u>24,637,588</u>	
Current Balance	<u>\$ 17,689,000</u>	<u>\$ 20,016,236</u>	

Allan Hancock College
General Obligation Bond Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 75,000	\$ 0	0.00%
Total REVENUES	<u>75,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Classified Salaries	0	0	0.00%
Employee Benefits	0	0	0.00%
Supplies and Materials	0	0	0.00%
Other Operating Exp. and Services	36,984	3,014	8.15%
Capital Outlay	15,968,925	1,516,046	9.49%
Total EXPENDITURES	<u>16,005,909</u>	<u>1,519,060</u>	<u>9.49%</u>
Excess of Revenues Over/ (Under) Expenditures	(15,930,909)	(1,519,060)	
FUND BALANCE			
Fund balance, July 1	<u>15,930,910</u>	<u>15,930,910</u>	
Current Balance	<u>\$ 0</u>	<u>\$ 14,411,850</u>	

Allan Hancock College
Dental Self Insurance Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 685,000	\$ 0	0.00%
Total REVENUES	<u>685,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Other Operating Exp. and Services	636,000	163,911	25.77%
Total EXPENDITURES	<u>636,000</u>	<u>163,911</u>	<u>25.77%</u>
Excess of Revenues Over/ (Under) Expenditures	49,000	(163,911)	
OPERATING TRANSFERS OUT			
Other Outgo	182,511	0	0.00%
Total OPERATING TRANSFERS OUT	<u>182,511</u>	<u>0</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(133,511)	(163,911)	
FUND BALANCE			
Fund balance, July 1	<u>901,323</u>	<u>901,323</u>	
Current Balance	<u>\$ 767,812</u>	<u>\$ 737,412</u>	

Allan Hancock College
Self Ins - Property & Liab. Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 4,000	\$ 0	0.00%
Total REVENUES	<u>4,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Supplies and Materials	20,502	1,120	5.46%
Other Operating Exp. and Services	20,422	120	0.59%
Capital Outlay	<u>10,000</u>	<u>6,353</u>	<u>63.53%</u>
Total EXPENDITURES	<u>50,923</u>	<u>7,594</u>	<u>14.91%</u>
Excess of Revenues Over/ (Under) Expenditures	(46,923)	(7,594)	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	<u>0</u>	<u>0</u>	<u>0.00%</u>
Total OTHER FINANCING SOURCES (USES)	<u>0</u>	<u>0</u>	<u>0.00%</u>
FUND BALANCE			
Fund balance, July 1	<u>923,163</u>	<u>923,163</u>	
Current Balance	<u>\$ 876,240</u>	<u>\$ 915,570</u>	

Allan Hancock College
Post Employment Benefits Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 4,000	\$ 0	0.00%
Total REVENUES	<u>4,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Other Operating Exp. and Services	31,300	3,300	10.54%
Total EXPENDITURES	<u>31,300</u>	<u>3,300</u>	<u>10.54%</u>
Excess of Revenues Over/ (Under) Expenditures	(27,300)	(3,300)	
FUND BALANCE			
Fund balance, July 1	<u>1,007,687</u>	<u>1,007,687</u>	
Current Balance	<u>\$ 980,387</u>	<u>\$ 1,004,387</u>	

02387204
 34- -01-B -61 -279-04
 0101 -11-03818-04



RHBPT-HANCOCK-DELEGATED DISCRETION
 ACCOUNT 6746018043

Period from September 1, 2022 to September 30, 2022

MARKET AND COST RECONCILIATION

	09/30/2022 MARKET	09/30/2022 BOOK VALUE
Beginning Market And Cost	8,960,144.01	9,896,770.53
Investment Activity		
Interest	7.74	7.74
Dividends	29,071.96	29,071.96
Change In Unrealized Gain/Loss	- 593,186.40	.00
Net Accrued Income (Current-Prior)	.13	.13
Total Investment Activity	- 564,106.57	29,079.83
Net Change In Market And Cost	- 564,106.57	29,079.83
Ending Market And Cost	8,396,037.44	9,925,850.36

02387204
 34- -01-B -61 -279-04
 0101 -11-03818-04



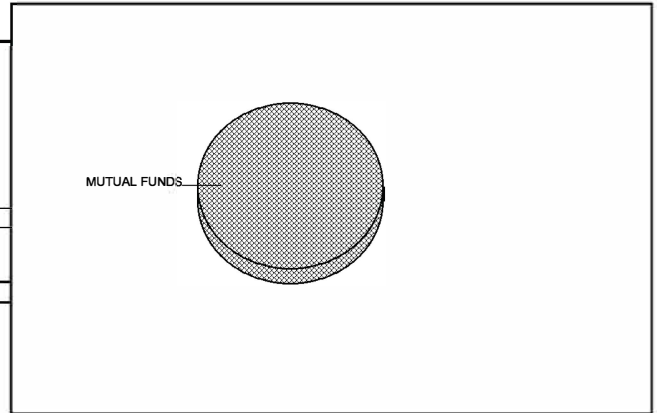
RHBPT-HANCOCK-DELEGATED DISCRETION
 ACCOUNT 6746018043

Period from September 1, 2022 to September 30, 2022

ASSET SUMMARY

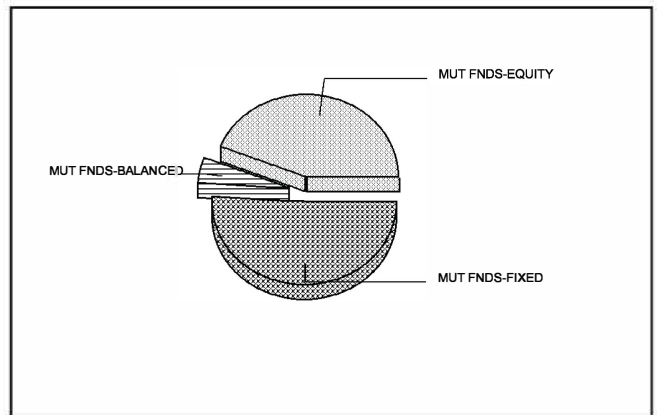
ASSETS	09/30/2022 MARKET	09/30/2022 BOOK VALUE	% OF MARKET
Cash And Equivalents	4,249.58	4,249.58	0.05
Mutual Funds-Equity	3,718,983.38	4,551,577.23	44.30
Mutual Funds-Fixed Income	4,328,513.83	4,962,595.87	51.55
Mutual Funds-Balanced	344,282.40	407,419.43	4.10
Total Assets	8,396,029.19	9,925,842.11	100.00
Accrued Income	8.25	8.25	0.00
Grand Total	8,396,037.44	9,925,850.36	100.00

Estimated Annual Income **230,139.30**



ASSET SUMMARY MESSAGES

Estimated Annual Income is an estimate provided for informational purposes only and should not be relied on for making investment, trading, or tax decisions. The estimates may not represent the actual value earned by your investments and they provide no guarantee of what your investments may earn in the future.



Allan Hancock College
Associated Students Trust Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 186,775	\$ 72,273	38.70%
Total REVENUES	<u>186,775</u>	<u>72,273</u>	<u>38.70%</u>
EXPENDITURES			
Supplies and Materials	130,677	41,941	32.09%
Other Operating Exp. and Services	68,775	20,105	29.23%
Total EXPENDITURES	<u>199,452</u>	<u>62,046</u>	<u>31.11%</u>
Excess of Revenues Over/ (Under) Expenditures	(12,677)	10,228	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	177,047	177,047	100.00%
Total OTHER FINANCING SOURCES (USES)	<u>177,047</u>	<u>177,047</u>	<u>100.00%</u>
OPERATING TRANSFERS OUT			
Other Outgo	206,000	100,500	48.79%
Total OPERATING TRANSFERS OUT	<u>206,000</u>	<u>100,500</u>	<u>48.79%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(41,630)	86,775	
FUND BALANCE			
Fund balance, July 1	<u>389,705</u>	<u>389,705</u>	
Current Balance	<u>\$ 348,075</u>	<u>\$ 476,479</u>	

Allan Hancock College
Student Representation Fee Trst Fnd

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 34,010	\$ 26,009	76.47%
Total REVENUES	<u>34,010</u>	<u>26,009</u>	<u>76.47%</u>
EXPENDITURES			
Other Operating Exp. and Services	33,020	7,107	21.52%
Total EXPENDITURES	<u>33,020</u>	<u>7,107</u>	<u>21.52%</u>
Excess of Revenues Over/ (Under) Expenditures	990	18,901	
OPERATING TRANSFERS OUT			
Other Outgo	1,190	0	0.00%
Total OPERATING TRANSFERS OUT	<u>1,190</u>	<u>0</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(200)	18,901	
FUND BALANCE			
Fund balance, July 1	<u>64,082</u>	<u>64,082</u>	
Current Balance	<u>\$ 63,882</u>	<u>\$ 82,983</u>	

Allan Hancock College
Student Body Center Fee Trust Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 14,800	\$ 16,614	112.26%
Total REVENUES	<u>14,800</u>	<u>16,614</u>	<u>112.26%</u>
EXPENDITURES			
Supplies and Materials	3,610	0	0.00%
Other Operating Exp. and Services	5,000	0	0.00%
Capital Outlay	62,000	39,826	64.24%
Total EXPENDITURES	<u>70,610</u>	<u>39,826</u>	<u>56.40%</u>
Excess of Revenues Over/ (Under) Expenditures	(55,810)	(23,212)	
FUND BALANCE			
Fund balance, July 1	<u>229,350</u>	<u>229,350</u>	
Current Balance	<u>\$ 173,540</u>	<u>\$ 206,138</u>	

Allan Hancock College
Student Financial Aid Trust Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Federal Revenues	\$ 11,123,381	\$ 5,154,358	46.34%
State Revenues	2,150,000	4,552,117	211.73%
Local Revenues	0	0	0.00%
Total REVENUES	<u>13,273,381</u>	<u>9,706,475</u>	<u>73.13%</u>
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	6,647,601	1,874,250	28.19%
Total OTHER FINANCING SOURCES (USES)	<u>6,647,601</u>	<u>1,874,250</u>	<u>28.19%</u>
OPERATING TRANSFERS OUT			
Other Outgo	19,920,982	7,492,922	37.61%
Total OPERATING TRANSFERS OUT	<u>19,920,982</u>	<u>7,492,922</u>	<u>37.61%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	0	4,087,803	
FUND BALANCE			
Fund balance, July 1	<u>21,600</u>	<u>21,600</u>	
Current Balance	<u>\$ 21,600</u>	<u>\$ 4,109,403</u>	

Allan Hancock College
Scholarship and Loan Trust Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 1,000	\$ 0	0.00%
Total REVENUES	<u>1,000</u>	<u>0</u>	<u>0.00%</u>
OPERATING TRANSFERS OUT			
Other Outgo	1,000	0	0.00%
Total OPERATING TRANSFERS OUT	<u>1,000</u>	<u>0</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	0	0	
FUND BALANCE			
Fund balance, July 1	<u>8,708</u>	<u>8,708</u>	
Current Balance	<u>\$ 8,708</u>	<u>\$ 8,708</u>	

Allan Hancock College
District Trust Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 80,748	\$ (166,105)	(205.71)%
Total REVENUES	<u>80,748</u>	<u>(166,105)</u>	<u>(205.71)%</u>
EXPENDITURES			
Academic Salaries	10,433	0	0.00%
Classified Salaries	26,340	0	0.00%
Supplies and Materials	80,436	16,531	20.55%
Other Operating Exp. and Services	46,032	10,335	22.45%
Capital Outlay	0	0	0.00%
Total EXPENDITURES	<u>163,241</u>	<u>26,866</u>	<u>16.46%</u>
Excess of Revenues Over/ (Under) Expenditures	(82,493)	(192,972)	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	0	0	0.00%
Total OTHER FINANCING SOURCES (USES)	<u>0</u>	<u>0</u>	<u>0.00%</u>
OPERATING TRANSFERS OUT			
Other Outgo	25,450	0	0.00%
Total OPERATING TRANSFERS OUT	<u>25,450</u>	<u>0</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(107,943)	(192,972)	
FUND BALANCE			
Fund balance, July 1	<u>5,210,375</u>	<u>5,210,375</u>	
Current Balance	<u>\$ 5,102,432</u>	<u>\$ 5,017,403</u>	

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DIST
PARS Post-Employment Benefits Trust

Account Report for the Period
9/1/2022 to 9/30/2022

Eric Smith
Assoc Sup/VP, Finance and Administration
Allan Hancock Joint Community College Dist
800 South College Dr.
Santa Maria, CA 93454

Account Summary

Source	Balance as of 9/1/2022	Contributions	Earnings	Expenses	Distributions	Transfers	Balance as of 9/30/2022
PENSION	\$4,164,816.47	\$0.00	-\$256,682.23	\$982.06	\$0.00	\$0.00	\$3,907,152.18
Totals	\$4,164,816.47	\$0.00	-\$256,682.23	\$982.06	\$0.00	\$0.00	\$3,907,152.18

Investment Selection

Source	
PENSION	Vanguard Conservative Strategy

Investment Objective

Source	
PENSION	The Conservative Portfolio invests in Vanguard mutual funds using an asset allocation strategy designed for investors seeking both current income and low to moderate capital appreciation.

Investment Return

Source	1-Month	3-Months	1-Year	Annualized Return			Plan's Inception Date
				3-Years	5-Years	10-Years	
PENSION	-6.16%	-5.16%	-	-	-	-	3/28/2022

Information as provided by US Bank, Trustee for PARS; Not FDIC Insured; No Bank Guarantee; May Lose Value

Past performance does not guarantee future results. Performance returns may not reflect the deduction of applicable fees, which could reduce returns. Information is deemed reliable but may be subject to change.

Investment Return: Annualized rate of return is the return on an investment over a period other than one year multiplied or divided to give a comparable one-year return.

Account balances are inclusive of Trust Administration, Trustee and Investment Management fees

Allan Hancock College
Student Clubs Agency Fund

Income Statement by Fund
For Period Ending 09/30/2022

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 11,269	\$ 11,394	101.11%
Total REVENUES	<u>11,269</u>	<u>11,394</u>	<u>101.11%</u>
EXPENDITURES			
Supplies and Materials	25,649	6,379	24.87%
Other Operating Exp. and Services	11,644	3,430	29.46%
Total EXPENDITURES	<u>37,293</u>	<u>9,809</u>	<u>26.30%</u>
Excess of Revenues Over/ (Under) Expenditures	(26,024)	1,585	
OPERATING TRANSFERS OUT			
Other Outgo	9,857	0	0.00%
Total OPERATING TRANSFERS OUT	<u>9,857</u>	<u>0</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(35,881)	1,585	
FUND BALANCE			
Fund balance, July 1	<u>73,676</u>	<u>73,676</u>	
Current Balance	<u>\$ 37,795</u>	<u>\$ 75,260</u>	

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ALLAN HANCOCK COLLEGE FOUNDATION
STATEMENT OF OPERATIONS
FOR THE PERIOD ENDING 09/30/2022

	Cash Admin	General Operations	Restricted	Scholar- ships	Endowment Principal	Endowment Rev/Exp	Total
REVENUES:							
Contributions,Gifts,Grants&Endw mnts	0	8,188	171,708	66,952	0	0	246,848
Sales and Commission	0	0	380	0	0	0	380
Interest and Investment Income	0	5,781	284	0	0	87,796	93,861
Realized Gain/Loss on Invest	0	1,971	0	0	0	65,634	67,604
Unrealized Gain/Loss on Invest	0	(34,140)	0	0	0	(1,113,412)	(1,147,553)
Other Local Revenues	0	20	3,780	0	0	0	3,800
Total Revenues	0	(18,181)	176,152	66,952	0	(959,983)	(735,059)
EXPENSES:							
Non Bargaining Unit	0	66,462	0	0	0	0	66,462
Benefits	0	7,661	0	0	0	0	7,661
Office/Operational Supplies	0	906	6,316	0	0	0	7,222
In Kind Supply Expense	0	0	380	0	0	0	380
Non Instr Printing	0	93	238	0	0	0	330
Food - Business Meetings/Events	0	951	20,975	0	0	0	21,926
Indep Contractor (Individuals)	0	0	4,237	0	0	0	4,237
Service Contracts (Businesses)	0	793	1,000	0	0	0	1,793
Travel - All Travel Costs	0	114	0	0	0	0	114
District Community Activities	0	0	2,000	0	0	0	2,000
Foundation Community Activities	0	5,650	1,000	0	0	0	6,650
Dues & Memberships	0	1,600	453	0	0	0	2,053
Non-Tech Licenses,Permits,Fees	0	394	788	0	0	0	1,182
Software License/Subscription Agrmt	0	4,171	5,837	0	0	0	10,009
Facility Rental	0	0	1,600	0	0	0	1,600
Equipment Rental	0	0	9,566	0	0	0	9,566
District/College Support	0	0	6,661	0	0	0	6,661
Postage/Express Services	0	33	156	0	0	0	189
Advertising/Sponsorships	0	1,430	0	0	0	0	1,430
Bank Service Charges	0	105	248	0	0	0	353
Investment Brokerage Fees	0	929	0	0	0	44,149	45,078
PCPA Support	0	0	0	22,735	0	0	22,735
Scholarships	0	0	0	435,462	0	0	435,462
Total Expenses	0	91,292	61,454	458,197	0	44,149	655,093
Net Income (Loss)	0	(109,473)	114,698	(391,245)	0	(1,004,132)	(1,390,152)
OTHER FINANCING SOURCES/OUTGO:							
Intrafund Transfer-In	0	39,647	0	1,550	829,582	0	870,779
Intrafund Transfers-Out	0	0	843,765	0	0	27,014	870,779
Other Transfer-In	0	254,557	0	0	0	0	254,557
Net Transfers	0	294,204	(843,765)	1,550	829,582	(27,014)	254,557
Net Inc/Dec in Fund Bal	0	184,731	(729,068)	(389,695)	829,582	(1,031,146)	(1,135,595)
FUND BALANCE:							
Fund Equity, July 1	0	608,677	2,535,706	813,716	14,510,273	1,548,516	20,016,888
Current Balance	0	793,408	1,806,638	424,022	15,339,855	517,371	18,881,293

Allan Hancock College
Viticulture & Enology Foundation Fund

Income Statement by Fund
For The Period Ending 09/30/2022

REVENUES	Budget	Actual	% Budget
Contributed Gifts/Grants/Endw	\$ -	\$ 14	0.00%
Non-Cash Contributions	21,240	6,013	28.31%
Other Local Revenues	0	395	
Intrafund Transfer-In	<u>0</u>	<u>0</u>	<u>0.00%</u>
Net Revenue	21,240	6,422	0.00%
WINE OPERATION			
Sales & Commissions	80,800	20,406	25.25%
Less: Returns & Allowances	0	0	0.00%
Less: Sales Discounts	<u>(28,000)</u>	<u>(6,639)</u>	<u>23.71%</u>
Net Sales	52,800	13,767	
Less: Cost of Goods Sold	<u>(40,000)</u>	<u>(14,343)</u>	<u>35.86%</u>
Gross Profit	<u>12,800</u>	<u>(576)</u>	
 Total REVENUES	 <u>34,040</u>	 <u>5,846</u>	 <u>17.17%</u>
EXPENDITURES			
Academic Salaries	0	0	0.00%
Classified Salaries	0	0	0.00%
Supplies and Materials	20,277	11,949	58.93%
Inventory Allocation Expense	(46,663)	(19,510)	41.81%
Other Operating Exp. and Services	60,471	16,927	27.99%
Capital Outlay	<u>0</u>	<u>0</u>	<u>0.00%</u>
Total EXPENDITURES	<u>34,085</u>	<u>9,366</u>	<u>27.48%</u>
 Excess of Revenues Over (Under) Expenditures	 (45)	 (3,520)	
 FUND BALANCE			
Fund balance, July 1	<u>158,922</u>	<u>158,922</u>	
 Current Balance	 <u>\$ 158,877</u>	 <u>\$ 155,402</u>	



ALLAN HANCOCK COLLEGE

NOVEMBER 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<p>1</p> <p>10:30 a.m. Transfer Day Santa Maria campus</p> <p>4:00 p.m. Men's Soccer vs. Oxnard College</p>	<p>2</p> <p>10:00 a.m. El Dia de Los Muertos Celebration</p> <p>5:00 p.m. Men's Basketball vs. Porterville College</p>	3	<p>4</p> <p>5:00 p.m. Men's Basketball vs. Hartnell College</p>	<p>5</p> <p>Open Registration for Winter and Spring Begins</p> <p>1:00 p.m. Football vs. Long Beach City College</p> <p>5:00 p.m. Men's Basketball vs. Hartnell College</p>
6	7	<p>8</p> <p>3:00 p.m. Women's Soccer vs. Oxnard College</p>	9	10	<p>11</p> <p>Veterans Day Holiday College Closed</p> <p>3:00 p.m. Men's Soccer vs. LA Mission College</p> <p>5:00 p.m. Men's Basketball vs. Gavilan College</p>	<p>12</p> <p>1:00 p.m. Women's Basketball vs. College of San Mateo</p> <p>3:00 p.m. Men's Basketball vs. College of the Sequoias</p>
13	14	<p>15</p> <p>6:00 p.m. Board of Trustees Meeting</p>	<p>16</p> <p>5:15 p.m. Rafael Perea de la Cabada Artist Talk Foxworthy Gallery</p>	17	<p>18</p> <p>5:00 p.m. Men's Basketball vs. San Jose City College</p>	<p>19</p> <p>4:00 p.m. Women's Basketball vs. Mt. San Jacinto College</p> <p>5:00 p.m. Men's Basketball vs. Santa Barbara City College</p> <p>7:00 p.m. Fall Choir Concert</p>
<p>20</p> <p>3:00 p.m. Men's Basketball vs. San Diego City College</p>	21	<p>22</p> <p>3:00 p.m. Women's Basketball vs. Reedley College</p>	23	<p>24</p> <p>Thanksgiving Holiday College Closed</p>	<p>25</p> <p>Thanksgiving Holiday College Closed</p>	26
27	28	29	30			



ALLAN HANCOCK COLLEGE

DECEMBER 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Fall Classes End 7:00 p.m. Women's Basketball vs. Folsom Lake College	2 Fall Final Exams Dec. 2-8 5:00 p.m. Women's Basketball vs. Cerritos College	3 1:00 p.m. Women's Basketball vs. Fresno City College 3:00 p.m. Men's Basketball vs. West Hills Lemoore College
4	5	6	7	8	9 5:00 p.m. Women's Basketball vs. Glendale College	10 3:00 p.m. Women's Basketball vs. Taft College
11	12 Winter Classes Begin	13	14	15 5:00 p.m. Men's Basketball vs. Monterey Peninsula College	16 5:00 p.m. Men's Basketball vs. De Anza College	17
18	19	20 6:00 p.m. Board of Trustees Meeting	21	22 3:00 p.m. Women's Basketball vs. College of the Canyons	23 Winter Holiday College Closed	24
25	26 Winter Holiday College Closed	27 Reduced Staffing	28 Reduced Staffing	29 Reduced Staffing 7:00 p.m. Men's Basketball vs. Chabot College	30 Winter Holiday College Closed 5:00 p.m. Men's Basketball vs. Hartnell College	31