

## **AP 4104 Contract Education**

Reference:

**Title 5 Sections 55170 et seq.**

1.0 From time to time, as part of its economic and workforce development and community outreach efforts, the District's institutions provide customized training to business, industry, government agencies, and other public or private organizations. The process may involve creation of new training courses, revision of existing course outlines for use in a particular training program, special assistance and assessment, and consultative or developmental services to define specific needs. In recognition of these special activities, the District's institutions may contract with business, industry, government agencies, and other public or private organizations to deliver specified services. In certain cases, these services may be funded by the contractor (client) through public training funds. These contracted activities are generally closed to the public. When contract education involves academic credit classes, faculty appointments will be consistent with minimum qualifications, and curriculum approval processes and registration procedures for all students will be followed.

### **2.0 Contract Feasibility Criteria**

2.1 These basic criteria shall serve as a method to evaluate the District's involvement in any given contract. District and/or institution administrators shall review and approve contracts on the basis of these standards:

2.1.1 The aims and objectives of the contract shall further the District and the institution's mission, mandates, and goals.

2.1.2 The scope, objectives, and outcomes of the contract shall be feasible, measurable, and attainable.

2.1.3 The District and/or its institution shall recover, from all revenue sources, an amount equal to or greater than the actual costs (including administrative costs) incurred in providing contracted services.

### **3.0 Scope of Work Definition**

3.1 Generally, contract education involves three broad but distinct areas: Needs Analysis, Program Development and Implementation, and Outcomes Evaluation. (Each phase may consist of several discrete steps.):

3.1.1 Needs Analyses: May involve consultation, assessments, skills testing, job and function analyses, etc., to determine the contractor's needs, skills or performance gaps and prepare action plans to meet the contractor's objectives.

3.1.2 Program Development and Implementation: Usually involves tailoring or developing new customized curricula, delivery of services and/or instruction, and program administration.

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- 3.1.3 Outcomes Evaluation: Creation and/or utilization of methods or instruments to track contractor's training and performance outcomes.

### **4.0 Contract Education Options**

- 4.1 When contracted services include instructional components, various options are available as follows:

- 4.1.1 For-credit: Closed classes, offered for community college credit, for a particular client on a self-supporting contractual basis.

- 4.1.2 Not-for-credit: Community Service classes, including classes offered for a particular client on a self-supporting contractual basis, but not earning college credit.

### **5.0 Contract Ratification by Governing Board or District Administration**

- 5.1 After appropriate review by the District's and/or institution's administrators, contracts shall be ratified thus:

- 5.1.1 The District's Board of Trustees shall ratify all performance contracts in excess of \$14,999.

- 5.1.2 The Vice Chancellor of Finance and Facilities or designee shall have authority to approve performance contracts up to \$14,999.

- 5.1.3 Presidents or their designee shall have authority to approve performance contracts up to \$2,000.

**Date of Adoption:** June 22, 2004

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