November 12, 2013

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Dear Vice Chancellor:

The Grossmont-Cuyamaca Community College District is pleased to support the grant application for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Region X consortium.

As indicated in the instructions in the RFA, we are providing this letter within our electronic submission of the application to specify that the Community College District is willing to be the fiscal agent for this three-year grant.

Sincerely,

Cindy L. Miles, Ph.D.
Chancellor, Grossmont-Cuyamaca Community College District
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<tr>
<th><strong>District</strong></th>
<th>Grossmont-Cuyamaca CCD</th>
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<tbody>
<tr>
<td><strong>Address</strong></td>
<td>8800 Grossmont College Drive</td>
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<tr>
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<tr>
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<td><strong>Zip</strong></td>
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</table>

**District Superintendent/President** *(or authorized designee)*

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Application Abstract

Objectives: The primary activity in the planning year for the San Diego and Imperial Counties Community Colleges Association (SDICCCA) SB 1070 CTE Pathways Project is to examine current practices related to high school articulation and develop a responsive and collaborative regional policy to be implemented during the two-year plan.

Efforts to create a regional articulation policy will be a collaborative process to address the current differences in articulation and dual-enrollment processes, and in course alignment. It will also provide a foundation for leveraged efforts to solve common challenges related to expanding work-based learning, strengthening transitions, improving college success, and facilitating data tracking.

Process: To accomplish these objectives and develop the processes that will drive the 2-Year Plan, the CTE Pathways Project will develop a collaborative infrastructure that intersects with the existing efforts of the Regional Consortium and Workforce Development Council, the Deputy Sector Navigators within the region, and the variety of articulation work that has been initiated by CTE Transitions programs across the region.

The CTE Pathways Project infrastructure will have four working levels of participation, all interlocking and all with input into the goals and activities of the 2-Year Plan:
- District Pathway Collaboratives will be formed for each of the six community college districts in the region. These collaboratives will each represent the needs and realities of the college(s) and partnering high schools in their district. The Chair for each Collaborative will be the CTE Transitions Coordinator.
- The Pathways Leadership Group will be a single group comprised of the Chairs of each of the six District Pathway Collaboratives. This group will have a regional focus, while taking into account those needs and realities faced by each district.
- There will be five Work Groups, including Professional Development, Employer Partnerships, Curriculum Alignment, Matriculation, and Data & Tracking. These Work Groups will provide specialized knowledge and skills for the other working levels as needed.
- A Pathways Advisory Council will provide oversight and a regional viewpoint for planned activities that are recommended by the groups above.

Contribution or Impact: Using the above model, the CTE Pathways Project will seek to create responsive regional articulation policies and cohesive pathways, and develop a 2-Year regional workplan that incorporates both college-based and region-wide efforts, as well as sector-specific activities.
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Section 1. Describe the regional landscape as it currently exists.

The San Diego and Imperial Counties (SDIC) Region X totals 8,858 square miles, making this single region larger than the state of New Jersey. The population density in each County differs markedly; Imperial has 41.8 persons per square mile and San Diego has 735. The labor force for the two counties in the region totals close to 1.7 million workers. There are significant disparities in the unemployment rates of each County; as of October 2013, the unemployment rate for Imperial County was 25.2% and for San Diego was 7.0%. (Source: http://www.labormarketinfo.edd.ca.gov)

The SDIC region includes nine California community colleges: Cuyamaca, Grossmont, Imperial Valley, MiraCosta, Palomar, San Diego City, San Diego Mesa, San Diego Miramar and Southwestern. San Diego County has 101 public comprehensive high schools and 28 public charter high schools, as well as 16 private high schools. Imperial Valley has eight comprehensive high schools and one private high school. (Source: California Department of Education School Directory http://www.cde.ca.gov/.) The San Diego County Regional Occupational Program (ROP) provides career technical education instruction at 125 locations in 18 high school districts and Juvenile Court and Community Schools. (Source: http://www.sdcoe.net/rop/pdf/factsheet.pdf, 2/10/13.) The Imperial Valley ROP currently provides 95 course sections at 10 school sites. (Source: http://www.ivrop.org/.)

The nine community colleges (within six community college districts) in San Diego and Imperial Counties have enjoyed a long-standing collaborative relationship in their efforts to enhance student success and meet industry needs through Career Technical Education. The colleges in Region X have been building on a variety of funding sources and programs to create a foundation that will allow the SB 1070 CTE Pathways Program Grant to weave seamlessly into that existing structure, building on and enhancing active efforts across the region and within sectors. The primary aspects of that solid foundation include:

**SDICCCA** - The San Diego-Imperial Counties Community Colleges Association (SDICCCA) provides regional leadership, activities, and communication across all nine campuses. Meeting monthly, SDICCCA provides a unified voice for all colleges in the region, and promotes postsecondary CTE education and job growth through a close relationship to the Region X Consortium. The Leadership Team for the Regional Consortium reports monthly at SDICCCA meetings, keeping them apprised of ongoing activities of the Consortium and the Deputy Sector Navigators, including the growth of industry partnerships and regional efforts to align linkages and increase student success.

**Regional Consortium** - The primary goals of the Region X Consortium are to leverage resources, sustain sector partnerships, and enhance sound regional decision making about workforce and economic development across the region. The Workforce Development Council (WDC), supported by the Regional Consortium, is composed of Career Technical Deans/Directors, EWD Deans/Directors/Centers Managers/Sector Navigators, Consortium staff, and interested faculty. The WDC meets monthly and is the operations/implementation arm of the Regional Consortium.
Deputy Sector Navigators, who participate as members of the Workforce Development Council to provide and receive input into regional economic and workforce development efforts, also meet monthly together with the Regional Consortium Chair to discuss movement within their sectors, and strategies for enhancing regional response.

This infrastructure will provide the framework for the SB 1070 CTE Pathways Project. Each college in Region X has been working independently on pathways and articulation, and each has committed to being part of the alignment process that will be designed and implemented through this regional project.

Section 2: Include an analysis of the regional landscape including barriers and opportunities to leverage regional resources, leadership, and investments that utilize multiple funding sources necessary to affect policies, pathways, and partnerships.

Region X Funding - Working relationships between the colleges promote collaborative practices with regard to grant funds. Group discussions identify best practices and allow for targeted spending.

A Region X analysis of funds identifies more than $7 million dollars awarded to the region to develop, promote, and expand CTE pathways, programs; and support innovation in middle school, high school, and community colleges. The differences in allocations reflect variations in student numbers and populations, and also in the capacity of colleges to carry out specified tasks. This suggests an opportunity for leveraging of leadership and resources to ensure service to students and programs region-wide.

Perkins - Perkins funds are allocated to each college to support local plans for CTE program improvement, expansion, or service to students. The Regional CTE Pathways Program Director will meet with local colleges to explore how best practices related to common measurements can be shared regionally.

Deputy Sector Navigator (DSN) - Sector-specific funding provides enhanced service to college CTE programs, and serves as a resource for industry-based partnerships across educational segments. Initial discussions with DSNs identified areas of potential collaboration to facilitate the implementation of middle and high school work-based learning projects.

SB70 - Colleges are currently in the performance period for the last allocation of SB70 funding, due to end November 2014. Many colleges have partnerships and activities that began with the first round of funding in 2006. Given this history, it will be important to identify existing best practices and partnerships—many of which have already been incorporated into the work of the regional DSNs—and leverage those strengths in moving the CTE Pathways Program forward.

CTE Transitions - From 2000 to 2008, the Tech Prep (now CTE Transitions) Coordinators met to discuss regional articulation policies and practices. That work flowed into SB70 collaborations that supported sector-based strategies. With the sunset of SB70 and the focus on the SB 1070 CTE Pathways Program, it will be important for the CTE Transitions Coordinators to re-establish a regular meeting schedule to discuss the needs and implications related to changes in policy and practice.
CTE Transitions is the primary coordinating entity for high school partnerships and articulations, yet it is the smallest source of funding. Allocations are based on the number of colleges in the district (currently $44,025 each), regardless of the size of the college, the number of programs, or service area. This will likely be a target for intervention and additional support in years 2 and 3 in developing a responsive, inclusive, and effective regional articulation policy that can be implemented and sustained by all colleges.

Articulation – Table A is a summary of high school articulations within sectors. It lists the number of articulation agreements at each college in each sector. A more comprehensive list has been compiled that includes the names of the classes and partner high schools that offer the courses.

Table A. San Diego/Imperial Counties High School Articulations within Sectors

<table>
<thead>
<tr>
<th>Sector</th>
<th>Grossmont</th>
<th>Cuyamaca CCD</th>
<th>Imperial Valley</th>
<th>MiraCosta</th>
<th>Palomar</th>
<th>San Diego CCD</th>
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<td>Education, Child Development, Family Services</td>
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<td>Energy, Environment, Utilities</td>
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<td>Engineering, Architecture</td>
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<td>8</td>
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<tr>
<td>Fashion, Interior Design</td>
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<td>Health Science, Medical Technology</td>
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<td>Information, Communication Technologies</td>
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<td>6</td>
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Gaps to affect policy, pathways, and partnerships - In preparation for the SB 1070 application process, all nine colleges submitted information regarding articulation practices and policies. In addition to written information, participants shared their processes and identified key challenges during group planning meetings. Prior
alignment and collaborative efforts were evident in that the colleges shared many similar practices: all have current articulations with high schools across a variety of sectors (as displayed in the table); credit is awarded via credit-by-exam, and is posted on a college transcript.

However, the differences in practices among the colleges were also evident. There are gaps in the timing of the credit award, varying from awarding credit upon completion of the articulated course to after enrollment in college courses. Additionally, not all colleges enter a grade on the transcript, and only a few identified dual-credit offerings.

Another area of differentiation is whether CTE students are awarded priority registration. Many colleges have adopted practices that allow new students to earn priority registration through Early Admission or other matriculation programs. In those cases, CTE students are supported through the process, but do not earn priority registration as a function of their participation in a CTE program.

It is worth noting that the first gap to be addressed is the need for common language and definitions around these practices to ensure that accurate information is being gathered and the ensuing policy is clear and effective.

The collaboration among colleges brings to light not only differences in processes, but also similarities in the challenges faced by each. All representatives in the Consortium identify challenges related to 1) career awareness and work-based experience, 2) college readiness, 3) transition support, 4) college success, and 5) tracking.

1) Career awareness and work-based experience: Students lack an understanding of the scope of industry opportunities within sectors, and have limited opportunities for work-based learning. Offering those experiences requires targeted and coordinated efforts; students, teachers, and industry partners must be prepared and engaged. Discussions will the DSNs identified collaborative goals related to developing and/or expanding work-based experiences for middle and high school. Regional articulation and partnership efforts will align with and support these goals.

2) College readiness: A variety of measures indicate that many students are under-prepared in reading and writing, and lack computation and critical-thinking skills. Placement scores show that high percentages place below college-level in English and math. These deficits correlate with lower rates of course success and goal completion.

3) Transition support: Many first-time college students find it difficult to navigate the complex steps required of new students. College orientations and advising are often geared toward transfer goals and general education courses, not necessarily to CTE majors or related programs. The importance of education planning has been identified as a key component of the new student experience, and all colleges are working independently to meet this need. Regional collaboration is a necessity in order to provide beneficial service to all students, many of whom enroll at more than one college in the region.

4) College success: The Student Success Act (SSA) outlines a common direction for colleges and ushers in a new era of college accountability. All colleges in the Consortia identify the importance of regional activities that help colleges meet
benchmarks associated with Student Success Task Force recommendations and the ARCC 2.0 scorecard measures of 1) persistence, 2) achieving 30 units, 3) certificate, degree, or transfer completion, 4) remediation, and 5) CTE certificate or major completion.

The following statistics shared at the 2013 Student Success and Support Program (SSSP) Summit illustrate the challenges shared among partners in the region, and are echoed across the state, as well:

- Less than 30% of students are college-ready
- 60% need remediation
- 33% of those recommended for developmental studies never enroll in those courses
- 14% of CC students do not complete a single credit in their first term
- Almost 50% drop out by second year
- Only 53.6% of degree-seeking students ever achieve that goal
- Of students who plan to transfer, only 41% achieve are successful

5) Data tracking: These statistics also illustrate the increased focus on obtaining and reporting meaningful data. All regional participants identified data gathering and management as an integral component to developing effective policies and practices to support a regional CTE Pathway Program. Some colleges have robust data tracking capabilities, while others do not; yet among those with research capacity, not all are able to track relevant articulation data. All colleges are able to report numbers of students enrolled in articulated high school courses, but only half of them track CTE students from high school to college. The participating deans identified the need to not only quantify the numbers of students and credit earned, but also the need to “know who these students are” and provide specialized guidance and support that leads to measurable outcomes. This aligns with goals set forth by the Student Success Act and provides an opportunity to integrate high school articulation, transition, success data points into institutional research and planning efforts.

The challenges stated above provide a framework for targeted interventions in key areas related to student outcomes at all levels, through the development of clear and meaningful pathways that lead to high-wage, high-demand careers. These pathways will be the result of collaborative and integrated efforts, focusing on measurable outcomes, and sustainability within existing systems.
RESPONSE TO NEED

As previously stated, the community colleges in San Diego and Imperial counties enjoy a long-standing history of collaboration and cooperation. Reflecting that collaborative spirit, three planning meetings were held to prepare for this RFA. Discussion among the deans, Deputy Sector Navigators (DSN), CTE Transitions Coordinators, ROP, and other educational representatives identified key areas of need and potential response related to SB 1070 goals and objectives.

Response to Objectives

The primary activity in the planning year will be to examine current practices related to high school articulation and develop a responsive and collaborative regional policy. To achieve this, various working, supportive and advisory groups will be established (see the Governance Organizational Chart in the Miscellaneous Management section of this response), including:

- District Pathway Collaboratives from each CC District
- A Pathway Leadership Group
- Five Specialty Work Groups
  - Professional Development
  - Employer Partnerships
  - Curriculum Alignment
  - Matriculation
  - Data & Tracking
- A Pathways Advisory Council

The SB 1070 CTE Pathways Program Director will work with colleges to form “District Pathway Collaborative” groups, comprised of the following members:

- CTE Dean
- CTE Transitions Coordinator (Chair)
- CTE Instructor
- Counselor
- Admissions & Records representative
- High School ROP/CTE Coordinator
- Additional representatives identified by the college or high school

The District Pathway Collaboratives will serve as the college/district-based working group and will identify benefits and challenges related to potential changes in articulation practices. They will provide guidance in identifying key stakeholders to serve on the SB 1070 Advisory Council and Pathways Work Groups, and will engage with their campus colleagues to promote involvement in CTE Pathways Program activities, including CTE Curriculum Collaboration meetings. A Pathway Leadership Group will be formed to merge regional needs with the district focus, and will be comprised of the Chairs of each of the District Pathway Collaborative groups.

Efforts to create a regional articulation policy will be a collaborative process to address the current differences in articulation and dual-enrollment processes, and in course alignment. It will also provide a foundation for leveraged efforts to solve common challenges related to expanding work-based learning, strengthening transitions,
improving **college success**, and facilitating **data tracking**. During the planning year, the San Diego and Imperial Counties CTE Pathways Program will carry out a variety of activities to meet these goals and address SB 1070 objectives.

1) **Articulation**

The CTE Pathways Coordinator will facilitate discussions within each college and across the consortium regarding the standardization of practices for dual enrollment and credit-by-exam. As described in the Need, there is alignment across some measures; however, there are differences in practice with regard to the time the credit is awarded on a college transcript, and also whether students earn a grade. The District Pathway Collaboratives and Pathway Leadership Group will meet monthly to identify areas of capacity and challenge in order to develop an implementation plan to change policy and practice.

**SB 1070 Objectives:**

- Alignment of dual enrollment practices and credit by examination within the consortium
- Award of college credit with grades listed on the transcripts

2) **Course Alignment**

The CTE Pathways Coordinator will assist the Deputy Sector Navigators (DSNs) in the coordination of sector-specific events to promote alignment of CTE curricula across the region. CTE Curriculum Collaboration events will include both college and high school instructors, and the agenda will facilitate a showcase of the similarities and unique features in both high school and college programs across the region. The agenda will also include a discussion of student transitions and related barriers. Participants will be engaged in conversations around student success and the completion of industry-recognized certifications. These events will promote regional collaboration and alignment of coursework in the effort to successfully move students across segments, with implementation strategies guided by a Curriculum Alignment Work Group (membership defined with DSN input).

Industry partners will be engaged in the effort to strengthen real-world connections and highlight the need for CTE skill sets. Through the assistance of the Project Coordinator, the Employer Partnerships Work Group, and the Professional Development Work Group, the collaboration with industry will facilitate targeted professional development opportunities for college and high school instructors.

**SB 1070 Objectives:**

- Align existing postsecondary technical preparation programs and courses
- Promote productive partnerships
- Provide professional development
- Increase the attainment of industry-recognized certificates

3) **Work-based learning**

Students lack an understanding of the scope of industry opportunities within sectors, and have limited opportunities for work-based learning. The CTE Pathways Coordinator will assist the DSNs in identifying teachers and students who are
prepared for and can benefit from work-based learning experiences. The Pathways Coordinator will meet with each of the DSNs to identify supportive activities that meet the needs of each unique sector. As needed, the Pathways Coordinator will assist the DSNs in developing regional middle and high school contact lists, as well as inventories of current K-12 career exploration activities within sectors. The CTE Pathways Coordinator, DSNs, and the Employer Partnership Work Group will collaborate on innovative strategies to expand work-based learning opportunities for both teachers and students.

**SB 1070 Objectives:**

*Expand middle, high school, and college student work-based opportunities*

*Expand opportunities for faculty externships*

**4) College Readiness**

Current data suggests that students are often under-prepared in reading and writing, and lack computation and critical-thinking skills. A majority of students place below college-level in English and/or math. There is agreement across all colleges that this is a fundamental challenge that should be addressed in the planning year. The planning group identified possible strategies, both within-sectors and across all populations that will be shared with the Matriculation Work Group and incorporated into the Year 1 Workplan.

**SB 1070 Objectives:**

*Increase the readiness of middle and high school students for postsecondary education and careers*

**5) Transition and Matriculation Support**

Navigating the first-time-college experience can be daunting. There are significant barriers that can derail even the most diligent of students. The CTE Pathways Program will promote the development of regional strategies and solutions that support CTE students through the college transition process. Fundamental to this goal is the refinement of articulation policies and practices across the region to allow for streamlined messaging to all CTE students, regardless of the campus(es) they choose to attend.

At the same time colleges are focusing on articulation practices, they will also be examining policies related to registration priority. During the planning year, college partners will explore a regional policy to grant priority registration to high school seniors who have completed a CTE articulated course and earned credit on a college transcript.

However, priority registration is only one component of the new student experience. In support of the strategies identified in the Student Success Act, the Matriculation Work Group will collaborate with the District Pathway Collaboratives to develop implementation plans that describe how high school CTE students will participate in orientation, assessment, and the development of an Education Plan. The implementation plans will also identify additional support services that should be incorporated into the transition support plan.
SB 1070 Objectives:

- Provision of priority registration to graduating high school CTE students earning articulated credit
- College credit with grades earned must be listed on the college transcript.
- The provision of matriculation services to promote alignment with the student success initiative to high school seniors who have completed articulated CTE courses

6) College Success

The Matriculation Work Group will be convened in the effort to identify regional strategies that support college-based efforts to respond to Success Act legislation and meet targeted student momentum points and college scorecard benchmarks. The CTE Pathways Program Director will develop a summary document that includes the student outcome goals stated by each college/district will provide that to the Matriculation Work Group for discussion and collaboration around regional and college-based solutions.

SB 1070 Objective:

Increase student success in postsecondary education and training

7) Data Tracking

The fundamental element to the success of this project is the ability to obtain and report relevant data. The RFA specifies that applicants will promote and track the participation of high school pupils and college student in articulated courses…

During the Planning Year, the Workforce Development Committee and District Pathway Collaboratives will identify members to participate in the Data and Tracking Work Group. This group will identify common data points and strategies for an effective data gathering and sharing system. The data points will include the required baseline measurements:

- Number of articulated courses, dual enrollments, and career pathways
- Number of CTE students:
  - completing an articulated CTE course
  - receiving transcripted articulated college credit with a grade
  - transitioning to community college
  - participating in matriculation services

The Data and Tracking Work Group will identify gaps in current practice, which will guide implementation strategies and the development of a sustainable regional tracking system in Years 2 and 3.

In addition to the required baseline measures, the Data and Tracking Work Group will develop a plan to gather and report data to assess the impact of policies and practices implemented by the San Diego and Imperial Counties’ CTE Pathways Program, in alignment with identified Common Metrics and Accountability Measures.
Development of Two-Year Regional Plan

This project will seek to create responsive regional policies, not impose them. The two-year regional workplan will incorporate both college-based and region-wide efforts, as well as sector-specific activities.

A variety of entities will be involved in the development of the regional plan. The CTE Pathways Program Director will work with each District Pathway Collaborative to develop a Needs/Action/Data plan that reflects the challenges and capabilities of each campus or district, in alignment with RFA objectives and regional goals.

The Project Director will also consult with the Deputy Sector Navigators, both individually, and through their monthly Sector Task Force meetings. The goal of these meetings will be to develop and implement sector-based strategies and activities to be carried out collaboratively with dually-funded SB1070 projects. This work will be supported by the Project Coordinator and will focus on middle and high school partnerships, curriculum alignment, and work-based learning.

A Pathways Leadership Group will be established, which will include the CTE Transitions Coordinator from each college or district (also a member of the Pathway Collaborative). These individuals will serve as the primary points of contact for work related to articulation, coordination with middle and high schools, and matriculation.

In order to build a framework for targeted interventions, the Project Director will compile a document that includes a summary of the following:

- Articulation (required baseline data)
- High school CTE articulated courses and teachers
- College CTE programs and instructors
- Work-based learning opportunities
- Professional development
- Matriculation practices

Various Work Groups will be established to provide specific expertise related to the over-arching goals of the project. The following groups will assist the Project Director, District Pathway Collaboratives, Deputy Sector Navigators, and Pathways Leadership Group in identifying strategies and solutions to inform the development and implementation of the two-year plan:

- Matriculation
- Curriculum Alignment
- Employer Partnerships
- Professional Development
- Data and Tracking

Based on discussions with the District Pathway Collaboratives, DSNs, Leadership Group and Work Groups, the Project Director will compile a report of current practices and potential strategies to be shared with the SB 1070 Advisory Council. This group will meet monthly to guide the development of the 2-Year Plan.

The Advisory Council will be comprised of one member from each college or district, representing one of the following roles:
Each Advisory member will also be a participant in their District Pathway Collaborative.

**Development of Sustainable Policies and Infrastructures**

The SB 1070 CTE Pathways Program proposed here will be supported by a strong infrastructure and history of collaboration and communication. As demonstrated by the organizational charts included in this proposal, much thought and effort has gone into defining the structure for regional collaboration. The development of regional policies and practices will be the result of focused collaboration among numerous entities, with the SB 1070 objectives guiding the activities. The infusion of the CTE Pathways Program funding will allow for focused and targeted efforts to reduce barriers and align systems, which will facilitate future collaboration and sustainability. The Pathways Leadership Group will provide guidance related to potential strategies to integrate high school articulation activities into existing college policies and practices.

**Leveraging of Regional Resources, Leadership, and Investments**

There are numerous resources and investments that can and should be leveraged in the effort to build a sustainable infrastructure that reflects responsive policy-making, supports seamless transitions and educational success, and promotes data-driven decisions.

The following table summarizes objectives and/or permissive activities related to each funding source. This provides a framework for the leveraging and efficient use of funds that are focused on similar goals and outcomes.

<table>
<thead>
<tr>
<th>CTE Transitions</th>
<th>Perkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outreach/Career Exploration</td>
<td>Program Improvement – integration of academic and CTE skills, technology, and sufficient quality activities such as Work-Based Learning (WBL)</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Consortia Meetings</td>
<td>Focus on special populations</td>
</tr>
<tr>
<td>Articulation</td>
<td>Link CTE secondary and postsecondary programs</td>
</tr>
<tr>
<td>Support for “credit by examination” mechanisms</td>
<td>Core Measures – Skill attainment, Completions, Persistence and Transfer</td>
</tr>
<tr>
<td>Support for concurrent enrollment options (but no direct instructional costs)</td>
<td></td>
</tr>
<tr>
<td>Support for coordination of post-secondary work-based learning/internships/placement</td>
<td></td>
</tr>
</tbody>
</table>
Even a quick study of the table reveals obvious areas of overlap that relate to CTE Pathways Program objectives, which will be integrated into regional planning and implementation efforts. They include a focus on **articulation, programs of study, middle and high school partnerships, professional development, work-based learning, and measurable outcomes**. The objectives that are limited to only one or two funding sources should be leveraged to support areas of regional need.

Leaders of these efforts at each college will provide key information, feedback, and guidance through participation in the Workforce Development Council, Sector Task Force, District Pathway Collaboratives, Pathways Leadership Group, Advisory Council, or the various Work Groups. In addition to these activities, the CTE Pathways Director will seek opportunities to be involved in other local or regional efforts that relate to the stated SB 1070 objectives, the 2-Year Plan will provide for appropriate use of Launchboard, and Region X will contribute to and utilize best practices and statewide investments that support statewide alignment in order to better serve local practice.
## ANNUAL WORKPLAN

Alignment of CTE curriculum with high school career technical education curriculum across the consortium to ensure seamless transitions for students through articulation, C-ID, and regional programs of study.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Composition of District Pathway Collaborative groups (six districts - represented by nine colleges and their feeder schools) identified; Leadership Group, and Advisory Council chosen, with input from Workforce Development Council.</td>
<td>By 1/15/14</td>
<td>Project Director</td>
<td>District Pathway Collaboratives, Leadership Group, and Advisory Council are designated; regular meeting times are determined and distributed to group members.</td>
<td>QS2, QS3, QS4</td>
</tr>
<tr>
<td>1.2</td>
<td>Composition of Curriculum Alignment Work Group and Employer Partnership Working Group chosen, with input from Deputy Sector Navigators.</td>
<td>By 1/15/14</td>
<td>Project Director</td>
<td>Membership for Curriculum Alignment Work Group and Employer Partnership Work Group is designated, and regular meeting times are determined and distributed to group members.</td>
<td>QS4</td>
</tr>
<tr>
<td>1.3</td>
<td>Complete a regional inventory of CTE articulated courses and teachers across the consortia.</td>
<td>1/15/14 to 2/15/14</td>
<td>Project Director</td>
<td>Inventory completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and is on file.</td>
<td>QS2, QS3, QS4</td>
</tr>
<tr>
<td>1.4</td>
<td>Hold collaborative meetings with District Pathway Collaboratives and Curriculum Alignment Work Group to look at pathways by sector; review Deputy Sector Navigator workplans related to pathways, and develop integrated action plans.</td>
<td>2/15/14 to 3/15/13</td>
<td>Project Director</td>
<td>Summary of integrated action plans completed and distributed to Advisory Council and on file.</td>
<td>QS2, QS4, LI1, LI5</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...).
### ANNUAL WORKPLAN

Alignment of CTE curriculum with high school career technical education curriculum across the consortium to ensure seamless transitions for students through articulation, C-ID, and regional programs of study.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s)</th>
<th>No.</th>
</tr>
</thead>
</table>
| 1.5| Project Director and Deputy Sector Navigators collaboratively develop objectives, activities and tentative budget for curriculum alignment for 2-Year Plan. Alignment plan to be distributed to SB 1070 Advisory Council for approval. | 3/15/14 to 6/30/14 | Project Director  
Deputy Sector Navigators  
Project Coordinator | Advisory Council minutes reflect approval of alignment plan for 2-Year Plan, and are on file. | QS3  
QS4  
L1  
L5 |
| 1.6| Planning and coordination of CTE Curriculum Collaboration meetings with middle school, high school, and college faculty. | 8/15/14 to 9/30/14 | Project Director  
Project Coordinator  
Deputy Sector Navigators | Meeting calendar established and invites sent. | QS2  
QS4 |
| 1.7| CTE Curriculum Collaboration meetings with middle school, high school, and college faculty within each District, to discuss existing alignment and gaps. | 10/1/14 to 12/31/14 | Project Director  
Project Coordinator  
Deputy Sector Navigators | An analysis of existing alignment and gaps in CTE course content. Distribute to Deputy Sector Navigators, Advisory Council, and on file. Used for implementation planning for 2-Year Plan. | QS2  
QS4  
L1  
L5 |

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)
**ANNUAL WORKPLAN**

**OBJECTIVE NUMBER**: 2

Alignment of dual enrollment practices and credit by examination within the consortium.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>District Pathway Collaboratives meet to complete a regional inventory of dual enrollment practices and credit by exam.</td>
<td>1/15/14 to 2/15/14</td>
<td>Project Director, Pathway Collaboratives</td>
<td>Inventory completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathway Collaboratives, and is on file.</td>
<td>QS2, QS3, QS4</td>
</tr>
<tr>
<td>2.2</td>
<td>Project Director develops a summary report of the regional inventory of dual enrollment practices and credit by exam.</td>
<td>2/15/14 to 3/15/14</td>
<td>Project Director</td>
<td>Written analysis of inventory completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathway Collaboratives, and is on file.</td>
<td>QS2, QS3, QS4</td>
</tr>
<tr>
<td>2.3</td>
<td>District Pathway Collaboratives meet to identify potential regionwide solutions to facilitate alignment of dual enrollment practices and credit by examination.</td>
<td>3/15/14 to 4/15/14</td>
<td>Project Director, Pathway Collaboratives</td>
<td>Summary of potential regionwide solutions for dual enrollment practices and credit by examination distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathways Collaboratives, and is on file.</td>
<td>QS2, QS3, QS4</td>
</tr>
<tr>
<td>2.4</td>
<td>Project Director and Leadership Group meet to review suggestions of District Pathway Collaboratives and develop potential activities and tentative budget for regionwide dual enrollment practices and credit by examination. Plan and tentative budget presented to Advisory Council for approval.</td>
<td>4/15/14 to 6/30/14</td>
<td>Project Director, Pathway Collaboratives, Leadership Group, Advisory Council</td>
<td>Plan and tentative budget presented to Advisory Council for approval. Advisory Council minutes reflect approval of alignment plan for 2-Year Plan, and are on file.</td>
<td>QS2, QS3, QS4</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ,).
## ANNUAL WORKPLAN

**OBJECTIVE NUMBER**: 2

Alignment of dual enrollment practices and credit by examination within the consortium.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s)</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>Leadership Group and the Advisory Council continue to meet to prepare for the 2-Year Plan implementation.</td>
<td>9/1/14 to 12/31/14</td>
<td>Project Director Pathway Collaboratives Leadership Group Advisory Council</td>
<td>Meeting calendar established and meetings held.</td>
<td>QS1 QS3 QS4</td>
<td>MP14.1</td>
</tr>
</tbody>
</table>

*Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)
## ANNUAL WORKPLAN

**OBJECTIVE NUMBER**: 3

Award of college credit with grades listed on the transcripts to high school students participating in CTE articulated courses.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>District Pathway Collaboratives meet to complete a regional inventory of award of college credit for CTE articulated courses.</td>
<td>1/15/14 to 2/15/14</td>
<td>Project Director</td>
<td>Inventory completed and distributed to Advisory Council, Workforce Development Council, and District Pathway Collaboratives, and is on file.</td>
<td>QS2, QS4</td>
</tr>
<tr>
<td>3.2</td>
<td>Project Director develops a summary report of the regional inventory of award of college credit for CTE articulated courses.</td>
<td>2/15/14 to 3/15/14</td>
<td>Project Director</td>
<td>Written analysis of inventory completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathway Collaboratives, and is on file.</td>
<td>QS2, QS3</td>
</tr>
<tr>
<td>3.3</td>
<td>District Pathway Collaboratives meet to identify potential regionwide solutions to facilitate award of college credit for CTE articulated courses.</td>
<td>3/15/14 to 4/15/14</td>
<td>Project Director</td>
<td>Summary of potential regionwide solutions for dual enrollment practices and credit by examination distributed to Advisory Council, Workforce Development Council, and District Pathway Collaboratives, and is on file.</td>
<td>QS3, QS4</td>
</tr>
<tr>
<td>3.4</td>
<td>Project Director and Leadership Group meet to review suggestions of individual District Pathway Collaboratives and develop potential activities and tentative budget for award of college credit for CTE articulated courses. Plan and tentative budget presented to Advisory Council for approval.</td>
<td>4/15/14 to 6/30/14</td>
<td>Project Director, Pathway Collaboratives, Leadership Group, Advisory Council</td>
<td>Plan and tentative budget presented to Advisory Council for approval. Advisory Council minutes reflect approval of alignment plan for 2-Year Plan, and are on file.</td>
<td>QS1, QS4</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)
**ANNUAL WORKPLAN**

**OBJECTIVE NUMBER**: 4

Provision of priority registration to graduating high school students who have successfully completed an articulated college level CTE course through their college (continuing or returning student status). College credit with grades earned in the articulated course must be listed on the college transcript.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>District Pathway Collaboratives meet to complete a regional inventory of provision of priority registration to graduating high school students who have successfully completed an articulated college level CTE course, and how college credit is listed on the college transcript, and analyze results.</td>
<td>1/15/14 to 2/15/14</td>
<td>Project Director Pathway Collaboratives</td>
<td>Inventory completed and distributed to Advisory Council, Workforce Development Council, and District Pathway Collaboratives, and is on file.</td>
<td>QS1 QS2 QS3 QS4</td>
</tr>
<tr>
<td>4.2</td>
<td>Project Director develops a summary report of the regional inventory of priority registration and documentation of college credit for CTE articulated courses.</td>
<td>2/15/14 to 3/15/14</td>
<td>Project Director</td>
<td>Written analysis of inventory completed and distributed to Advisory Council, Workforce Development Council, and District Pathway Collaboratives, and is on file.</td>
<td>QS3</td>
</tr>
<tr>
<td>4.3</td>
<td>District Pathway Collaboratives meet to identify potential regionwide solutions to facilitate provision of priority registration and documentation of college credit for CTE articulated courses.</td>
<td>3/15/14 to 4/15/14</td>
<td>Project Director Pathway Collaboratives</td>
<td>Summary of potential regionwide solutions for dual enrollment practices and credit by examination distributed to Advisory Council, Workforce Development Council, and District Pathway Collaboratives, and is on file.</td>
<td>QS1 QS2 QS3 QS4</td>
</tr>
<tr>
<td>4.4</td>
<td>Project Director and Leadership Group meet to review suggestions of District Pathway Collaboratives and develop potential activities and tentative budget for regionwide provision of priority registration and credit documentation for CTE articulated courses.</td>
<td>4/15/14 to 6/30/14</td>
<td>Project Director Pathway Collaboratives Leadership Group Advisory Council</td>
<td>Plan and tentative budget presented to Advisory Council for approval. Advisory Council minutes reflect approval of alignment plan for 2-Year Plan, and are on file.</td>
<td>QS1 QS2 QS3 QS4</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, . . )
The provision of matriculation services to promote alignment with the student success initiative to high school seniors who have completed articulated CTE courses. Services may include orientation, assessment, development of an Individual Education Plan (IEP), identification of program of study, and financial aid services and other student support services.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Composition of Matriculation Work Group chosen, with input from Workforce Development Council and Advisory Council.</td>
<td>By 1/15/14</td>
<td>Project Director Workforce Dev Council Advisory Council</td>
<td>Matriculation Work Group membership is designated, and regular meeting times are determined and distributed to group members.</td>
<td>QS4</td>
</tr>
<tr>
<td>5.2</td>
<td>District Pathway Collaboratives and the Matriculation Work Group meet to complete a regional inventory of K-14 matriculation services.</td>
<td>1/15/14 to 2/15/14</td>
<td>Project Director Pathway Collaboratives</td>
<td>Inventory completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathway Collaboratives, and is on file.</td>
<td>QS3 QS4</td>
</tr>
<tr>
<td>5.3</td>
<td>Project Director develops a summary report of the regional inventory of K-14 matriculation services.</td>
<td>2/15/14 to 3/15/14</td>
<td>Project Director</td>
<td>Written analysis of inventory completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathway Collaboratives, and is on file.</td>
<td>QS3</td>
</tr>
<tr>
<td>5.4</td>
<td>District Pathway Collaboratives meet to identify potential regionwide solutions to facilitate alignment of matriculation processes.</td>
<td>3/15/14 to 4/15/14</td>
<td>Project Director Pathway Collaboratives</td>
<td>Summary of potential regionwide solutions for dual enrollment practices and credit by examination distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathway Collaboratives, and is on file.</td>
<td>QS1 QS2 QS3 QS4</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, . . .)
**ANNUAL WORKPLAN**

The provision of matriculation services to promote alignment with the student success initiative to high school seniors who have completed articulated CTE courses. Services may include orientation, assessment, development of an Individual Education Plan (IEP), identification of program of study, and financial aid services and other student support services.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s)</th>
</tr>
</thead>
</table>
| **5.5** | Project Director and Leadership Group meet to review suggestions of District Pathway Collaboratives and develop potential activities and tentative budget for regionwide provision of matriculation services for articulated CTE courses. | 4/30/14 to 6/31/14 | Project Director  
Pathway Collaboratives  
Leadership Group  
Advisory Council | Plan and tentative budget presented to Advisory Council for approval.  
Advisory Council minutes reflect approval of alignment plan for 2-Year Plan, and are on file.                                                                                                                                  | QS3  
QS4  
MP9  
MP12 |
| **5.6** | Matriculation Work Group and the Pathways Leadership Group continue to meet to prepare for the 2-Year Plan implementation.                                                                                                                                                                                                                     | 9/1/14 to 12/31/14 | Project Director  
Matriculation Work Group  
Leadership Group | Implementation planning for 2-Year Plan                                                                                                                                                                                                                                           | QS1  
QS4 |

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...).
**ANNUAL WORKPLAN**

**OBJECTIVE NUMBER**: 6

Increase the readiness of middle school and high school pupils for, and their access to, postsecondary education and careers in high-need, high-growth, or emerging regional economic sectors.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Five work groups (Data Tracking, Matriculation, Curriculum Alignment, Employer Partnerships, and Professional Development) meet with the Pathway Leadership Group to initiate discussions of Common Core, access, and sector-based issues as they relate to readiness.</td>
<td>5/1/14 to 5/31/14</td>
<td>Project Director</td>
<td>Plan and tentative budget presented to Advisory Council for approval. Advisory Council minutes reflect approval of alignment plan for 2-Year Plan, and are on file.</td>
<td>QS1, QS2, QS3, QS4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9/1/14 to 9/30/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>CTE Curriculum Collaboration meetings with middle school, high school, and college faculty within each District, to discuss existing and potential strategies to increase readiness.</td>
<td>10/1/14 to 12/31/14</td>
<td>Project Director, Project Coordinator, Deputy Sector Navigators</td>
<td>An analysis of existing strategies and potential solutions, to inform 2-Year Plan implementation activities. Distribute to Deputy Sector Navigators, Advisory Council, and on file.</td>
<td>QS2, QS4</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, .)
## Objectives

### Objective 7

Increase student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>CTE Curriculum Collaboration meetings with middle school, high school, and college faculty within each district, to discuss success strategies.</td>
<td>10/1/14 to 12/31/14</td>
<td>Project Director Project Coordinator Deputy Sector Navigators</td>
<td>An analysis of existing success strategies and potential solutions, to inform 2-Year Plan implementation activities. Distribute to Deputy Sector Navigators, Advisory Council, and on file.</td>
<td>QS2 QS4</td>
</tr>
</tbody>
</table>

*Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)*
Align existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for pupils.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Complete a regional inventory of postsecondary technical preparation programs and courses with high school career technical education curriculum.</td>
<td>1/15/14 to 2/15/14</td>
<td>Project Director</td>
<td>Inventory and written analysis completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and is on file.</td>
<td>QS2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2</td>
<td>Hold collaborative meetings by sector; review Deputy Sector Navigator workplans related to pathways, and develop integrated action plans.</td>
<td>2/15/14 to 3/15/13</td>
<td>Project Director</td>
<td>Summary of integrated action plans completed and distributed to Advisory Council and on file. Integrated action plans on file.</td>
<td>QS2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deputy Sector Navigators</td>
<td></td>
<td>QS4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3</td>
<td>Project Director and Deputy Sector Navigators develop objectives, activities and tentative budget for curriculum alignment for 2-Year Plan. Alignment plan to be distributed to Advisory Council for approval.</td>
<td>3/15/14 to 5/30/14</td>
<td>Project Director</td>
<td>Advisory Council minutes reflect approval of alignment plan for 2-Year Plan, and are on file. Alignment plan is incorporated into 2-Year Plan.</td>
<td>QS2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deputy Sector Navigators</td>
<td></td>
<td>QS4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Coordinator</td>
<td></td>
<td>L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>L15</td>
</tr>
<tr>
<td>8.4</td>
<td>Planning and coordination of CTE Curriculum Collaboration meetings with middle school, high school, and college faculty.</td>
<td>8/15/14 to 9/30/14</td>
<td>Project Director</td>
<td>Meeting calendar established and invitations sent.</td>
<td>QS2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Deputy Sector Navigators</td>
<td></td>
<td>QS4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, , ).
### ANNUAL WORKPLAN

**OBJECTIVE NUMBER**: 8

Align existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for pupils.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
</table>
| 8.5 | CTE Curriculum Collaboration meetings with middle school, high school, and college faculty within each district, to discuss existing alignment and gaps. | 10/1/14 to 12/31/14 | Project Director  
Project Coordinator  
Deputy Sector Navigators | An analysis of existing alignment and gaps in CTE course content. Distribute to Deputy Sector Navigators, SB 1070 Advisory Council, and on file. Used for implementation planning for 2-Year Plan. | QS2  
QS4  
LI1  
LI5 |

*Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, , )
BOG, CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE (CCCCO)

DISTRICT: Grossmont-Cuyamaca CCD
COLLEGE: Grossmont College
RFA NUMBER: 13-164

ANNUAL WORKPLAN

Increase the attainment of industry-recognized certificates through community college and high school career technical education programs in high-need, high-growth, or emerging regional economic sectors.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
</table>
| 9.1 | Complete a baseline inventory of existing industry recognized certificates through community college and high school career technical education programs in high-need, high-growth, or emerging regional economic sectors. | 2/1/14 to 4/30/14 | Project Director  
Project Coordinator  
Deputy Sector Navigators | Inventory is distributed to Deputy Sector Navigators, Advisory Council, Workforce Development Council, and District Pathway Collaboratives. | QS2  
QS3 |
| 9.2 | Project Director and Coordinator meet with Deputy Sector Navigators and Leadership Group to identify goals and plan for increasing students successful completion of certifications, to be incorporated into the 2-Year Plan. | 5/1/14 to 6/30/14 | Project Director  
Project Coordinator  
Deputy Sector Navigators  
Leadership Group | Recommended goals and plan are reviewed and approved by Advisory Council, with approval reflected in Advisory Council minutes. Plans/goals are on file, and are incorporated into the 2-Year Plan. | QS1 |
| 9.3 | Pathways Leadership Group and the Advisory Council continue to meet to prepare for the 2-Year Plan implementation. | 9/1/14 to 12/31/14 | Project Director  
Pathway Collaboratives  
Leadership Group  
Advisory Council | Meeting calendar established and meetings held. | QS1  
QS4 |

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...).
**ANNUAL WORKPLAN**

Promote productive partnerships between high school CTE programs, postsecondary educational institutions, emerging or growing regional businesses and industries, and labor organizations connected to those business and industries.

<table>
<thead>
<tr>
<th>#</th>
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<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Building on the regional Sector Advisory Committee structure being implemented by the Deputy Sector Navigators and the Regional Consortium, develop strategies to include in the 2-Year Plan for forming effective industry partnerships at the K-14 level.</td>
<td>9/1/14 to 9/30/14</td>
<td>Project Director, Deputy Sector Navigators, Regional Consortium, Employer Partnership WG</td>
<td>Recommended goals and plan are reviewed and approved by Advisory Council, with approval reflected in Advisory Council minutes. Plans/goals are on file, and are incorporated into the 2-Year Plan.</td>
<td>QS2, QS4</td>
</tr>
<tr>
<td>10.2</td>
<td>Discuss and identify strategies at curriculum collaboration meetings (1.7) in preparation for implementation of 2-Year Plan.</td>
<td>10/1/14 to 12/31/14</td>
<td>Project Director, Project Coordinator, Deputy Sector Navigators</td>
<td>An analysis of identified strategies. Distribute to Deputy Sector Navigators, SB 1070 Advisory Council, and on file. Used for implementation planning for 2-Year Plan.</td>
<td>QS2, QS4</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, , )
OBJECTIVE NUMBER*: 11

Provide professional development to high school teacher and community college faculty to improve their delivery of career-oriented academic and technical education.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Composition of Professional Development Work Group chosen, with input from Deputy Sector Navigators and Workforce Development Council.</td>
<td>By 1/15/14</td>
<td>Project Director Deputy Sector Navigator Workforce Dev Council</td>
<td>Membership for Professional Development Work Group is designated, and regular meeting times are determined and distributed to group members.</td>
<td>QS4</td>
</tr>
<tr>
<td>11.2</td>
<td>Project Director, Deputy Sector Navigators, and Professional Development Work Group collaboratively develop objectives, activities, and tentative budget for professional development for 2-Year Plan. Plan to be distributed to the Advisory Council for approval.</td>
<td>4/1/14 to 6/30/14</td>
<td>Project Director Deputy Sector Navigator Professional Dev WG</td>
<td>Advisory Council minutes reflect approval of professional development plan for 2-Year Plan, and are on file. Professional development plan is incorporated into 2-Year Plan.</td>
<td>QS4 LS6</td>
</tr>
<tr>
<td>11.3</td>
<td>During the course of the CTE Curriculum Collaboration meetings (1.7) survey the high school and college faculty to determine their priorities for staff development.</td>
<td>10/1/14 to 12/31/14</td>
<td>Project Director Project Coordinator</td>
<td>Summary of identified priorities, shared with Deputy Sector Navigators, SB 1070 Advisory Council, Workforce Development Council, and on file. Used for implementation planning for 2-Year Plan.</td>
<td>QS2 LS6</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, , ).
Expand middle and high school pupil and college student opportunities for work opportunities, paid or unpaid internships, and participation in career technical student organizations, and expand teacher and faculty opportunities for externships in high-need, high-growth, or emerging regional job sectors.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>Coordinate with the Deputy Sector Navigators to create an inventory of existing work-based opportunities for both teachers and students, including strengths and weaknesses. Inventory will include responses from high schools, colleges, and industry.</td>
<td>2/1/14 to 4/30/14</td>
<td>Project Coordinator, Deputy Sector Navigators</td>
<td>Inventory and written analysis completed and distributed to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and is on file.</td>
<td>QS2, QS3</td>
</tr>
<tr>
<td>12.2</td>
<td>Meet with Employer Partnerships Work Group and Deputy Sector Navigators to analyze inventory and develop integrated action plan.</td>
<td>5/1/14 to 6/30/14</td>
<td>Project Coordinator, Deputy Sector Navigators, Employer Partnership WG</td>
<td>Summary of integrated action plans completed and distributed to Deputy Sector Navigators and Advisory Council, and on file. Advisory Council minutes reflect approval of action plan for 2-Year Plan, and are on file.</td>
<td>QS2, MP13</td>
</tr>
<tr>
<td>12.3</td>
<td>CTE Curriculum Collaboration meetings (1.7) will include discussion of strategies for expanding workbased learning opportunities - by sector - for students, teachers, and faculty.</td>
<td>10/1/14 to 12/31/14</td>
<td>Project Director, Project Coordinator, Deputy Sector Navigators</td>
<td>A summary of strategies for expanding workbased learning opportunities. Distribute to Deputy Sector Navigators, Advisory Council, and on file. Used for implementation planning for 2-Year Plan.</td>
<td>LI6, MP13</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, . , )
**ANNUAL WORKPLAN**

<table>
<thead>
<tr>
<th>Objective Number*</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1</td>
<td>Composition of Data &amp; Tracking Work Group chosen with input from 6 District Pathways Collaborative groups, with one representative from each district (to include both high school and college representation within the working group).</td>
<td>By 1/15/14</td>
<td>Project Director Pathway Collaboratives</td>
<td>Membership for Data &amp; Tracking Work Group is designated, and regular meeting times are determined and distributed to group members.</td>
<td>QS2 QS4</td>
</tr>
<tr>
<td>13.2</td>
<td>Data &amp; Tracking Work Group reviews and validates existing baseline information. Baseline data is sent back to K-14 districts for verification/validation/accuracy confirmation. Final baseline data is confirmed with Advisory Council.</td>
<td>1/15/14 to 4/30/14</td>
<td>Data &amp; Tracking WG</td>
<td>Verified baseline data on file, and submitted to Advisory Council, Workforce Development Council, Deputy Sector Navigators, and District Pathway Collaboratives. Baseline data incorporated into 2-Year Plan.</td>
<td>QS3</td>
</tr>
<tr>
<td>13.3</td>
<td>Project Director meets with Pathways Leadership Group and Data &amp; Tracking Work Group to recommend and review additional data points to be tracked beyond the required baseline measurements, and to discuss and identify potential systems to compile and share data regionwide.</td>
<td>5/1/14 to 5/31/14</td>
<td>Project Director Leadership Group Data &amp; Tracking WG</td>
<td>Recommendations submitted to Advisory Council. Advisory Council minutes reflect approval of data plan for 2-Year Plan, and are on file.</td>
<td>QS3</td>
</tr>
<tr>
<td>13.4</td>
<td>Project Director, Pathways Leadership Group, and Data &amp; Tracking Work Group review data plan in relation to incorporating Launchboard into the 2-Year Plan.</td>
<td>6/1/14 to 7/30/14</td>
<td>Project Director Leadership Group Data &amp; Tracking WG</td>
<td>Recommendations submitted to Advisory Council. Advisory Council minutes reflect approval of Launchboard optimization plan for 2-Year Plan, and are on file.</td>
<td>QS1 QS3 QS4</td>
</tr>
</tbody>
</table>

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ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 13

<table>
<thead>
<tr>
<th>#</th>
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<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.5</td>
<td>Measurements required for baseline will be updated to reflect FY 13-14 completion, to assist with implementation of 2-Year Plan.</td>
<td>10/1/14 to 12/31/14</td>
<td>Project Director, Project Coordinator</td>
<td>Measurements updated to include FY 13-14. Distribute to Deputy Sector Navigators, Advisory Council, Workforce Development Council, Data &amp; Tracking Work Group, and on file. Used for implementation planning for 2-Year Plan.</td>
<td>QS3</td>
</tr>
</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)
**ANNUAL WORKPLAN**

COORDINATING WITH AND LEVERAGING EFFORTS OF THE REGIONAL CONSORTIUM, DEPUTY SECTOR NAVIGATORS, THE WORKFORCE DEVELOPMENT COUNCIL, COLLEGES, AND OTHER REGIONAL AND STATEWIDE EFFORTS.

<table>
<thead>
<tr>
<th>#</th>
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<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1</td>
<td>Project Director will attend all Workforce Development Council meetings for Region X.</td>
<td>1/15/14 to 12/31/14</td>
<td>Project Director Workforce Dev Council</td>
<td>Participation of Project Director in all Workforce Development Council meetings.</td>
<td>QS1 QS3</td>
</tr>
<tr>
<td>14.2</td>
<td>Project Director will attend all Deputy Sector Navigator meetings for Region X.</td>
<td>1/15/14 to 12/31/14</td>
<td>Project Director Deputy Sector Navigator</td>
<td>Participation of Project Director in all Deputy Sector Navigator meetings.</td>
<td>QS1 QS3</td>
</tr>
<tr>
<td>14.3</td>
<td>CTE Pathways Program website will be designed, and will link to the Region X Consortium website through a landing page. Website will provide awareness of mission and will be a mechanism to distribute planning and implementation materials.</td>
<td>3/1/14 to 7/31/14</td>
<td>Project Director Region X Consortium</td>
<td>Website developed and utilized for information dissemination.</td>
<td>QS4</td>
</tr>
<tr>
<td>14.4</td>
<td>For each priority and emerging sector, collaborate with Deputy Sector Navigators to determine potential regional and statewide opportunities for leveraging community college efforts with business and industry.</td>
<td>3/1/14 to 6/30/14 9/1/14 to 12/31/14</td>
<td>Project Director Deputy Sector Navigators Project Coordinator</td>
<td>Review existing programs and document potential leveraging opportunities in report to Advisory council.</td>
<td>QS2</td>
</tr>
</tbody>
</table>

*Limit one objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)*
<table>
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<tr>
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<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.5</td>
<td>Project Director will attend CCCAOE statewide conferences and pre-conference meetings.</td>
<td>3/12/14 to 3/15/14</td>
<td>Project Director</td>
<td>Current information is received and best practices are shared. Project Director’s participation in CCCAOE and pre-conference meetings is documented.</td>
<td>QS1 QS3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/1/14 to 10/31/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.6</td>
<td>Project Director will attend appropriate Launchboard trainings and meetings.</td>
<td>1/15/14 to 12/31/14</td>
<td>Project Director</td>
<td>Current information is received and best practices are shared. Project Director’s participation in Launchboard events and meetings is documented.</td>
<td>QS1</td>
</tr>
</tbody>
</table>

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APPLICATION BUDGET SUMMARY

NOTE: Submit details explaining the expenditures by category on the Application Budget Detail Sheet.

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Line</th>
<th>TOTAL PROGRAM FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>INSTRUCTIONAL SALARIES</td>
<td>1</td>
<td>$ 0</td>
</tr>
<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
<td>2</td>
<td>$ 112,301</td>
</tr>
<tr>
<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
<td>3</td>
<td>$ 39,720</td>
</tr>
<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
<td>$ 4,379</td>
</tr>
<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5</td>
<td>$ 35,907</td>
</tr>
<tr>
<td>6000</td>
<td>CAPITAL OUTLAY</td>
<td>6</td>
<td>$ 0</td>
</tr>
<tr>
<td>7000</td>
<td>OTHER OUTGO</td>
<td>7</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

TOTAL DIRECT COSTS: $ 192,307

TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs): $ 7,692

TOTAL COSTS: $ 200,000

I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations.

Project Director:

Name: Natalie Ray  
Authorized Signature: [Signature]

Title: Project Director  
Date: 11/27/13

District Chief Business Officer (or authorized designee):

Name: Sue Rearic  
Authorized Signature: [Signature]

Title: Vice Chancellor, Business Services  
Date: 11/27/13
<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>2000</td>
<td>Natalie Ray/Project Director/.8 FTE/1664 hrs x $45.44/hr=$75,610</td>
<td>$75,610</td>
</tr>
<tr>
<td>2000</td>
<td>Sonia Lira/Project Coordinator/.25 FTE/520 hrs x $30.56/hr=$15,891</td>
<td>$15,891</td>
</tr>
</tbody>
</table>
| 3000                  | Benefits - Natalie Ray - Project Director - 40%  
Benefits - Sonia Lira - Project Coordinator - 40%  
Benefits - TBN - Administrative Secretary - 15% | $36,691 |
| 4000                  | Supplies and Materials  
Miscellaneous supplies, copies, printing = $1,379  
Laptop computer = $1,500  
Desktop computer = $1,500 | $4,379 |
| 5000                  | Other Operating Expenses and Salaries  
Travel/Conference = $4,000  
CCCAOE Conference x 2 for Project Director  
Launchboard meetings/trainings x 2 - Project Director  
Meeting and Conference Expenses (planning meetings) = $15,000  
Room rentals, working meals for Collaboratives, Advisory Council, Work Groups, and Pathway Leadership Groups  
Mileage = $4,407  
7,500 miles@ .565/mile (includes monthly regional consortium and Deputy Sector Navigator meetings, plus all Pathway meeetings)  
Contract with Imperial Valley College = $2,500  
Travel (CC & HS) to attend planning meetings in San Diego  
Consultant = $8,000  
Web Design consultant to develop CTE Pathways website  
Contract with Regional Consortium = $2,000  
To create and maintain a landing page on the RC website | $35,907 |
| 6000                  | Capital Outlay | $ |
| 7000                  | Other Outgo | $ |

**TOTAL DIRECT COSTS:** $192,307  
**TOTAL INDIRECT COSTS** (Not to exceed 4% of Direct Costs): $7,692  
**TOTAL COSTS:** $200,000
Project Management

Question 1. Explain the project director’s professional experience in this field, including direct work experience, specific expertise, existing networks and partnerships; major accomplishments especially in bringing educational systems into alignment; and recognition or awards that serve as a testimony to subject matter expertise.

Natalie Ray has worked for the Grossmont-Cuyamaca Community College District (GCCCD) since 1998 and has served a wide variety of roles. She began as a part-time counselor in 1998, served as a consultant to the Grossmont Union High School District School-to-Career Office, and became the GCCCD Tech Prep Coordinator in 2000. Her work with Tech Prep and CTE Transitions has included efforts related to articulated credit processes, as well as course alignment methodologies. In 2002, with the assistance of San Diego CCD, the GCCCD modified its credit awarding process to allow high school articulated course credit to be entered as a grade on a college transcript immediately upon completion of the high school course. As a result, students earning college credit rose from 54 between 1996 to 2002 to more than 2,000 currently.

However, the articulation process is only beneficial if it is a reflection of true alignment across districts. Faculty collaboration meetings are the central component to meaningful articulation. These meetings engage high school and college instructors in discussions around course and program alignment, student transition support, and college success. While the primary participants are CTE teachers, current efforts also include math and English alignment as it relates to effective assessment and placement, and the successful progression to, and completion of, college level courses.

Ms. Ray has been an active participant in CTE high school pathway development and support. She participated in the development of the Grossmont Union High School District (GUHSD) Health Pathways Initiative, which later provided the framework for an SB70 Quick Start Partnership for Allied Health grant application. Grossmont College was awarded one of two grants in the state targeted at strengthening middle and high school students’ preparation for high-wage, high-demand careers in Allied Health. Ms. Ray was the primary author of the grant proposal, and has served as the Director from the project’s inception. In preparation for the grant application, Ms. Ray invited participation from all schools in the county with existing or planned health pathways, engaging them in the effort to incorporate science coursework as the foundation for health career preparation programs. The grant was written as a result of discussions with representatives throughout San Diego County, all of who identified science as a significant barrier to access and completion related to health career training. The Quick Start grant, awarded in 2006, launched what is now known as the Health and Science Pipeline Initiative (HASPI), currently funded by CTE Community Collaborative dollars.

While activities and participants have expanded and evolved, the three goals of the HASPI project have remained constant:

- Increase healthcare career awareness
- Improve science proficiency
- Strengthen transitions to post-secondary

The basic framework was to build high school health pathways around science coursework that was infused with health and medical themes and experiences. This
methodology sought to address two problems; most students were unaware of the scope and variation of opportunities within the health and medical field, and they were often unprepared for the rigor of the science courses that are prerequisites for entry into training programs in those fields.

To address these deficits, Ms. Ray engaged science and ROP/CTE teachers throughout San Diego County in collaboration around health pathway program improvement and expansion, industry partnerships, and curriculum development. Curriculum Coordinators were identified in response to partner teachers’ requests for standardized course materials. The resulting curricular resources integrated health and medical applications into science coursework, while also meeting California Science Standards and CSU/UC “a-g” entrance requirements. These are the traditional science courses taken to meet graduation requirements, but are offered to students as Medical Biology, Medical Chemistry, and Medical Physiology. The related middle school courses are Medical Life Science (7th grade) and STEM Physical Science (8th grade).

The Health and Science Pipeline Initiative began as a county-wide initiative, with fourteen high schools (representing five districts), seven community college partners, and ten industry members. Today, the network includes thirty middle and high schools throughout San Diego County, community colleges and universities in the region, and over 100 industry members.

In 2010, the Health Workforce Initiative (HWI)—the healthcare sector-focused arm of the WEDD—adopted the HASPI model as the framework for outreach with their local schools. In support of this partnership, Ms. Ray participated in monthly HWI conference calls and quarterly meetings to identify strategies to promote implementation. She worked with the HWI Directors to offer thirteen workshops to middle and high school teachers in various regions of the state including Los Angeles, Orange County, San Bernardino, Fresno, Santa Barbara, San Francisco, Sacramento, and Chico.

More than 50 high schools in California implement the curriculum. These schools are also eligible for services provided by the HASPI Industry Connections Coordinator who organizes events in collaboration with the following statewide industry partners: National Alliance for Mental Illness (NAMI); American Medical Student Association; Area Health Education Center; SHARP ThinkFirst, 24 Hour Fitness; and UC Davis.

Currently, the curriculum is being redesigned in accordance with Common Core and Next Generation Science Standards, and will be shared with teachers in Spring 2014. HASPI will host four Curriculum Conferences in different locations throughout State - San Diego, Sacramento, Los Angeles, and Fresno.

Due to the fact that the HASPI course materials are all web-based, and the Core Lab “kits” are available for purchase, HASPI is also able to serve high schools in other states, including Washington, Kentucky, and Maine; and even in other countries such as Canada and New Zealand.

The following awards serve as recognition of Natalie’s and the HASPI Team’s contributions to the San Diego education and healthcare community:

**San Diego Science Educators Association:** *Most Outstanding Contributor to Science Education at the College Level for San Diego County—2009*
Question 2. Describe the project director’s past successes in convening stakeholders towards the purpose of shifting policies and/or practices. What needed to be achieved? What were the outcomes attributable to the project director’s efforts?

Through the programs and activities described, Ms. Ray has experience convening stakeholders around a common cause, whether to frame an articulation policy, align curriculum, or incorporate science into the structure of high school health pathways.

In order to implement changes in the articulation policy, several meetings were held with various members of the GC CCD, including the Director of Institutional Research, Director of Information Technology, as well as Admissions and Records Directors and CTE Deans from both colleges. In her role as Tech Prep Coordinator, Ms. Ray facilitated discussions that led to credit being awarded on college transcripts, with a unique “flag” that allowed the credit to be tracked in the system.

With regard to course alignment, Ms. Ray has been a champion of faculty collaboration to achieve common goals. Looking through the lens of the student experience is often the most fruitful way to achieve consensus. Given that the goal of articulation is to reduce duplication and promote transitions, discussions with faculty are centered on course competencies as they relate to student success. There is little value in having students repeat courses or in accelerating them to failure. Both are errors that can be corrected through thoughtful and constructive discussions around targeted student outcomes. Her focus on positive strategies, while being mindful of potential pitfalls, has earned Ms. Ray the trust of high school and college faculty alike; and has led to wide support of course alignment through the articulation process.

However, integration of these practices into education systems requires coordination with industry, college deans, high school ROP/CTE Directors, Guidance staff, and administrators to ensure the support of each segment. To this end, Ms. Ray has participated in various committees including the Supporting Education and Economic Development Committee, GUHSD Guidance Council, Business Education Committee, East County Education Network, Grossmont and Cuyamaca Colleges' Workforce Development Councils, and served as the co-chair of the GUHSD Health Advisory Board. Individual members of these groups provide expertise and input related to CTE program development, and the implementation of related policies and practice.

Question 3. Describe how the project director has taken a leadership role in creating a vision, identifying opportunities, and acquiring resources to organize cross-organizational and cross-functional teams to achieve a common set of goals.

Ms. Ray was the primary author of the Quick Start grant and has served as the Program Director since its beginning in 2006. She identified three original goals that have guided the project’s expansion over seven years. In addition to these goals, her values of service, collaboration, and problem solving define the lens through which these goals are achieved. The concept of health career pathways being founded in science courses is sensible, but also goes against common practice that career preparation is done exclusively in CTE courses. While many science teachers embraced the concept, it was apparent from the project’s outset that participants had
difficulty understanding what it looked like in practice. Ms. Ray was able to engage teachers in a vision and common purpose, as participants worked together to identify strategies for 1) pathway implementation, 2) the development and expansion of career exploration and internship opportunities, and 3) the delivery of health-care themed science course content.

In seeking to implement solutions and achieve project goals, Ms. Ray has built the HASPI team around targeted interventions in each area. Each role was created to serve a need, not to fill an existing position. Each requires its own network of internal and/or external partners who are invested in the specific activities and outcomes related to the task. For example, while Curriculum Coordinators work primarily with teachers, they also engage with industry partners to infuse real-world experiences into the course materials. The Allied Health and Nursing Outreach Coordinators work with both high school and college students and faculty, and also represent the college at industry-hosted events related to education and training. The CTE Transitions Coordinator role integrates unique CTE and Health Professions advising elements into general college outreach activities, thus providing specialized information to first-time college students as they transition to these programs.

These descriptions serve to illustrate Ms. Ray’s ability to leverage the expertise, interests, and capabilities of others; while facilitating solutions that meet multiple goals. As the Director of GCCCD’S High School and CTE Partnerships Program, she oversees a variety of projects focused on both high school and college student success. In addition to her work with high school articulation, pathways, outreach, and transitions, she is also involved with community college projects, including the Basic Skills Initiative and Pathways to Success Program. Her involvement with these unique but related programs provides the opportunity to weave together varying strategies to facilitate comprehensive solutions and practices that promote seamless transitions, course success, and completion.

**Question 4.** Describe the project director’s experience in outcome-centric environments/projects with strong emphasis on data collection, performance baselining, measurement, reporting, and analysis.

Since 2000, Ms. Ray has managed over $6 million in grant funds from various state and federal sources including Tech Prep/CTE Transitions, SB70/CTE Community Collaborative, American Reinvestment and Recovery Act (ARRA), as well as from local organizations such as Grossmont Healthcare District, Kaiser, Girard Foundation, and Gary and Mary West Foundation; all with unique reporting requirements.

Ms. Ray has worked with the GCCCD Institutional Research (IR) office for over ten years, beginning with the effort to modify the articulated credit process. To inform the discussion, the IR office provided statistics for the following data points:

- how many students completed the course with an A or B
- how many earned articulated credit
- how many came to GCCCD
- how many repeated the course
- how many took a related course

Analysis of this data supported showed high numbers of students who were eligible (completed the course with an A or B) who did not actually receive the credit; many of who
actually repeated the course. This analysis led to the decision to award college credit upon completion of the course, rather than require students to enroll in the college first.

Key statistics also informed the Quick Start Partnership for Allied Health grant application and project implementation. The following questions were asked in an effort to identify gaps in student success and completion:

What was the number of Grossmont Union HSD students who took Anatomy as their first college science course and passed with a C or better?
How many GUHSD students completed one of Grossmont College’s Health Professions programs within ten years of high school graduation?

These statistics informed SB 70 Quick Start grant goals, which were to increase career awareness, improve science proficiency, and strengthen post-secondary transition support.

In addition to the required SB70 CTE Community Collaborative reporting measures of: Members/Partners, Career Exploration Activities, CTE Sectors course enrollment, Student Work Experience, Faculty Externships, Professional Development, and Sustainability Indicators/Long-Term Student Outcomes, HASPI gathers both standardized test score and survey data.

California Standards Test (CST) scores for Life Science are gathered annually and are used to assess the impact of the HASPI science curriculum. Analysis of test scores indicates that in 93% of schools reporting, students Medical Biology outperformed school-site peers enrolled in traditional (non-theme-based) biology classes.

In addition to the compilation of standardized test scores, HASPI utilizes survey information to assess curriculum implementation levels. Both students and teachers participate in end-of-course surveys, and are asked which of the HASPI Core Labs were implemented in their classes. Teachers are asked which labs they felt most comfortable with, and what additional help or resources they need. Students rate the impact of the curriculum on their awareness of career opportunities and post-secondary options. Pathway completers also participate in an exit survey that indicates where they plan to attend college and their intended major.

Ms. Ray is also familiar with the data utilized to measure various community college initiatives related to student success and retention. Programs such as the Early Admission Opportunity, First-Year Experience, and Pathways to Success are part of Grossmont College’s multi-tiered Student Success and Support Program. Natalie’s focus on new student transitions and success is informed by data regarding math and English placement, and course success in the first semester. An analysis of this data provides a framework for the implementation of effective advising and education planning strategies for first-time college students.
November 22, 2013

Van Ton-Quinlivan, Vice Chancellor  
Workforce & Economic Development Division  
California Community Colleges Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

Dear Vice Chancellor:

San Diego City College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will require identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

San Diego Unified School District
- High Tech High
- San Diego High School
- Garfield High School

Sincerely,

[Signature]

Randall Barnes  
Vice President of Instruction
November 13, 2013

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Dear Vice Chancellor:

Cuyamaca College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Grossmont Union High School District
  • Mt. Miguel
  • Monte Vista
  • Steele Canyon
  • Valhalla
  • Granite Hills
  • Chaparral

Sincerely,

Dr. Wei Zhou
Vice President of Instruction
November 12, 2013

Ms. Van Ton-Quinlivan, Vice Chancellor  
Workforce & Economic Development Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

Dear Vice Chancellor Ton-Quinlivan:

Grossmont College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings and has the authority to agree to a two-year implementation plan that, while funded through SB 1070, will require identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Grossmont Union High School District

<table>
<thead>
<tr>
<th>Grossmont College</th>
<th>Cuyamaca College</th>
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<tr>
<td>Grossmont HS</td>
<td>Mount Miguel HS</td>
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<td>Helix HS</td>
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<td>Granite Hills HS</td>
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<td></td>
<td>Chaparral HS</td>
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</tbody>
</table>

Sincerely,

Katrina VanderWoude, Ed.D.  
Vice President of Academic Affairs
November 19, 2013

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Dear Vice Chancellor:

Imperial Valley College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will require identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.
Van Ton-Quinlivan, Vice Chancellor  
November 19, 2013  
Page Two  

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following school district(s) will be our partners in the development of new pathways, course sequences and articulation.

Brawley Union High School District  
Calexico Unified School District  
Calipatria Unified School District  
Central Union High School District  
Holtville High School District  
Imperial Unified School District  
San Pasqual Unified School District  
Imperial Valley Regional Occupational Program

Should you have any questions, or require further information, please feel free to contact me at (760) 355-6213.

Sincerely,

[Signature]

Kathy Berry, R.N., M.S.N.  
Vice President for Academic Service

KB:eja

c: Victor M. Jaime, Ed. D., Superintendent/President  
Efrain Silva, Dean of Economic Workforce and Development
November 15, 2013

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Dear Vice Chancellor:

San Diego Mesa College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will require identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

San Diego Unified School District
- Kearny High School
- Clairemont High School
- Madison High School
- Serra High School

Sincerely,

Tim McGrath, Vice President of Instruction
San Diego Mesa College
November 20, 2013

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor’s Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Dear Vice Chancellor:

MiraCosta College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Oceanside Unified School District
Carlsbad Unified School District
San Dieguito Academy

Sincerely,

Mary K. Benard, Ed.D.
Vice President, Instructional Services
November 20, 2013

Van Ton-Quinlivan, Vice Chancellor  
Workforce & Economic Development Division  
California Community Colleges Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

Dear Vice Chancellor:

San Diego Miramar College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

San Diego Unified School District  
- Claremont High School (Automotive Technology)  
- Crawford High School (Automotive Technology)  
- Hoover High School (Automotive Technology)
- Kearny High School (Biotechnology)
- Madison High School (Automotive Technology)
- Mira Mesa High School (Automotive Technology, Biotechnology)
- Serra High School (Automotive Technology, Biotechnology)
- San Diego High School (Biotechnology)

Poway Unified School District
- Rancho Bernardo High School (Biotechnology)
- Westview High School (Biotechnology)

Sincerely,

[Signature]

Gerald Ramsey
Vice President of Instruction (Interim)

cc: Lynne Ornelas, Dean
November 19, 2013

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Dear Vice Chancellor:

Palomar College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will require identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The
following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Poway Unified School District
San Marcos Unified School District

Sincerely,

[Signature]

Robert P. Deegan
Superintendent/President
November 14, 2013

Van Ton-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Dear Vice Chancellor:

The Southwestern Community College District is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for San Diego/Imperial Region X.

It is understood that this consortium is funded for three years (year one being a planning year and year two and three implementation years) for regional collaboration to create new pathways or course sequences that begin with foundational preparation, continue with high school level courses that combine rigorous academics with career education, and are articulated with local community college and four-year public postsecondary educational institutions, with meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium we will agree to have a representative that attends the first-year plan development meetings that has the authority to agree to a two-year implementation plan that while funded through SB 1070 will required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Sweetwater Union High School District
Coronado Unified High School District

Sincerely,

Kathy Tyner, M.S.
Vice President of Academic Affairs
Career Technical Education
Natalie Ray
8800 Grossmont College Drive  El Cajon, CA  92020  619-644-7826  natalie.ray@gcccd.edu

Experience
Grossmont-Cuyamaca Community College District
Program Director, High School and CTE Partnerships  2006-present
Oversee various initiatives related to workforce preparation and inter-segmental transitions. Manage up to $1 million annual budget, supervise project personnel, and meet reporting requirements.

CTE Community Collaborative: Serve as the Director of the Health and Science Pipeline Initiative (HASPI), a county and statewide initiative to implement science-based middle and high school health pathway programs, and provide work-based learning experiences. Work with CA Health Workforce Initiative (HWI) Directors to promote utilization of web-based HASPI curriculum and resources in HWI regions. Provide professional development workshops and conferences throughout California.

CTE Transitions: Oversee the activities, policies, and practices of the Grossmont-Cuyamaca CCD CTE Transitions project. Coordinate faculty collaboration events and facilitate articulation and alignment discussions and decisions.

First-Year Experience: Coordinate with high schools to provide matriculation services for first-time college students. Offer information workshops, educational advising, and assist with enrollment into support programs. Work with math and English departments to facilitate effective assessment and placement.

Outreach and Retention: Facilitate various interventions focused on success for new and continuing students including the development of CTE-themed courses, specialized support for Hispanic students, integration of counseling services into learning communities, and an early intervention program.

Tech Prep Coordinator  2000-2006
Coordinate CTE articulation with feeder Grossmont Union High School District (GUHSD). Oversee credit-by-exam process and transcription of articulated credit on college transcript. Coordinate faculty collaboration meetings to align CTE courses. Conduct annual review of GUHSD course offerings to identify potential articulations. Visit high school articulated classrooms to share information and support transitions. Participate in all pathway advisory boards. Work with GUHSD Guidance Council to integrate CTE into college planning activities. Assist with the development of Grossmont Middle College High School. Serve as coordinator of the GUHSD Health Pathways Initiative program.

Adjunct Counselor  1998-2004
Serve as Outreach Counselor for Grossmont College. Visit all Grossmont Union High School District schools to assist students with educational planning and transitions to college. Provide new student orientations and individual counseling.

Education
Bachelor of Arts: University of San Diego, 1994
Master of Social Work: San Diego State University, 1997
Van Ton-Quinlivan, Vice Chancellor  
Workforce & Economic Development Division  
California Community Colleges Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

Dear Van:

As Chair of the Region X Consortium, I wish to give my full support to the San Diego-Imperial Counties SB 1070 CTE Pathways Project submission and to the planning process that has been developed and described within the application submission.

The Region X Career Pathways Project will be led by Natalie Ray, a woman who has been immersed in the development of career pathways since 2000, and who has been leading statewide efforts in health pathways as Director of the Health and Science Pipeline Initiative (HASPI) since 2006. She has a passion for working with middle school through postsecondary teachers and faculty to develop pathways and provide valuable work-based learning experiences for students. Her accomplishments in gaining buy-in, collaboration, support, and results across San Diego County and statewide have been extraordinary.

I have met with Ms. Ray and discussed priority and emergent sector plans for the region, and the SB 1070 CTE Pathways Project is in an excellent position to take advantage of the existing region infrastructure.

The region is solidly behind incorporating the Career Pathways Project into our existing infrastructure that includes the Region X Consortium and Workforce Development Council, regionally-based Deputy Sector Navigators, our LMI Center of Excellence, and the San Diego and Imperial Counties Community College Association (SDICCCCA). I was not surprised but still very proud when each of the nine community colleges in our region stepped up to support and plan to participate in the SB 1070 Career Pathways Project.

There are a number of ways that the Region X Consortium will contribute to the success of the CTE Pathways Project.
• Ms. Ray and her team will become an integral part of the Workforce Development Council, with a standing agenda item.
• As Chair of the San Diego-Imperial Counties Regional Consortium, I will help incorporate and align the Career Pathways Project work into ongoing efforts of the Consortium.
• The Regional Consortium will work with DSNs and SNs to share developed curriculum statewide among pathways within specific industry sectors.
• The Regional Consortium will support leveraging statewide economies of scale for pathway project outcomes, where feasible.

We thank you for your consideration of the Region X SB 1070 Career Pathways Project. We look forward to this additional means for aligning our systems in order to provide the best experience for our region’s students, for our teachers and faculty, and for their future employers.

Sincerely,

Mary Wylie,
Regional Chair
San Diego-Imperial Counties Regional Consortium
**Dissemination**

The products and materials developed through the San Diego and Imperial Counties CTE Pathways Program will be disseminated through a variety of venues. A CTE Pathways Program website will be developed which will serve as the primary tool for communication with a wide variety of stakeholders. It will be independent, with a landing page on the Regional Consortium website.

The following information will be provided:

- Meeting and events calendar
- Committee and taskforce membership
- Inventory of articulated courses in the region and current practices
- Regional articulation policy (once finalized)
- Contact list of teachers within targeted sectors
- List of college programs within targeted sectors (with links to program websites)
- Inventory of work-based learning opportunities within targeted sectors
- List of industry partners
- Curriculum collaboration documents: current gaps and alignment
- Professional development activities
- Curricular resources

The strategy for resource dissemination will follow the model employed by HASPI, which included targeting administrative leaders and teachers within sectors. Relevant information will be shared with Sector Navigators, Deputy Sector Navigators, and faculty in targeted-content areas. Given the existing relationships with the Health Workforce DSNs, the Project Director will engage that group in sharing sector-based strategies and related resources with other DSNs in their consortia.

The Pathways Leadership Group will assist with the development of the website, especially related to the inventory of articulated courses and college/district policies and practices. They will be the key resources on their campuses in disseminating information and resources.

In addition to meetings coordinated by the CTE Pathways Program, the Project Director will attend all required and relevant meetings to share materials and gather feedback:

- CCCAOE (2 per year)
- Launchboard (2 per year)
- SDIC Workforce Development Council (monthly)
- SDIC Sector Task Force (monthly)