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:

Kern 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 Central Valley / Mother Lode regional 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,

[Signature]

Sandra V. Serrano
Chancellor
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### District Superintendent/President (or authorized designee)

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Abstract

The Kern Community College District, the applicant for the Central Valley Mother Lode (CVML) regional SB1070 grant is deeply committed to the goal of SB1070 which is to increase the readiness of middle and high school pupils for postsecondary education and careers in the regional economic sectors. This goal will be accomplished by reaching the project goals and interim measures of success which include: improvement in program alignment to ensure seamless transitions for students; increased utilization of industry recognized certificates; build on existing regional structures by deepening productive relationships with educational institutions, business and industry; validating measures of postsecondary readiness; improved utilization of state career pathways, articulation and dual enrolled classes resulting in the award of credit; supporting professional development of teachers / faculty and work experience / internships of students; improved student cohort completion and improved student success.

The Kern Community College District will serve in the role of fiscal agent and will provide administrative and management oversight of Sue Grainger-Dickson, key talent and project director. Ms. Grainger-Dickson, the project director has extensive experience in bringing together large groups of colleagues and partners with divergent views; establishing consensus and moving forward to accomplish overarching goals.

It is precisely these skills that the Central Valley Mother Lode (CVML) region will need to develop and implement a regional two year plan to meet the SB1070 goals. The project director will facilitate the CVML SB1070 Consortia within the CVML regional structure. The project director will work with support of the personnel and leveraging of networks including CTE Transitions, Perkins IV, SB70, SB1070 and SB1402 and the CCCCO extended operations staff of regional chairs, sector navigators and regional deputy sector navigators, among others.

The project director will utilize these personnel and funding resources to develop and implement sustainable policies and infrastructure that will result in the measurable and successful transition of CTE students from high school to postsecondary education and careers. This work will be accomplished within the CVML region by building on existing regional capacity; building long-term locally sustainable infrastructure supported by districts in the region and focusing on available data.

The project director and the SB1070 Consortium will utilize Launchboard and student success metrics to establish and collect baseline measures; and identify best practices in existing career pathways, articulation agreements, dual enrollment and credit earned in courses that result in moving the needle on program improvement, student cohort completions and student success.
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NEED

**Central Valley / Mother Lode (CVML) Regional Landscape**

**Geographic area**

The Central Valley / Mother Lode (CVML) region includes Alpine, Amador, Calaveras, Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, Stanislaus, San Benito, San Joaquin, Stanislaus, Tulare and Tuolumne counties. Major Valley cities include Stockton, Modesto, Merced, Madera, Fresno, Porterville, Visalia, Tulare, & Bakersfield, and Mother Lode cities include Mariposa, Sonora, Columbia, Murphys, Jackson, Ridgecrest, Bishop, Lone Pine, and Mammoth Lakes.

**Population & Regional Economy**

The CVML region is home to over 4.25 million people or 11.4% of state population and covers 48,275 sq. miles or 30% of the state land base.\(^1\) The regional population growth rate is 5.8%, nearly 1 percent greater than the average state growth rate of 4.9%.\(^2\) The 2012 regional gross product of the Central Valley region was $125.7 billion and international exports exceeded $182.7 billion. Yet, the regional per capita income is only 77.6% of the state per capita income.\(^3\)

**Regional History of Low Educational Attainment, High Poverty & High Unemployment**

The socio-economic indicators in the Mother Lode sub-region is below state and national averages of economic prosperity metrics, however, the Central Valley CVML sub-region is an area of particularly low educational attainment, low average income, high unemployment and high poverty relative to the state and nation.\(^4\)

Educational attainment in the Central Valley portion of the region is very low, averaging 23.3% of the CVML residents having attained a degree beyond high school compared to 36.9% state and 35.4% national averages. The rate of attainment of AA / AS degrees are similar between the region, state and national level however, the regional rate of attainment of BA / BS or graduate degrees is half the state/national rates. Educational attainment is higher in the Mother Lode area, however, limited employment opportunities serve to keep per capital income low, averaging only 70.58% of the statewide average, and 7% lower than the that for the region as a whole.\(^5\)

There are an estimated 1.82 million jobs in the region. Earnings average $42,407 per person. As of 9/30/13, 282,320 CVML region residents were unemployed. The 2012 regional unemployment rate averaged 15.5%. Some metropolitan statistical areas (MSAs) are much higher; for example, Merced posted a 17% unemployment rate in the same 2012 time period.\(^6\)

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2. EMSI Economic Modeling Systems, Inc., Central Valley Region Economic Overview, population growth rate x five years; retrieved on 11/18/13.
3. EMSI Central Valley Region Economic Overview, population growth rate x five years; retrieved on 11/18/13.
5. EMSI Central Valley Region Economic Overview, data current to March 2013; retrieved on 11/18/13.
Key Regional Industry Sectors

The industry sectors that provide the largest number of jobs in the region as a whole in 2013 were government (288,417 jobs); agriculture (231,285 jobs and includes forestry, fishing and hunting jobs); health care and social assistance (180,305 jobs); and retail trade (176,187 jobs); totaling 876,195 jobs. These five industry sectors account for 48% of the estimated 1.82 million jobs in the region overall.\(^7\) Disaggregating the region by sub-regions presents a similar picture in the Central Valley but a distinctly different picture in the Mother Lode area, as discussed below.

In the Central Valley sub-region in 2013, the industry sectors providing the largest number of jobs were government (272,198 jobs); agriculture (230,728 jobs and includes forestry, fishing and hunting jobs); health care and social assistance (174,352 jobs); and retail trade (170,146 jobs); totaling 847,424 jobs. These five industry sectors account for 48% of the 1.7545 million jobs in the region.\(^8\)

In the Mother Lode sub-region in 2013, the industry sectors providing the largest number of jobs were government (18,892 jobs); accommodation and food services (10,446 jobs); retail trade (8,854 jobs) and health care and social assistance (7,045 jobs) a total of 45,237 jobs; accounting for 52% of the total 86,847 jobs in the sub-region.\(^9\)

Students seeking marketable jobs skills are typically either those without job experience or are re-entering from industries shedding jobs. In 2013, those with no previous work experience totaled 46,604 people or 17% of the total unemployed in the region. Job losses by industry in 2013 were: 78,296 in agriculture (28% of the state total); manufacturing (23,605 job losses, 8%); construction (19,616, 7%); retail trade (20,682, 7%), followed by clerical (6% of state total), food service (5%), and government (5%).

Areas of projected job growth through 2015 in the CVML region include health care (12,380 jobs); administrative and support (6,454 jobs); other services (6,405); accommodation and food services (5,857 jobs); government (5,478 jobs), and retail trade (5,414 jobs). This projected job growth totals 41,988 jobs or 66.6% of the total jobs projected for the region of 63,048 jobs.

The Central Valley (CV) and Mother Lode (ML) sub-regions' primary (P) and emerging (E) industry sector selections reflects this data: Advanced Manufacturing (P CV; E ML); Agriculture, Water & Environmental Technologies (P CV); Health (P CV; E ML); Energy (Efficiency) & Utilities (E CV); Global Trade & Logistics (E CV); Small Business (P ML); ICT/Digital Media (P ML); and Retail Hospitality & Tourism (P ML).

Key SB1070 Challenges

Key regional SB1070 challenges to improving high school student transitions to college, university or careers include both high school drop-out rates and college remediation. Regional high school and college drop-out rates are very high while college degree or certificate completion rates are very low; although these figures are more pronounced in the Central Valley sub-region. The California Dropout Research Project\(^{10}\) reported that

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\(^7\) EMSI Central Valley / Mother Lode Region - Economy; retrieved 11/25/13.
\(^8\) EMSI Central Valley sub-region - Economy; retrieved 11/25/13.
\(^9\) EMSI Mother Lode sub-region - Economy; retrieved 11/25/13.
\(^{10}\) http://www.cdrp.ucsb.edu/about.htm
in 2009-10 nearly one quarter (1/4) of California students (statewide) dropped out of middle and high school. That figure was down from one third (1/3) of high school students who dropped out in 2006-07 academic year.

Among the cities in the region, drop-out rates ranged from below the roughly the state average drop-out rate. Of the cities studied, 1/3 of students from Modesto, ½ of students from Fresno and ¼ of students from Porterville dropping out middle or high school.\textsuperscript{11} In the past 5 years, jobs for unskilled workers have declined leaving high school dropouts with the high levels of unemployment and few options\textsuperscript{12}.

At the high school level, there are several challenges that appear to be contributing to this unacceptably high drop-out rate. In particular, among middle and high school students there is a lack of career and skills awareness, little opportunity for career exploration; little to no career advising or educational planning; and among students, and little understanding of the college application and enrollment process.

At the college level, some of the same challenges exist, far too few counselors and many first time freshmen who are under-prepared or unprepared to succeed as college students. Many students are unaware of the criticality of the initial placement examination, and as a result, do much poorer than their high school transcripts indicate they probably could do, if they had prepared. The consequences of not preparing for that initial exam could be years of morale-eroding non-credit producing classes; which significantly increase the potential for dropping out of college. Many colleges in the region are attempting to address these issues by offering pre-testing, by making orientations mandatory, by providing counseling at the testing center and encouraging students whose transcripts indicate they could do better to retake the placement exam. But, across the region, we feel that more could be done.

\textit{Doing What Matters for Jobs and the Economy Regional Framework & Stakeholder Consortia}

The Doing What Matters for Jobs and the Economy regional framework has been fully implemented with a steering committee / governing board which conducts regional meetings, integrates the work of the state sector navigators (SNs) and the regional deputy sector navigators (DSNs). Priority CVML industry sectors include Advanced Manufacturing, Agriculture, Water & Environmental, and Health; emergent industry sectors Energy (Efficiency) & Utilities and Global Trade & Logistics; and other key industry sectors of Retail/Hospitality/Tourism and Small Business, reflecting Technical Assistance Provider’s regional economic research.\textsuperscript{13}

Regional collaboration:

The CVML region has a history of collaborative and regional investments such as the "C6" U.S. Department of Labor TAACCCT Grant, the William and Flora Hewlett California Education Policy Fund project. These educational investment projects involve both policy change and cutting edge innovations such as embedded

\textsuperscript{11} http://www.cdirp.ucsb.edu/dropouts/pubs_cityprofiles.htm
\textsuperscript{13} http://doingwhatmatters.cccco.edu/Portals/6/docs/SJV%20Cluster%20Plan,%209-27-2012%20FINAL.pdf
remediation, open educational resources (OERs or digital textbooks), cohort and block program scheduling.

SB70 Collaboration:

The four SB70 coordinators in the CVML region, Bob Hawkes, Marla Uliana, Lori Morton, and Randy Wallace have each established robust working relationships with K12 feeder high schools in their respective areas. In addition, each of the four SB70 coordinators have made significant investments in the region and have made significant progress toward their respective objectives. The region expects that the SB70 coordinators will, and some already have, provided their most recent progress reports, as part of the inventory of regional strengths and identification of regional best practices process. In addition, the region expects that these highly skilled experts in the area of high school to community college matriculation will continue to support the region in both its planning and implementation next steps.

CVML K12 System:

In the 2013/14 school year, the CVML region serves an estimated 879,310 students in its unified and secondary school districts; comprehensive high schools, ROCP, Adult and specialty schools, approximately 14% of the total K12 state enrollment. Of these, 56% of Central Valley Mother Lode students are considered socio-economically disadvantaged. The number of students expected to graduate high school in the 2013-14 school year is estimated to be 53,383 students or 13.2% of state’s graduates. The number of jobs available for high school graduates has been shrinking overall over the past several years. As a result, there are greater numbers of people with just a high school education who are unemployed; and where these jobs are available they offer low wages, poor hours, no benefits, and few if any, offer opportunities for advancement.

CVML Colleges:

In Fall 2012 CVML regional college headcount was 131,114 students. There are 171 unduplicated (2+2) programs of study Chancellor’s Office approved programs of study at the region’s 13 community colleges (591 duplicate programs of study, not including locally approved programs).

The programs of study with the largest number of graduates are in the general areas of liberal arts/humanities/general studies/social science or allied health care (RN, biology physiology, psych tech, or general health sciences). There are eight (8) certificates/AS degrees and 11 industry-recognized certificates in the allied health sciences in the region and these programs of study support a critical area of growth in job demand in the CVML region.

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15 http://www.cde.ca.gov/ds/sd/sd/filessp.asp
16 California Department of Finance (2012) HS Grads Table, estimates for 2013-14; retrieved from http://www.dof.ca.gov/research/demographic/reports/projections/k-12/.
The liberal arts/humanities programs of study are thought to be transfer paths, but it will take some analysis to make that determination. We expect to address that issue during the regional gaps analysis process. However, insofar as the number of students awarded credit as a result of these 2+2 articulation agreements are difficult to ascertain, CVML regional educational partners recognize that much more needs to be done.

Key areas of focus and concern are alignment of postsecondary courses and programs, with high school career technical education curriculum, the impact of common core, and other secondary and post-secondary administrative issues to ensure a seamless transition for students; expanding the availability of 2+2 articulated courses to high school students to reduce their time to completion; incorporating industry-recognized certificates and expanding the availability of dual enrollment courses in support of accelerated completion of programs of study culminating in certificates and degrees.

CVML colleges indicate that by Spring 2014, 5 of the 13 SB1070 colleges will have eliminated the 12 unit residence requirement. This is a critical pre-requisite for meaningful utilization and award of credit for college articulated or dual enrolled coursework by high school students. The combination of career pathways and college credit earned in high school has been shown to dramatically increase college completion. Other potential issues the CVML SB1070 Consortia expects to address is the complexity, lack of familiarity, a desire for greater clarity from the CCCCO, and the perception of financial risk in the award of articulated or dual enrolled course credit to successfully completing high school students.

Conclusion

The SB 70 Collaborative Directors for the 13 California Community Colleges in the Central Valley Mother Lode region have identified the following critical challenges at the middle and high school level: loss of counselors; lack of focus on career exploration in general and technical or trades careers in particular; lack of alignment between high school curriculum and expectations of college readiness; and obstacles such as the 12 unit college residency requirement, lack of clarity regarding award of articulated or dual enrolled credit to high school students completing such courses, among others.

At the college level, there is minimum collaboration with high school and middle school students about college readiness; how that is measured; consequences of being placed in remediation; unwillingness to utilize alternate methods of measuring college readiness; an overreliance on testing; and the lack of structural and schedule flexibility to support working students.

SB70 Collaborative Directors and CTE Transitions Networks have made some progress on policy change, career counseling (career café), and state career pathways over the last few years. It is the work that has already occurred within the region by the SB70 Consortia and the CTE Transitions networks that have laid the foundation for the region to take the critical next steps contemplated by SB 1070.
RESPONSE TO NEED

Overview

The economy and future of the Central Valley / Mother Lode region is in jeopardy. The primary factors that lead to economic and social advancement are trending in the wrong direction. The Central Valley Mother Lode Regional Consortia is determined to find solutions to the problems we face and, through Doing What Matters for Jobs and the Economy, restore economic and social growth to our region.

In this section, the applicant provides an overview of the regional membership involved and the process of developing the two-year regional plan. The next sub-sections will address the each objective specifically and how we expect to develop sustainable policies and infrastructures to measurably improve the successful transition of CTE students from high schools to community colleges while leveraging existing regional resources including CTE Transitions, Perkins, SB70, SB1070, and SB1402.

SB1070 Consortia Regional Membership

The CVML steering committee will each appoint one member of the SB1070 Consortia. The CVML regional chair, steering committee, DSNs (SNs), TA staff, SB70 coordinators and CTE Transitions coordinators will be considered de facto SB1070 Consortia members, invited to attend all meetings, as they choose. Additional consortia members will include representatives of K12, LWIA, and other regional stakeholders, critical to making progress on these key issues and evidenced by progress on regional metrics.

The SB1070 Consortia will coordinate and collaborate with regional DSNs/SNs to ensure that industry perspective is considered and integrated into the planning process and outcomes. Regional technical assistance (TA) staff, deputy sector navigators (DSNs) and/or sector navigators (SNs) will be asked for their help in examining industry career awareness efforts, industry-level regional trends or industry-related educational policies and practices.

The SB1070 Consortia will have primary responsibility for preparing the Two Year Plan which is the objective of the first year scope of work. However, the SB1070 Consortia will invite and include all interested regional members to participate in professional development workshops, data summits (review of internal data), and planning work conducted in sessions held throughout the region. The result of the SB1070 consortia exploration, investigation, and planning work will be shared with the regional steering committee; and the two-year SB1070 plan will be reviewed and approved by the CVML regional consortia steering committee.

First Year: Inventory, Gaps Analysis & Development of the Two-Year Plan

The first planning year of the SB1070 grant will be devoted to an honest appraisal of our regional strengths and deficiencies. The difficulties facing the CVML region are not unique to our region; and many of these challenges have been accurately described and successfully overcome in other college systems in the nation. The process will challenge existing assumptions, beliefs, policies, and practices. Current policies and procedures will be critically examined to determine whether they help or hinder, whether they can be reframed or refocused to yield a better result. Alternatives will be presented, debated, and adopted when it has a shown to be practical and constructive.
The project director will facilitate the work of the SB1070 Consortia and coordinate with the CVML steering committee in conducting a gaps analysis and completing the planning work of the first year. The project director will work collaboratively with the SB1070 Consortia members to inventory and better understand regional: policies, practices; and resources addressing SB1070 objectives. The project director will facilitate the SB1070 identification, acquire and review data that will help the region in clarifying the scale and scope of current challenges facing the region.

The project director will facilitate professional development regarding best practices experts and consultants, open to all CVML college employees paired facilitated discussion to integrate the best practices information within the regional context, examining available data and determining whether the considered best practice has a potential for a high value return on investment.

**Integrated Regional Process**

The first year inventory, gaps analysis, and planning process will be fully integrated into the CVML regional structure. The work of the SB1070 Consortia will be coordinated with regional DSNs/SNs to ensure that industry perspective is considered and integrated into the planning process and outcomes. Deputy Sector Navigators or Sector Navigators will be asked for their help in examining industry career awareness efforts, industry-level regional trends or industry-related educational policies and practices. The work of the SB1070 Consortia will be reviewed and approved by the CVML steering committee.

**Leveraged Resources**

The applicant expects to inventory existing resources such as CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding in order to better understand what SB1070 objects are presently being addressed with these funds. As the SB1070 consortium begins developing the two-year plan, specific opportunities for leveraging and braiding of funding will be identified during discussions and in writing as part of the plan.

During this process, college partners will be encouraged to align current unspent and future funding with identified regional CVML SB1070 objectives.

**Objectives**

The primary objective of the Central Valley/Mother Lode region is to develop sustainable policies and an infrastructure that will result in the measurable and successful transition of CTE students from high schools to postsecondary education and careers. The Consortium will identify and leverage regional resources, leadership and investments utilizing multiple sources which may include CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding.

During the first year of the three-year funding, the Consortium will meet grant objectives that demonstrate comprehensive collaboration by building upon existing regional structures. Exemplary local labor market data efforts, such as those in Fresno and Kern may be utilized to add depth to our understanding of job growth potential. The Consortium will develop a two-year plan to accomplish the policy changes and objectives of SB 1070 that improve linkages and pathways and course sequences from secondary to postsecondary to work. In addition the Consortium will be responsible for data collection, performance, reporting and analysis while using the LaunchBoard.
1. The project director will coordinate with the regional Deans, Deputy Sector Navigators, regional colleges, high schools, ROC/Ps and SB 70 and CTE Transition Coordinators to develop a team to design a two-year consortium plan, to build upon existing regional structures, leverage regional resources, and to accomplish data collection for the consortium. (QS 0-4)

2. The project director will collect baseline data from the consortium and develop an accurate inventory of articulated courses and career pathways. The director will identify the number of CTE students completing articulated courses, earning college credit, and matriculating from high schools to community colleges. This information will be the basis of the plan used to design and implement the two-year plan that promotes student success and program improvement. (QS 2)

3. The project director shall participate in all LaunchBoard related training and meetings and will coordinate the consortium LaunchBoard data collection in years two and three. (QS 2)

4. The project director, facilitating the consortium team, will develop a two-year plan to accomplish policy changes within the region to meet the objectives of SB 1070: to improve linkages and pathways or course sequences from secondary to postsecondary to work and regional data collection, performance, reporting and analysis utilizing LaunchBoard. (QS 2)

The consortia will address the following:

a. Policy Changes

- That insure alignment of CTE curriculum with high school career technical education curriculum across the consortium to ensure seamless transitions for students from high school to college programs using articulation, C-ID, and regional programs of study.
- That ensure alignment of dual enrollment practices and credit by examination policy and procedure within the consortium.
- To deliver on the promise to award of college credit with grades listed on the transcripts to high school students participating in CTE articulated courses.
- To create a 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.
- To establish a program 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 Educational Plan (IEP), identification of program of study, and financial aid services and other student support services.
• 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.

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

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

• 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.

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

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

• Expand middle and high school pupil and college student opportunities for work-based learning 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.

• Promote and track the participation of high school pupils and college student in articulated courses, and where appropriate four-year postsecondary educational institutions.

c. Accountability Measures

A system will be developed to establish and validate outcomes, including, but not limited to, research-based indicators and measurable student outcomes for academic performance, attendance, graduation, certificates or other credentials earned, direct transitions from high school to postsecondary education and training, college eligibility, college preparedness, wages of graduates or certificate recipients, and other indicators as appropriate. The outcome-based data shall specifically identify the impact of the Career Technical Education Pathways Program on the success of participants in achieving the goals. In addition as with all other CCCCCO grants funded under the Doing What Matters for Jobs and the Economy, Common Metrics and Accountability Measures (Appendix E) must be collected for the LaunchBoard and utilized for accountability. Regional data collection, performance reporting and analysis while using the LaunchBoard will be included as part of the regional two-year plan. (QS 0-4)

This application describes just the first planning year. Therefore, the work plan is limited to QS metrics. The two-year implementation plan will lay out the region’s strategies for implementing SB1070 related metrics (LI 1-7 & MP 1-26).
Annual Workplan

The workplan (starting at p. 11) describes how the Consortium will accomplish the planning for these objectives using the following work plan:

- The formation of the Consortium, its organization, management, meeting schedule and membership will be determined in *work plan objectives 1.1 and 1.2*.

- Baseline data information collection and college policy data will be accomplished in *work plan objective 2.1*.

- Regional policy analysis determining both agreements and gaps will be accomplished in *work plan objective 2.2*.

- Regional baseline data will be analyzed and used to determine regional needs in *work plan objective 2.3*.

- Nationally successful high leverage policy and best practices will be examined, critiqued and prioritized for adoption as part of the regional plan in *work plan objective 2.4*.

- The regional SB1070 plan will be prepared and submitted. It will address all eight SB1070 requirements and include policy change recommendations, best practice recommendations, and accountability measures. It will contain baseline data and performance and goal expectation for each of the SB1070 metrics. This will be done in *work plan objectives 3.1 and 3.2*.

- Data collection/LaunchBoard training will be completed and all members of the Consortium will be accountable for their roles in the data collection process in *work plan objective 4.1*.

- All quarterly budget and program performance results will be submitted when due; as called for in *work plan objective 4.2*. 
OBJECTIVE NUMBER*: 1

Formation of the Central Valley / Mother Lode (CV/ML) SB 1070 Regional Consortia

<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>Establish the formal structure of the CV / ML SB 1070 Regional Collaborative</td>
<td>Jan 2014</td>
<td>Project Director</td>
<td>Execution of collaborative organizational documents committing to the process of achieving the SB 1070 scope of work goal statements; including a data sharing provision (ARCC 2.0, Launchboard and/or other data that may be available) for this purpose.</td>
<td>QS 0-4</td>
</tr>
<tr>
<td>1.2</td>
<td>Establish meeting schedule that will include, as appropriate: CV/ML SB1070 college reps, CV/ML Steering Committee, Regional DSNs, Perkins administrators, CTE Transitions project directors, SB 70 Coordinators, K12 &amp; 4 yr univ. reps, CTE Deans, and Faculty and interested others.</td>
<td>Jan 2014</td>
<td>Project Director</td>
<td>Establishment of a robust working collaborative comprised of K20 representatives</td>
<td>QS 4</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

Central Valley / Mother Lode (CV/ML) Regional Gap Analysis

<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>Collect regional college level policy and student data</td>
<td>Feb 2014</td>
<td>Project Director</td>
<td>The SB 1070 Collaborative will use policy and student data information to conduct gap analysis</td>
<td>QS 4</td>
</tr>
<tr>
<td>2.2</td>
<td>Regional Policy Analysis</td>
<td>Feb 2014</td>
<td>Project Director</td>
<td>Complete regional policy gap analysis identified as precursors to student success and seamless student transitions</td>
<td>QS 4</td>
</tr>
<tr>
<td>2.3</td>
<td>Regional Baseline Data Analysis</td>
<td>Mar 2014</td>
<td>Project Director</td>
<td>Develop baseline data matrix including an inventory of articulated courses, career pathways, the number of CTE students completing articulated courses, the number of CTE students earning college credit and matriculating from HS to CC.</td>
<td>QS 4</td>
</tr>
<tr>
<td>2.4</td>
<td>National Best Practices toward achieving SB 1070 goals</td>
<td>Mar 2014</td>
<td>Project Director</td>
<td>Explore and prioritize high leverage policy and best practices to become part of the regional SB1070 plan.</td>
<td>QS 4</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

Completion of the Central Valley / Mother Lode (CV/ML) Regional SB 1070 Action Plan.

<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>The CV/ML Regional SB 1070 Plan will address all 8 SB 1070 requirements. The plan will include an inventory of key policies and practices, baseline performance and goal statements for each of the SB 1070 metrics.</td>
<td>Apr - June 2014</td>
<td>Project Director</td>
<td>Finalized and on-time submittal of the CV/ML Regional SB 1070 Plan.</td>
<td>QS 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draft June 2014</td>
<td>SB 1070 Collaborative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final July 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>The SB 1070 Regional Plan will include all required elements as set out in the CCCCO RFA and grant application narrative.</td>
<td>Apr - June 2014</td>
<td>Project Director</td>
<td>Finalized and on-time submittal of the CV/ML Regional SB 1070 Plan.</td>
<td>QS 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draft June 2014</td>
<td>SB 1070 Collaborative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final July 2014</td>
<td></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**: 4

**SB 1070 Collaborative Administration**

<table>
<thead>
<tr>
<th></th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Data Collection Training</td>
<td>As available</td>
<td>Project Director</td>
<td>Complete and disseminate LaunchBoard training and regional data collection process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014: Jan, Feb, Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014: Apr May June</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014: July Aug Sep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Regional SB 1070 Project-related data entry and budget management</td>
<td>2014 Jan-Mar</td>
<td>Project Director</td>
<td>SB 1070 quarterly budget and program reports are timely submitted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014 Apr-June</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2014: July-Sep</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, . . .)*
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>$</td>
</tr>
<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
<td>2</td>
<td>$</td>
</tr>
<tr>
<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
<td>3</td>
<td>$</td>
</tr>
<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
<td>$</td>
</tr>
<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5</td>
<td>$</td>
</tr>
<tr>
<td>6000</td>
<td>CAPITAL OUTLAY</td>
<td>6</td>
<td>$</td>
</tr>
<tr>
<td>7000</td>
<td>OTHER OUTGO</td>
<td>7</td>
<td>$</td>
</tr>
</tbody>
</table>

**TOTAL DIRECT COSTS:** 8 $ 192,308

**TOTAL INDIRECT COSTS** (Not to exceed 4% of Direct Costs): 9 $ 7,692

**TOTAL COSTS:** 10 $ 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:** Sue Granger-Dickson  
**Title:** Project Director  
**Authorized Signature:**  
**Date:** 11/25/13

**District Chief Business Officer (or authorized designee):**

**Name:** Thomas J. Burke  
**Title:** Chief Financial Officer  
**Authorized Signature:**  
**Date:** 11/26/13
## APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100</td>
<td>Sue Grainger-Dixon, Project Director, 1.0 FTE, $45.797/hr</td>
<td>$200,000</td>
</tr>
<tr>
<td>1000</td>
<td></td>
<td>$95,258</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>3000</td>
<td>Sue Grainger-Dixon, Project Director, 32% ST $30,482</td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Miscellaneous office supplies $323/mo x 12 months = $3875</td>
<td>$30,482</td>
</tr>
<tr>
<td>4313</td>
<td></td>
<td>$3,875</td>
</tr>
<tr>
<td>5000</td>
<td>Other Operating Expenses and Services Travel Expenses</td>
<td></td>
</tr>
<tr>
<td>5220</td>
<td>Employee Travel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg ml/mtg 275 ml/RT x 0.565 = $155/mtg x 30 mtgs = $4,650</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Per Diem: $50/day x 50 travel days = $2,500</td>
<td></td>
</tr>
<tr>
<td>5209</td>
<td>Non-employee (Partners') Travel Mileage Reimbursement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80 trips @ $155/mtg = $12,400</td>
<td></td>
</tr>
<tr>
<td>5200</td>
<td>Non-employee Stipends</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amount per stipend will vary; total allocated $8,400</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST: $27,950</td>
<td></td>
</tr>
<tr>
<td>5790</td>
<td>Professional Development &amp; Regional Planning Meetings</td>
<td></td>
</tr>
<tr>
<td>5230</td>
<td>Food / Meetings $600/mtg x 25 mtgs = ST $15,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(10 prof dev meetings &amp; 15 SB1070 planning meetings)</td>
<td></td>
</tr>
<tr>
<td>5820</td>
<td>Postage $250</td>
<td></td>
</tr>
<tr>
<td>5861</td>
<td>Printing $3,750</td>
<td></td>
</tr>
<tr>
<td>5890</td>
<td>Other Services and Expenses $1,643</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST: $34,743</td>
<td>$62,693</td>
</tr>
<tr>
<td>6000</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>7000</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL DIRECT COSTS:</strong></td>
<td><strong>$192,308</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):</strong></td>
<td><strong>$7,692</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL COSTS:</strong></td>
<td><strong>$200,000</strong></td>
</tr>
</tbody>
</table>
PROJECT MANAGEMENT PLAN

*Management Narrative*

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.

Sue Granger-Dickson is highly qualified to be the Project Director for the Central/Mother Lode Region. Sue has over 30 years of college experience as an instructor, professor, counselor and many management positions. She is committed to the development of strong relationships between secondary and post-secondary education systems. She is an advocate of Career Technical Education who has worked to help all students achieve their potential. She has been a leader in finding educational opportunities for underserved and at-risk populations. She has worked to advance the effective use of high school to college articulation, dual enrollment and new student career development. She values the important role California’s Community Colleges play in creating the economic and social advances we need.

As a counselor, Sue has recognized the needs for additional services and programs and been successful in filling those needs. She has been a leader in developing new courses, including writing the curriculum she recognized as vital to student success. She developed new courses in Educational Planning, Career Development, Student Success and Critical Thinking. These courses have become the backbone of the early student experience at Bakersfield College and have improved retention and graduation rates.

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?

In her role as Dean of Learning Support Services she was the leader of the Counseling Department, Transfer Services and Work Experience. Her passion for helping the underserved has led her to take on the role of Dean for both EOPS (Extended Opportunity Programs & Services) and DSPS (Disabled Student Programs & Services). In these roles she influenced policy and procedure changes, faculty and staff cooperation and administrative support.

In all of these leadership positions, Sue was required to convene and obtain the enthusiastic support of people who were often difficult to convince of the value of change. Sue was successful in creating and sharing her vision; negotiating through the sometimes difficult changes required in policy and procedure; finding the resources for both startup and sustainability; and building a strong collaborative of people who have helped her to achieve her goals.

In all of her innovative programs she knew that outcome data was essential to prove the value of the program and the accountability of the leadership. She has developed baseline data and continued the collection of student data to measure success.
She is currently working with a partnership that includes Bakersfield College, The Kern Community College District, Santa Barbara City College, The University of California Santa Barbara, and Academic Innovations. This public/private partnership is dedicated to developing a dual enrollment freshman transition course that will be offered to all secondary freshmen and community college freshmen in a large SB70 region. She is taking the lead in developing a freshman course at Bakersfield College that will be offered as a semester long dual enrollment class at over eighty regional secondary schools along with three follow-up modules for 10th, 11th and 12th grade students. In addition she is helping to develop the data protocol that will be used to track students as they matriculate into post-secondary education or training.

Sue has had a successful career challenging the status quo in higher education to provide more opportunities for success for all students. Her personal organizational and communication skills and experience make her the ideal candidate for the CVML regional SB1070 project director’s position.

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. Granger-Dickson has developed the special program SPACE, Single Parents Attaining a College Education. This was aimed at giving young parents the vision and pathway they needed to see past their difficulties and gain confidence in their ability to succeed. This required working with diverse departments and officials on her campus to organize the program, find the resources to sustain and grow it, and integrate it into the fabric of the college. She has continued to be a part of this program.

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

Ms. Granger-Dickson has managed projects and worked in highly outcome-centric and data-driven environments within the California community college system. She has experience gathering data, establishing a performance baseline, establishing and conducting data collection, measurement, reporting and analysis.

5. The project director will ensure that the project is fully integrated with and will coordinate with the CVML regional governance structure.

During the development and preparation of this response, the CVML Regional Chair has facilitation regional discussions regarding the structure and interaction between the SB1070 project director, in furtherance of the activity and objectives of SB1070 and the CVML regional governance structure.

The CVML region steering committee (its governance structure) is comprised of one representative from each college, appointed by the college CEO. The representative is a voting member of the steering committee and may assign his/her vote to a proxy of his/her choice.

The region envisions that each CVML steering committee member will designate a person (themselves or someone else) who will sit on the CVML SB1070 Consortia which will function as a sub-committee to the steering committee. The SB1070
Consortia will exist for the full 3 years of the SB1070 initial and renewal terms (3 years) and longer, as it continues to provide value to the region. The SB1070 Consortia will be primarily responsible for conducting the planning during year one. However, as key elements of the plan are addressed, explored, evaluated and resolved these draft sections of the final 2 year plan will be forwarded to the CVML steering committee for their reaction, input and recommendations. The CVML steering committee is expected to conditionally approve (after the input and revision process if necessary) each section sequentially and then review and approve the full and complete final SB1070 2 year plan in late July or early August 2014, as indicated in the workplan.

6. The project director will ensure that K20 project partners are fully involved and engaged in the work of the SB1070 regional project.

HS, USD, other K12 stakeholders, community based organizations, Workforce Development Boards (LWIA)s, and industry will be invited to share their best practices, join the regional collaborative for professional development workshops, and engage in the essential work of aligning curriculum, streamlining the progression of high school students to post-secondary education and ensuring that all secondary students have equivalent opportunities.

7. Administrative supervision and oversight

John Means, the Associate Chancellor of the Kern Community College District will provide administrative supervision and oversight for the project. Mr. Means reports directly to Chancellor Serrano on this and other student success, Career Technical Education (CTE) and related data- and evidence-driven campus and district-wide initiatives.

Project Management Plan Attachments

Included as part of this section are the following required attachments (starting at p. 22):

1. **Organizational Chart** for the proposed Central Valley / Mother Lode (CVML) Region SB1070 project.

2. **Governance Chart** (showing the communication structure, integration and coordination with and between) the SB1070 Project Director, the CVML Regional Chair and the Regional Consortia and Deputy Sector Navigators.

3. **Regional Community College Intent to Participate Letters** are attached from:

<table>
<thead>
<tr>
<th>Community College</th>
<th>High School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield College</td>
<td>Kern High School District</td>
</tr>
<tr>
<td>Cerro Coso Community College</td>
<td>Sierra Sands High School District</td>
</tr>
<tr>
<td>Columbia College</td>
<td>Calaveras, Oakdale &amp; Tuolumne County Offices of Education</td>
</tr>
<tr>
<td>Fresno City College</td>
<td>Fresno Unified School District (USD)</td>
</tr>
<tr>
<td>Merced College</td>
<td>Merced Union High School District</td>
</tr>
<tr>
<td>Modesto College</td>
<td>Ceres &amp; Patterson USDs</td>
</tr>
<tr>
<td>Porterville College</td>
<td>Porterville USD</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Reedley College</td>
<td>Dinuba USD and 6 others</td>
</tr>
<tr>
<td>San Joaquin Delta College</td>
<td>Manteca USD</td>
</tr>
<tr>
<td>College of the Sequoias</td>
<td>Alpaugh USD &amp; 15 others</td>
</tr>
<tr>
<td>Taft College</td>
<td>Taft HSD &amp; Maricopa USD</td>
</tr>
<tr>
<td>West Hills Coalinga</td>
<td>Mendota USD</td>
</tr>
<tr>
<td>West Hills Lemoore</td>
<td>Lemoore High School District</td>
</tr>
</tbody>
</table>

4. **Project Director's Resume** is attached.

5. **Regional Consortia Chair Letter** is attached.

**Budget Narrative**

This section summarizes the expected allocation of the first year funding to accomplish the goals set out by the Chancellor’s Office.

**1000 Instructional Personnel**
This project will feature Sue Grainger-Dixon, key talent in the 1.0 FTE Project Director position at an estimated $45.797/hr or $95,258/yr. The estimated benefits rate for this position is 32% or $30,482 for the year.

**2000 Non-Instructional Personnel:** None.

**3000 Benefits**
The estimated benefits rate for the Project Director position is 32% of the base salary resulting in $30,482 in benefits expense for the year.

**4000 Supplies & Materials**
The applicant estimates that in order to carry out regional planning objectives and activities, the miscellaneous office supplies expense for: paper, pens, pencils, portable storage devices, and related expenses will cost approximately $323/month for a total 12 month cost of $3,875.

**5000 Other Expenditures**

  **Travel:** (Subtotal: $27,950)
  **Employee Mileage Reimbursement** - The Project Director is expected to travel to attend 30 meetings per year at an estimated average of 275 mi roundtrip per meeting (reimbursed as at $0.565 which equals $155 per meeting) for a total of $4,650 of mileage reimbursement.

  **Non-Employee Mileage Reimbursement** for regional partners is estimated on the same basis as employee travel (average of 275 mi roundtrip @ $0.565 mileage reimbursement for average reimbursement of $155 per meeting). An estimated 80
meeting-related trips are budgeted for a total of $12,400. The resulting number of trips will vary since only actual mileage will be reimbursed.

[No out state travel is being requested.]

*Non-Employee Stipends* for regional partners. The specific circumstances in which a stipend is offered as well as the number and amount of the stipend will be based on actual estimated expenses, and will therefore vary depending on the specific circumstances.

**Professional Development & Regional Planning Meetings Expense** (Subtotal $34,743)

*Other Professional Services/Fees:* Professional development trainers’ expense is estimated at $450 each for ten professional development workshops and best practices consultants budgeted at $9,600 are necessary and critical to building regional consensus and to supporting the regional planning activities and objectives of the first year workplan.

**Meetings Expense.** The professional development workshops are estimated to cost $600 per meeting for food at an estimated 25 meetings, of which 10 are professional development workshops and 15 are regional SB1070 planning meetings. The meetings expense is estimated at $15,000.

*Postage:* is estimated at $250.

*Printing:* is estimated at the amount of $3,750.

*Other services and expenses:* are estimated at $1,643

The total amount of 5000 category expenses are: $62,693.

Total direct costs are: $192,308
4% Total Indirect Costs are 7,692
TOTAL COSTS are $200,000
Dissemination

The SB1070 project director will distribute grant materials and information through meetings with regional consortia chairs, presentations to their member colleges at regional consortia meetings, presentations at CCCAOE conferences and at regular meetings with the SB 1070 Consortia. The SB1070 project director will provide information regarding the CVML region work through its webpage, statewide email distribution list, member colleges’ academic and CTE faculty, deans and college leadership. Research related to the work of SB1070 will also be featured at RP Group, CAIRS, AIRs and other conferences, as appropriate.
ORGANIZATIONAL CHART

Central Valley / Mother Lode Region

Central Region Consortium Board
12-voting members – 1 Representative from each college appointed by the President of each college

Regional Chairperson

Regional Fiscal Agent

Kern CCD SB1070
Fiscal Agent / Admin Lead

DSNs

TAs

SB1070
Project Director

SB70 Coordinators

Non-Voting Consortium Members
Made up of stakeholders including college and district faculty and staff, WIB's EDC's and other interested parties
# Governance Chart

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Chair</td>
<td>N/A (Outside this scope of work)</td>
</tr>
<tr>
<td>SB1070 Project Director</td>
<td>Project Director communicates to all members via:</td>
</tr>
<tr>
<td></td>
<td>SB1070 listserv</td>
</tr>
<tr>
<td></td>
<td>Central Region webpage</td>
</tr>
<tr>
<td></td>
<td>Direct email to voting members</td>
</tr>
<tr>
<td></td>
<td>Direct email to regional chair</td>
</tr>
<tr>
<td></td>
<td>Direct email to steering committee members</td>
</tr>
<tr>
<td><strong>Steering Committee:</strong></td>
<td>Project Director is accountable to:</td>
</tr>
<tr>
<td></td>
<td>The SB1070 Consortia</td>
</tr>
<tr>
<td></td>
<td>the Central Valley Mother Lode region</td>
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<td>the CCCCO and other regional investors</td>
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<td>and reports to Kern CCD Administrator</td>
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**SB1070 Consortia**

- **Voting & Non-Voting Members**
  - One Voting Member one per college
  - Voting members are appointed by the Steering Committee Member
  - K12 representative
- **Non-Voting Members**
  - Defacto Members include:
    - Regional Chair & Steering Committee Members
    - Invitational Members include:
      - K12 school district administrators
      - Interested college faculty, deans, and administrators; invitees and stakeholders

Consortia operates on the principle of consensus.

All members (voting or non-voting) are eligible to participate in any and all training, professional development, workshops, meetings, etc., that are held by the SB1070 Consortia.

SB1070 Consortia work and draft plans, are submitted to the Steering Committee for regional approval.
SB 1070

College Participation Letters
November 26, 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:

Bakersfield College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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.

Kern High School District

Sincerely,

[Signature]

Sonya Christian  
President  
Bakersfield College
November 25, 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:

Cerro Coso Community College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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.

Sierra Sands Unified School District

Sincerely,

Jill Board
President, Cerro Coso Community College
November 18, 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:

Columbia College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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.

Calaveras County Office of Education  
- Bret Harte Union High School  
- Calaveras High School  
- John Vierra High School  
- Vallecito High School
Oakdale County Office of Education
- East Stanislaus High School
- Oakdale Charter High School
- Oakdale High School
- Valley Oak Junior and Senior High School

Tuolumne County Office of Education
- Sonora Union High School District
- Summerville Union High School District

Sincerely,

Chris Vitelli
Interim Vice President of Student Learning
November 18, 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:

College of Sequoias is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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) who are a part of our local Consortium will be our partner in the development of new pathways, course sequences and articulation: Alpaugh Unified, Burton School District, Cutler-Orosi Joint Unified, Dinuba Unified, Earlimart School District, Exeter Unified, Farmersville Unified, John Muir Charter, Lindsay Unified, Pixley Union, Porterville Unified, Strathmore Union, Tulare City School District, Tulare Joint Union High School District, Visalia Unified, Woodlake Unified.

Sincerely,

Stan A. Carrizosa  
Superintendent/President
November 25, 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:

**Fresno 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 the Central Valley/Mother Lode Region.

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

As part of this consortium, we will agree to have a representative that attends the first-year plan development meetings and who 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 high school districts will be identified through the State Center Consortium as our partners in the development of new pathways, course sequences and articulation.

Sincerely,

[Signature]

Tony Cantu
President
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:

Merced College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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.

Merced Union High School District

Sincerely,

Ronald C. Taylor, Ph.D.
Superintendent/President
11/22/2013

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:

Modesto Junior College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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 school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Ceres Unified School District & Patterson Unified School District

Sincerely,

[Signature]
Jill Stearns, President
Modesto Junior College
November 25, 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:

Porterville College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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. Porterville Unified School District will be our partner in the development of new pathways, course sequences and articulation.

Sincerely,

Bill Henry  
Vice President, Academic Affairs  
Porterville College  
(559) 791-2307 Office  
bhenry@portervillecollege.edu
November 18, 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:

Reedley College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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.

Dinuba Unified, Fowler Unified, Kings Canyon Unified
Kingsburg Joint Unified, Parlier Unified, Sanger Unified,
Selma Unified

Sincerely,

[Signature]
Dr. Sandra Caldwell
President
San Joaquin Delta 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:

San Joaquin Delta Community College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley/Mother Lode Region.

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: Manteca Unified School District.

Sincerely,

[Signature]

Kathleen A. Hart, Ph.D.
Superintendent/President

Office of the President
5151 Pacific Avenue • Stockton • California 95207 • (209) 954-5018
November 25, 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:

**Taft College** is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the **Central Valley/Mother Lode Region**.

We understand 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. These sequences 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. We recognize the need for meaningful involvement from regional industry and labor organizations, professional trade associations, and local workforce boards.

As part of this consortium, we agree to have a representative that attends the first-year plan development meetings. The consortium has the authority to develop a two-year implementation plan which requires 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. We have confirmed that both Taft Union High School District and Maricopa Unified School District (Maricopa High School) will be our partners in the development of new pathways, course sequences and articulation.

We look forward to a productive partnership in developing productive pathways for students in Kern County.

Sincerely,

Dena P. Maloney, Ed.D.
Superintendent President
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 Ton-Quinlivan:

West Hills College Coalinga is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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.

Mendota Unified School District

Sincerely,

Carole Goldsmith, Ed.D.
President
West Hills College Coalinga
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:

West Hills College, Lemoore is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Central Valley / Mother Lode Region.

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.

Lemoore High School

Sincerely,

[Signature]

President  
West Hills College, Lemoore
SB 1070

Key Talent Project Director’s Resume

Sue Granger-Dickson
Bakersfield College  
1801 Panorama Drive  
Bakersfield, CA 93305

SUE GRANGER-DICKSON  
E-Mail sgranger@bakersfieldcollege.edu

Mission Statement
My primary mission as a counselor, professor, Transfer Center Director and Chair of the Counseling and Advising Department is to provide leadership serve students effectively in their growth and development and to foster and encourage the motivation to learn and to succeed. I believe in fostering a partnership between myself, our students and with high school and transfer college and university personnel in order to foster student success.

Professional Experience
Aug. 2013-present  Counseling & Advising Department Chair/Transfer Center Director  Bakersfield College

Jan. 2012-Aug. 2013  Transfer Center Director/Articulation Officer  Bakersfield College

August 2008-Dec. 2011  Transfer Center Director/Counselor  Bakersfield College

Jan. 26,2007-2008:  Counselor/Professor  Bakersfield College

Jan. 3-Dec. 18, 2006:  Interim Dean of Learning Support Services  Bakersfield College  Supervision and leadership in counseling, transfer services, job placement, work experience and Workability III. Dean of EOP &S and DSP&S

Sept. 1992-Dec. 2005  Counselor/Professor  Bakersfield College  Counseling students, instruction and development of curriculum in a variety of courses including educational planning, career development, student success and critical thinking. Manager of the SPACE Program (Single Parents Attaining a College Education).

1982-1991  Instructor, California State University at Bakersfield
Adjunct and Extended Studies instructor for a variety of courses in the biological and natural sciences and self-esteem education for teachers.

**Education**
- June 1993  California State University Bakersfield, MS Counseling
- June 1973  Stanford University, BA Human Biology

**Bakersfield College Leadership Activities**
- Founding member of the Accreditation Steering Committee
- Chair of BC Accreditation, Standard IIB: Student Services, 2 site visits
- Member of Academic Senate Assessment Committee, 2003-05
- Founding member of Bakersfield College Assessment Team, AAHE Assessment team and IUPUI team member

**Bakersfield College Committees**
- Curriculum Committee Member
- Member Institutional Effectiveness Committee, 2007
- Accreditation Steering Committee member, Standard IIB.

**Professional Activities**
- Cal-SOAP Governing Board member
- Member SB 1440 Implementation & Oversight Committee, CCC and CSU State Chancellor’s Office, 2011, 2012
- Transfer Day/College Night liaison with Kern County High Schools
- Development of BC Counseling and Career website, including online orientation and Career pathways.
- Implementation and 2003 revision of an Early Alert Program
- Liaison with Bakersfield High School counselors and students including on site new student orientations and presentations at College Night
- Certificated Distance Counselor
- Online Counselor
- Participated in the Faculty Evaluation Portfolio Pilot, Spring 2003
- Liaison with BC English Department, including team teaching of English B2 since Fall 2002
- Member of Bakersfield College Academic Senate for Student Services Member of the Critical Thinking Task Force

**Grant Activities:**
- Development of 2003-4 FIPSE Grant: “Well-Written: An Interdisciplinary Approach to Improving Student Success and Retention in Under-prepared Students in English”
• Development of technology grant for the production of 9 student informational videos designed to enable students to register, build a class schedule, pick a major, for use on BC’s television station and throughout the community to assist students and community members with information on Bakersfield College

Presentations:
• Presenter at the 2007 State Academic Senate Accreditation Institute
• Student Learning Outcome Presenter for Student Services for the following California Community Colleges (including presentations for the RP Group):
  • Imperial Valley College, Santa Barbara City College, Grossmont College,
  • Lake Tahoe Community College, Modesto Junior College, College of San Mateo, Sierra College and Skyline College.
• Presenter 2001 Bakersfield Women’s Business Conference
• Presenter at the 2000 International Career Development Conference
• Presenter at 1999 ACT Discover User Conference
• Presenter at Bakersfield College New Faculty trainings

Conferences Attended:
• NACADA Summer Institute, team leader, 2013
• Career Pathways Seminar, January 2004
• Fall 2003 University of California Irvine Pre-Med Conference
• Area V Career Conference, Fall 2003

Community Leadership Activities
• Junior League of Bakersfield, State Public Affairs Committee Chair
• Lead member, California State Force to Promote Self-Esteem and Personal and Social Responsibility, 1985-89
• Past President, Bakersfield High School, Friends of Fine Arts
Central Valley Mother Lode

Regional Consortia Chair Letter
November 21, 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 Central Valley / Mother Lode Region is pleased to support the Kern Community College District grant application on behalf of the region for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant.

The undersigned, as the Regional Consortia Chair for the Central Valley / Mother Lode Region consortium hereby affirms that the proposed project director has met and discussed priority and emergent sector plans for the region in order to take advantage of the existing regional infrastructure.

As indicated in the instructions in the RFA, we are providing this letter within our electronic submission of the application.

Sincerely,

[Signature]

Shelly L. Conner, Ed.D.
Chair, Central/Mother Lode Regional Consortium