Chancellor

Dr. Diane G. Van Hook

Sincerely,

willing to be the fiscal agent for this three-year grant. 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 Pathways Program Grant for the South Central Region consortium. Support the grant application for RFA 13-164. The SB 1070 Career Technical Education

The Santa Clarita Community College District/College of the Canyons is pleased to

Dear Vice Chancellor:

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

November 21, 2013
Amount: $200,000

Funding Sources: SB 1070 (CTE)

Career Technical Education Pathways Program

Funded Region: CTE-South Central Region

The following information are linked throughout the forms package:

Form Fill-In

Do First
The grant will be managed by Ms. Karen DuBois. Ms. DuBois has been actively working with CTE grants for the last seven years at her college, within her district, regionally and statewide. Ms. DuBois has written grant proposals, conducted grant reviews, and reported to the state for SB70, Transitions & CTE grants on behalf of her college and district, collaborating with K-12 and industry partners.

The Get Focused... Stay Focused!™ Initiative: Preparing Every Student for a Successful Future

The implementation of these programs, including:

- North Santa Barbara County Career & Technical Education Alliance
- Career Navigation Initiative
- The College of the Canyons Career Coach Program
- Implementing programs that will: [List of programs and objectives]

The region currently has at least six key projects that will either be piloted or implemented with an eye to data collection and replication, or will be projects already underway at a college and expanded to other colleges in the region. The collection of these projects allows for us to capture data on all and start to analyze and compare across the region.

The College of the Canyons Career Coach Program.

Students from high schools to community colleges.

Strategies and policies that result in the measurable and successful transition of CTE students from high schools to postsecondary education, including infrastructure, articulation and mapping, and student recruitment.

SB 1070 Narrative - Abstract
<table>
<thead>
<tr>
<th>Page</th>
<th>Description</th>
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<td>Dissemination</td>
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**Table of Contents**

(RFA Specification #13-164)
California Community College SB 1070 Initiative

[College of the Canyons]
The mission of the SB 1070 Career Technical Education Pathways program is to contribute to the state's job growth and economic vitality through collaboration and strategic partnerships. The consortium will work to identify programs, solutions, and resources that address the needs of students and the workforce. The program aims to connect high school students to career technical college programs, filling the gaps in the education system and promoting economic development. It will focus on developing pathways that connect students to successful career and educational opportunities.

Introduction

SB 1070 NARRATIVE - NEED
industry sectors. Listed for at least two of the four counties in the region that can address one or multiple
following is a short list of examples of theFastest-Growing occupations (EDD) that are
Health, ICT/Digital Media, and Small Business as the industry sectors of focus. The
Agriculture, Weather, and Environmental Technologies; Global Trade and Logistics;
Research and Sales Managers; Small Business Owners; and Marketing, Sales &
Managers.

The focus of each college's programs. The regional consortium selected Advanced Manufacturing;

The South Coast Regional Consortium is one of the more unique regions in California,

Grants,

- Regional Consortium Chairs, Deputy Sector Navigators, existing SB 70 funds
- Regional Cooperation, and workforce entitled and existing federal and Chancellor's Office
- The consortium will use and build upon existing regional capacity, including
  •Regency/Planning

Success metrics will include work based learning opportunities for high school and
- Activity will build long-term and locally sustainable infrastructure that is supported
Promote student success. Student cohort completion and program improvement.
- Sustainability. This information will be used to design and implement cutting edge plans that
- The consortium will use and build upon existing regional capacity, including
  • SB 70 funds
- Strengthened links to include work based learning opportunities for high school and
  • By the colleges within the region.

Promote student success. Student cohort completion and program improvement.
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  • SB 70 funds
- Strengthened links to include work based learning opportunities for high school and
  • By the colleges within the region.
- Activity will build long-term and locally sustainable infrastructure that is supported
Regional consortium has a long standing tradition of collaboration.

Although a challenge, the given each institution's culture and economic partners. Although a challenge, the
case of two. The challenge of this effort will be in developing replicable frameworks
would be to develop regional synergies in each sector, with maybe each college having
the region linking into their broad manufacturing program. A good use of resources
would be to develop regional synergies in each sector, with maybe each college having
the region linking into their broad manufacturing program. A good use of resources

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<th>Plant and System</th>
<th>Operators</th>
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<th>Environmental, Ecosystems, Outcomes, Scientifics, Including Environmental Engineers</th>
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<th>Dental Assistants</th>
<th>Medical Tool Operators</th>
<th>Combined Food Workers</th>
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<th>Preperation and Serving Food</th>
<th>Business Operations</th>
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Mission: The Get Focused...Stay Focused! Initiative provides a program model through which all secondary school students gain the necessary information and skills to make successful post-secondary institutional and community partnerships.

Vision: To increase college and career readiness for all students through collaborative efforts of secondary and post-secondary institutions and community partnerships.

Successful Fruits:

Preparing Every Student for a Project ONE

Programs that will be discussed follow.

Year one will focus on the planning for implementation of these programs. Some data on all, and start to analyze and compare which ones are the most successful and why.

Multiple approaches to the same objectives across the region allow for success, having for the general and need to be linked as school above to theme. In addition, having the ability to observe the success of the objectives proposed in all of the direct.

The collection of projects proposed will all fall within the confines of the direct.

Key projects that will further develop at individual colleges within the region will also be explored.

The Region „CCTE“: Students from High Schools to Community Colleges

Strategies and policies that result in the measurable and successful transition to CTE programs are being offered and will work with the Deputies and Deputy Director to identify which additional programs can be created or adopted. To this end, the stakeholders in the region will work with the Project ONE Deputy Director to identify which additional programs can be created or adopted. To this end, stakeholders in the region will work with the Deputy Director to identify which additional programs can be created or adopted.

Navigators and Regional Consulation Chair: There is coordination of activities.

Examples of this include:

- Leveraging the work already started by and collaborating with the Deputy Sector and across colleges in the region.
- Leveraging the work already started by and collaborating with the Deputy Sector and across colleges in the region.
- Developing curricula to be shared across the region within particular industry programs.

Making use of common data collection and reporting systems such as will be provided by the Launchboard.

The leadership of the eight colleges in the region believes the SB 1070 grant is necessary.
<table>
<thead>
<tr>
<th>Student-focused Strategies</th>
<th>Implementation Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create template semester-by-semester plans for each CME infonnations presentation classroom (CTE counselor to develop Ed)</td>
<td></td>
</tr>
<tr>
<td>Engage students to meet with CTE Counselor to develop Ed</td>
<td></td>
</tr>
</tbody>
</table>

"do what matters for jobs and the economy. Faculty focused, and instruction focused, to "triple the needle" on student outcomes and sequentially. The CII is premised on these intertwined strategies - student focused, school and work experience, workforce, which is the apprenticeship model. The transition from novice to expert in a field might take 5-10 years of deep emotional commitment to the subject, which is needed for them to persist. The Career Integration Initiative is based on the hypothesis that when work-based learning is concurrent with classroom-based learning, students are more likely to be successful. This Program has been successfully implemented in Santa Barbara and at least SB 1070. A grant will be used to do this. 2 other colleges in the region are interested in adopting and implementing it. The choices throughout their adolescence and adult lives.

Students learn the financial literacy skills needed to make more informed school by completing dp to one year of college through dual enrollment. Students get a head start on their chosen career and college path in high school/certificate/master's degree Ready for a career Ready for a career. High school graduates in their unique interests. Students create a portable, online 10-year Career & Education Plan. Common Core (in 10th-11th & 12th grades to ensure that) which every student gains necessary information and experience to develop college and career readiness skills. Transition course through which every student gains necessary information and GCFP begins with a semester-long dual enrollment high school Freshman. How is the Mission Achieved? Secondary education and/or career.

Education Plan which they can use throughout and after their transition to post-

learning critical decision-making skills, students create an online 10-year Career and literacy, Condoning through research on their career and educational options, and get it. After determining their personal values and interests, developing skills in monetary opportunities, students answer the questions: Who am I? What do I want? And how do I develop into self-sufficient adults. Through contextualized learning.
The Career & Technical Education Alliance is a collaboration among feeder high schools among faculty and administrators to ensure seamless transition from secondary to districts and Allan Hancock College. The Alliance seeks to foster better communication

Mission and Purpose

North Santa Barbara County Career & Technical Education Alliance

Project THREE

Internship Programs:
also do looking at adding key new components from this approach to already strong
Although Hancock College will be piloting this new approach in its entirety, other colleges will

A parallel set of strategies can be developed for high schools

<table>
<thead>
<tr>
<th>Institution-focused Strategies</th>
<th>Faculty-focused Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage participation in cooperative work experience</td>
<td>Create or enhance: Wine Club, Auto Tech Car Club, Dental</td>
</tr>
<tr>
<td>Encourage students to develop education/career plans</td>
<td>Comprehensive program</td>
</tr>
<tr>
<td>Generic modules that can be layered to a specific CTE</td>
<td>Hire internships coordinators to develop and promote</td>
</tr>
<tr>
<td>Improve outcomes for courses</td>
<td>Review college’s CWE program: do gap analyses; study best</td>
</tr>
<tr>
<td>Action research projects in the classroom to test strategies for</td>
<td>Determine if students are working in their field of study or just</td>
</tr>
<tr>
<td>Develop team-teaching between ESL/Basic Skills and CTE</td>
<td>Promote awareness of support programs and internships</td>
</tr>
<tr>
<td>blended, project-based learning; simulations, etc.</td>
<td></td>
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<tr>
<td>Professional development on problem-based</td>
<td></td>
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<tr>
<td>Use of assessment data and core indicators data for program</td>
<td></td>
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<tr>
<td>Ensure CTE faculty are linked with and utilize resources of</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Services available when students need them</th>
<th>Policy changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align courses and degrees with industry standards</td>
<td>Policy changes</td>
</tr>
<tr>
<td>Shorten time to completion</td>
<td>Contract/servicing</td>
</tr>
<tr>
<td>Ensure course offerings align with students work schedules</td>
<td>Evenings</td>
</tr>
<tr>
<td>Offer study within 2-3 semesters</td>
<td>Stackable credentials</td>
</tr>
<tr>
<td>Promote a cohort model for CTE students to complete program</td>
<td>Scheduling</td>
</tr>
<tr>
<td>Have Basic Skills instructor team reach with CTE instructors (1-2)</td>
<td>Learning communities</td>
</tr>
</tbody>
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<table>
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<tr>
<th>In Course curriculum</th>
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<tr>
<td>Integrated curriculum</td>
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</table>
enhance their capacity to achieve education and financial goals.

- Career Coach is a trained paraprofessional who helps students define career goals.

**What is a Career Coach?**

A Career Coach supports student development by postsecondary education and/or work, developing education and career plans, and transition to postsecondary education and/or work. They identify and complete meaningful career pathways, leave high school with a fully readiness plan (to be implemented F.E.A.L. 2014), provide a foundation for students to complete a College Career Coach Program along with the implementation of a required college and career readiness plan. The College of the Canyons Career Coach Program is created to improve education pathways and career awareness.

**Project Four**

- 3. Student momentum points
- 2. Learning indicators of curriculum alignment
- 1. Quality of service

**Common Measures and Outcome Measures**

- Government agencies
- Industry, workforce, and economic development
- Community-based organizations
- Faculty professional development and partnerships

**Aligning HS and CC Programs of Study**

- 4. Inventory of resources
- 3. Policy implications
- 2. Organization structure
- 1. To develop inter-institutional projects and grant proposals

**Planning Strategy**

- 1. To develop standards based academics with career-relevant, sequenced curriculum following industry themed pathways aligned with regional economic sectors
- 2. Academic and Career Integration/Linked Learning
- 1. Contextualized Teaching and Learning

**Goals and Objectives**

- To increase transfer and graduation rates among North County students in career sectors
- To develop standards based academics with career-relevant, sequenced curriculum following industry themed pathways aligned with regional economic sectors
- Academic and Career Integration/Linked Learning
- Contextualized Teaching and Learning

**CTE Programs**

- To improve high school graduates needed to improve the region's postsecondary education programs of study, bringing all stakeholders together to enhance education's capacity to produce highly skilled graduates needed to improve the region's postsecondary education programs of study.
and high-wage jobs. Building on pathways to prepare students for entry into high-wage, high-demand, middle- and high-school districts, Ventura County, focusing on strengthening aligning college districts and the Ventura County Department of Education that comprises all the colleges in the county.

The Ventura County Collaborative is a collaboration between the three colleges in the county.

Project Five: Education Pathway

1) In secondary and pre-college, more than 14th grade, focus is on "Determining Your Informed Major and Postsecondary Career Readiness Plan".

2) In fourth and grade, focus is on "Developing Attitudes and Abilities That Promote College and Career Readiness Plan".

Planning high school and post-secondary career development opportunities.

Coach high school students in creating, revising and reviewing written academic and career plans to serve as the basis for further career exploration activities and for career-planning assistance.

Coach high school students in creating, revising and reviewing written academic and career plans to serve as the basis for further career exploration activities and for career-planning assistance.

Coach high school students in creating, revising and reviewing written academic and career plans to serve as the basis for further career exploration activities and for career-planning assistance.

Coach high school students in creating, revising and reviewing written academic and career plans to serve as the basis for further career exploration activities and for career-planning assistance.

What does a career coach do?

Career coaches are college of the Cannons employees based at local high schools to serve middle majority students who are poised to become the majority of the workforce that regardless of school district, the middle majority students who are poised to become the majority of the workforce.
classes and are expanding this each academic year.

Antelope Valley College’s four-year college and high
districts, has actively initiated a highly successful articulation model which can be
Schools and counselors. This site was developed with input from both middle school and high
pathways website which serves students in middle schools and high schools in English
An additional development will be the expansion of Antelope Valley College’s CTE
in other parts of the region.

One area that will be developed with the cooperation of participating will be an annual
partners in the funding of the grant objectives.

Mission
Project Six

and student internships.

Strengths and high impact practices, educational training, and industry

present professional development activities designed to inform, support high school students

increase high school to college course articulations to prepare students for entry

The collaborative will focus on six goals:

- Strengthen professional development activities designed to inform, support high school students
- Increase high school to college course articulations to prepare students for entry
- Collaborate with SBCC in the Get Focused... Stay Focused initiative
- Strengthen efforts in career exploration for middle-school students
**ANNUAL WORKPLAN**

**OBJECTIVE NUMBER**: 1

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>1.1</td>
<td>Identify and convene committee of regional stakeholders and meet with regularly for planning meetings</td>
<td>January 15, 2014 to January 14, 2015 Monthly</td>
<td>Project Director, Regional Chair, DSNs</td>
<td>Committee formed and inutes from monthly meetings are available</td>
<td>QS1, QS2, QS3</td>
</tr>
<tr>
<td>1.2</td>
<td>Gap Analysis to identify current programs being offered, articulated courses, duel enrollment and programs to be offered</td>
<td>January - March 2014</td>
<td>Project Director, Regional Committee</td>
<td>List of current programs being offered, articulated courses, duel enrollment and programs to be offered in colleges and high schools in the region and a regional goal to for improvement</td>
<td>QS4</td>
</tr>
<tr>
<td>1.3</td>
<td>Work to 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.</td>
<td>March 2014 to January 2015</td>
<td>Project Director, Regional Committee</td>
<td>Plan identified and activities created to 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.</td>
<td>QS2, LI1, LI2, LI4</td>
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</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

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

<table>
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<th>#</th>
<th>Activities</th>
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<tr>
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<td>Identify and convene committee of regional stakeholders and meet regularly for planning meetings</td>
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<td>Project Director Regional Chair DSNs</td>
<td>Committee formed and minutes from monthly meetings are available</td>
<td>QS1 QS2 QS3</td>
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<td>2.2</td>
<td>Gap Analysis to identify current programs being offered, articulated courses, dual enrollment and programs to be offered</td>
<td>January - March 2014</td>
<td>Project Director Regional Committee</td>
<td>List of current programs being offered, articulated courses, dual enrollment and programs to be offered colleges and high schools in the region and a regional goal to for improvement</td>
<td>QS4</td>
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<td>2.3</td>
<td>Work to increase student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.</td>
<td>March 2014 to January 2015</td>
<td>Project Director Regional Committee</td>
<td>Plan identified and activities created to increase student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.</td>
<td>QS2 LI1 LI2 LI4</td>
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* 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

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

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<td>3.2</td>
<td>Gap Analysis to identify current programs being offered, articulated</td>
<td>January - March 2014</td>
<td>Project Director Regional</td>
<td>List of current programs being offered, articulated courses, dual enrollment and</td>
<td>QS4</td>
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<td>courses, dual enrollment and programs to be offered</td>
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<td>Committee</td>
<td>programs to be offered colleges and high schools in the region and a regional</td>
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<td>goal to for improvement</td>
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<tr>
<td>3.3</td>
<td>Plan to align existing postsecondary technical preparation programs and</td>
<td>March 2014 to January</td>
<td>Project Director Regional</td>
<td>Plan and activities to align existing postsecondary technical preparation programs</td>
<td>QS2 Li1 Li2</td>
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<td></td>
<td>courses with high school career technical education curriculum to ensure</td>
<td>2015</td>
<td>Committee</td>
<td>and courses with high school career technical education curriculum to ensure</td>
<td>Li4</td>
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<td>seamless transitions for pupils.</td>
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<td>seamless transitions for pupils created</td>
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*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*: 4

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>
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<th>Timelines</th>
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<th>Performance Outcomes</th>
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</tr>
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<tr>
<td>4.1</td>
<td>Identify and convene committee of regional stakeholders and meet with regularly for planning meetings</td>
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<td>Project Director Regional Chair DSNs</td>
<td>Committee formed and inutes from monthly meetings are available</td>
<td>QS1 QS2 QS3</td>
</tr>
<tr>
<td>4.2</td>
<td>Gap Analysis to identify current programs being offered, articulated courses, dual enrollment and programs to be offered</td>
<td>January - March 2014</td>
<td>Project Director Regional Committee DSNs</td>
<td>List of current programs being offered, articulated courses, dual enrollment and programs to be offered colleges and high schools in the region and a regional goal to for improvement</td>
<td>QS4</td>
</tr>
<tr>
<td>4.3</td>
<td>Plan to 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.</td>
<td>March 2014 to January 2015</td>
<td>Project Director Regional Committee</td>
<td>Plan identified and activities created to 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.</td>
<td>QS2 LI1 LI2 LI4</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*: 5

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.

<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>Identify and convene committee of regional stakeholders and meet with regularly for planning meetings</td>
<td>January 15, 2014 to January 14, 2015 Monthly</td>
<td>Project Director, Regional Chair, DSNs</td>
<td>Committee formed and inutes from monthly meetings are available</td>
<td>QS1, QS2, QS3</td>
</tr>
<tr>
<td>5.2</td>
<td>Gap Analysis to identify current programs being offered, articulated courses, duel enrollment and programs to be offered</td>
<td>January - March 2014</td>
<td>Project Director, Regional Committee, DSNs</td>
<td>List of current programs being offered, articulated courses, duel enrollment and programs to be offered, colleges and high schools in the region and a regional goal to for improvement</td>
<td>QS4</td>
</tr>
<tr>
<td>5.3</td>
<td>Plan to 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.</td>
<td>March 2014 to January 2015</td>
<td>Project Director, Regional Committee</td>
<td>Plan identified and activities created to 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.</td>
<td>QS2, LI1, LI2, LI4</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**: 6

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>6.1</td>
<td>Identify and convene committee of regional stakeholders and meet with regularly for planning meetings</td>
<td>January 15, 2014 to January 14, 2015 Monthly</td>
<td>Project Director Regional Chair DSNs</td>
<td>Committee formed and inutes from monthly meetings are available</td>
<td>QS1 QS2 QS3</td>
</tr>
<tr>
<td>6.2</td>
<td>Gap Analysis to identify current programs being offered, articulated courses, duel enrollment and programs to be offered</td>
<td>January - March 2014</td>
<td>Project Director Regional Committee</td>
<td>List of current programs being offered, articulated courses, duel enrollment and programs to be offered colleges and high schools in the region and a regional goal to for improvement</td>
<td>QS4</td>
</tr>
<tr>
<td>6.3</td>
<td>Create a provide professional development program to high school teacher and community college faculty to improve their delivery of career-oriented academic and technical education.</td>
<td>March 2014 to January 2015</td>
<td>Project Director Regional Committee</td>
<td>A provide professional development program to high school teacher and community college faculty to improve their delivery of career-oriented academic and technical education is created and scheduled</td>
<td>QS2 Li1 Li2 Li4</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:** 7

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>#</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>Identify and convene committee of regional stakeholders and meet with regularly for planning meetings</td>
<td>January 15, 2014 to January 14, 2015&lt;br&gt;Monthly</td>
<td>Project Director&lt;br&gt;Regional Chair&lt;br&gt;DSNs</td>
<td>Committee formed and minutes from monthly meetings are available</td>
<td>QS1&lt;br&gt;QS2&lt;br&gt;QS3</td>
</tr>
<tr>
<td>7.2</td>
<td>Gap Analysis to identify current programs being offered, articulated courses, duel enrollment and programs to be offered</td>
<td>January - March 2014</td>
<td>Project Director&lt;br&gt;Regional Committee</td>
<td>List of current programs being offered, articulated courses, dual enrollment and programs to be offered</td>
<td>QS4</td>
</tr>
<tr>
<td>7.3</td>
<td>Plan to 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.</td>
<td>March 2014 to January 2015</td>
<td>Project Director&lt;br&gt;Regional Committee</td>
<td>Plan identified and activities created to 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.</td>
<td>QS2&lt;br&gt;LI1&lt;br&gt;LI2&lt;br&gt;LI4</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

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

<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>Identify and convene committee of regional stakeholders and meet regularly for planning meetings</td>
<td>January 15, 2014 to January 14, 2015 Monthly</td>
<td>Project Director Regional Chair DSNs</td>
<td>Committee formed and minutes from monthly meetings are available</td>
<td>QS1 QS2 QS3</td>
</tr>
<tr>
<td>8.2</td>
<td>Gap Analysis to identify current programs being offered, articulated courses, dual enrollment and programs to be offered</td>
<td>January - March 2014 Project Director Regional Committee</td>
<td></td>
<td>List of current programs being offered, articulated courses, dual enrollment and programs to be offered in colleges and high schools in the region and a regional goal to for improvement</td>
<td>QS4</td>
</tr>
<tr>
<td>8.3</td>
<td>Create a plan to promote and track the participation of high school pupils and college student in articulated courses, and where appropriate four-year postsecondary educational institutions.</td>
<td>March 2014 to January 2015 Project Director Regional Committee</td>
<td></td>
<td>Activities and programs created or adapted to promote and track the participation of high school pupils and college student in articulated courses, and where appropriate four-year postsecondary educational institutions.</td>
<td>QS2 LI1 LI2 LI4</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, . . .)*
Date: 1/7/21

Authorized Signature: 

Name: M. Shariage Coels

District Chief Business Officer (or authorized designee): 

Authorized Signature: 

Name: M. Karen Du Bols

Title: Project Director

<table>
<thead>
<tr>
<th>Line</th>
<th>Classification</th>
<th>Object of Expenditure</th>
<th>Total Program Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>7</td>
<td>OTHER OUTGO</td>
<td>7000</td>
</tr>
<tr>
<td>0</td>
<td>6</td>
<td>CAPITAL OUTLAY</td>
<td>6000</td>
</tr>
<tr>
<td>0</td>
<td>5</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5000</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4000</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>EMPLOYEE BENEFITS</td>
<td>3000</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>NON-INSTRUCTIONAL SALARIES</td>
<td>2000</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>INSTRUCTIONAL SALARIES</td>
<td>1000</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td>2000</td>
</tr>
</tbody>
</table>

Total Direct Costs: $19,307

Total Indirect Costs (not to exceed 4% of direct costs): $9

Total Costs: $20,000

NOTE: Submit details explaining the expenditures by category on the Application Budget Detail Sheet.
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Costs</td>
<td>$200,000</td>
</tr>
<tr>
<td>Total Indirect Costs (Not to exceed 4% of Direct Costs)</td>
<td>$7,692</td>
</tr>
<tr>
<td>Total Direct Costs</td>
<td>$192,307</td>
</tr>
<tr>
<td>Laptop (2000)</td>
<td>$600</td>
</tr>
<tr>
<td>Travel and TAx (17440)</td>
<td>$500</td>
</tr>
<tr>
<td>Conference (57,500)</td>
<td>$400</td>
</tr>
<tr>
<td>Phone (400)</td>
<td>$400</td>
</tr>
<tr>
<td>Non-instructional supplies for program, meetings and conferences</td>
<td>$8,988</td>
</tr>
<tr>
<td>Benefits for Assistant and Sibiprain (15%)</td>
<td>$3,163</td>
</tr>
<tr>
<td>Benefits for Project Director (40%)</td>
<td>$400</td>
</tr>
<tr>
<td>PA Trainee Assistant ($13,25/hr x 15 hrs x 45 weeks)</td>
<td>$2000</td>
</tr>
<tr>
<td>Cell phone (15/month x 12 months = $1,812)</td>
<td></td>
</tr>
<tr>
<td>Project Director, Karen duBois</td>
<td>$1000</td>
</tr>
<tr>
<td><strong>Funds Requested</strong></td>
<td><strong>$200,000</strong></td>
</tr>
</tbody>
</table>

**Application Budget Detail Sheet**

RFU Number: 13-14A
College: College of the Canyons
District: Santa Clarita CCD

BOG: California Community Colleges
CHANCELLORS OFFICE (CCCOO)
contracted by colleges outside her district to work with her faculty to use their industry
additional workshops were added. Within the SCRC Region she has also been
teaching methodologies. These workshops were so highly-received by participants that
workshops to train new and recent hire CTE faculty across the region in effective
This semester, Ms. Du Bos was selected by the SCRC Region to develop and run
faculty from K-12, ROP and the college.
Ventura County’s Ms. Du Bos also provide annual externships to business/industry for
and ROP faculty, counselors and administrators with over 200 attendees from across
district to organize CTE professional development events for community college K-12
Ms. Du Bos also collaborates with her counterparts at her two sister colleges in their
pathway areas.
they hear from over 70 business and industry guest speakers in 13 different career
coordinating the Moorpark College Career Speakers Series each year for the
County Community College District CTE programs. Additionally, each year she
school program — over 200 students — each year receive career information on Ventura.
Each summer Ms. Du Bos runs a middle school career exploration camp and an after-
equivalent college program exists.
years, 5 schools districts, plus additional high schools outside her region where no
boils is responsible for the development of over 50 articulation agreements working with 13 high
with regional high schools and the college, Ms. Du Bos works closely with schools from 5 school districts, plus additional high schools outside her region where no
aligned curriculum for regional high schools. This position requires someone with existing excellent relationships with existing regional partners.
"moving the needle." Ms. Du Bos has those relationships.
I’m tracking student progress within career pathways areas and building on that capacity.
Teaching student progress within career pathways and building on that capacity.
agree to work collaboratively with colleagues in bringing best practices to bear in
to work collaboratively with colleagues in bringing best practices to bear in
with the South Coast Regional Consortium, Ms. Du Bos holds the office of Regional
I2 and industry partners.

Transition and CTE grants on behalf of her college and district, collaborating with K-
grant proposals, conducted grant activities and reported to the State for SB70.
Mr. Kern has been actively working with SB70 grants for the last seven years.
In recognition of awards that serve as a testament to subject mastery:
project director’s professional experience in this field, including:

1. Explain the project director’s professional experience in this field, including:

Project Management
Continuous improvement and customer satisfaction surveys.

California was required to develop a comprehensive, service-oriented, and customer-focused strategy for the One-Stop Center. This strategy was developed in collaboration with stakeholders from across the state of California. The goal was to improve the efficiency and effectiveness of the One-Stop Center by streamlining processes and reducing duplication of efforts. The strategy included the following components:

1. **Service Orientation:** The service delivery system was designed to be customer-centered, with a focus on providing high-quality services to job seekers and employers.
2. **Efficiency:** The One-Stop Center was streamlined to improve the efficiency of service delivery, reducing the time and effort required to access services.
3. **Collaboration:** Partnerships were established with other agencies and organizations to share resources and expertise.
4. **Data-Driven:** The strategy was based on data collection and analysis to ensure that services were effective and responsive to the needs of the community.

The strategy was implemented through a series of workshops and training sessions, which were held across the state to ensure widespread adoption of the new approach. The workshops provided training on the new processes and systems, as well as opportunities for stakeholders to provide feedback and input.

Across the County:

The software, designed to support collaboration with other agencies and organizations, was developed to facilitate the sharing of information and resources. This software, referred to as the California Workforce Information System (CalWORKS), was designed to improve the efficiency and effectiveness of service delivery. The software was developed to support the following features:

1. **Data Collection:** The software was designed to collect data on service delivery, including the number of clients served, the types of services provided, and the outcomes achieved.
2. **Data Analysis:** The software included tools for analyzing data to identify trends and patterns, and to inform decision-making.
3. **Reporting:** The software was designed to generate reports on service delivery, which could be used for planning and evaluation purposes.

The software was implemented across the state, with a focus on ensuring widespread adoption and use. The implementation of the software was supported by ongoing training and support, as well as regular feedback and updates to ensure that the software met the needs of stakeholders.

Another major challenge was the articulation of courses and programs. The articulation process was complex and required careful planning and coordination. The process involved identifying the courses and programs that were offered at different educational levels, and then developing clear pathways for students to move from one level to the next. This process was crucial for ensuring that students were able to continue their education smoothly, and for ensuring that the educational system was aligned with the needs of the workforce.

In summary, the development of the One-Stop Center strategy was a multi-faceted process that required collaboration, data analysis, and thoughtful planning. The strategy was designed to improve the efficiency and effectiveness of service delivery, and to ensure that the needs of the community were met. The implementation of the strategy was supported by ongoing training and support, and by regular feedback and updates to ensure that the approach remained responsive to the needs of stakeholders.

2. **Describe the project director's past successes in conveying stakeholders' knowledge:**

   - Provide data parameters for LMI environmental scans, and to train them in understanding the implications of the findings.
   - Develop a robust model for predicting workforce needs, and to share the results with relevant stakeholders.
   - Facilitate the development of partnerships with local businesses, and to promote the use of these partnerships for workforce development.
   - Lead the design of a comprehensive training program for job seekers, and to ensure that the program is effective and accessible.
   - Successfully negotiate funding agreements with state and federal agencies, and to ensure that the funds are used effectively.
   - Develop a clear and compelling vision for the future of the One-Stop Center, and to communicate this vision to stakeholders.

   By combining these successes, the project director demonstrated a strong commitment to improving workforce development and to ensuring that the needs of stakeholders are met.
Cultures

provide a quality service that meets the needs within very different management structures. Each center had a unique mission, and so the need to forge a team who could work effectively together was essential. Success required strong leadership, clear communication, and effective problem-solving. Each center, working within a matrix management style, developed strategies to achieve success with this model. Each center had a different focus on their respective Center, and the coaches and counselors worked closely with each other to ensure a smooth transition. During her employment at the County of Ventura as a manager, she

Burning Glass and EMIS LMI tools.

conducted research on MS. Durbin is currently conducting an office on behalf of several

The labor market research MS. Durbin is conducting a

excited about college and careers.

Information on career fields, as they see the value in getting high school students.

are needed to continue the trend of businesses. They don't change their line of share for 700 high school students. The student attendees is slated entirely by volunteers, most of whom are volunteers. The Moorpark College Career Speakers. Even that MS. Durbin works, careers can be delayed.

The function.

of the CTEA and the CTEA training, and other

within her college, MS. Durbin acts as Co-Chair of the CTEA Perkins Workgroup.

between the 5 school districts and the college, and to share best practices.

Community college administrators, members of business/industry, and the

councils on behalf of the college, MS. Durbin acts as Chair of the Board, and

organization and cross-functional teams to achieve a common set of goals.

Describe how the project director has taken a leadership role in creating a

Oversaw an agency-wide transition to a performance-based management system. The project director was responsible for the design and implementation of a comprehensive performance management system for all employees. This was a major shift in policy within the agency — prior to the implementation of the system, employees were evaluated on a job performance matrix. She initially worked in a pilot program to assess those changes before applying them to all employees.

While working as the Staff Development Manager for the County of Ventura in the

Human Services Agency, MS. Durbin was also responsible for the design and
Training, using her existing relationships across the region, to develop effective interventions and implement them regionally through collaboration and partnership. Miss. Du Boise will research best practices, develop an enforcement and program improvement plan. The goal of SB 1070, is to bring campuses and K-12 institutions across the region to achieve the goals of SB 1070. Ms. Du Boise, background and education in human resource management, training.

Postsecondary education and career.

The collaborative learning opportunities will help in establishing and validating reliable measures to establish readiness for students (13 high schools in 5 school districts) and her career counseling background.

Ms. Du Boise, current grants (SB70, Transitions and CTEA) require quarterly and annual reporting of these state-funded training activities.

Management development and numbers of students pursuing for and receiving college credit.

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

When ARRA funding (American Recovery and Reinvestment Act) was made available in 2009, Ms. Du Boise was contracted by her college to partner with a local service provider for the ARRA Title IX grant. This grant funds a fall summer internship program for 50 youth with disabilities, no previous work experience, and a high school diploma.
Academic Affairs
Luis P. Sanchez, J.D., LLM

Associate Superintendent/Vice President

Santa Maria Unified High School District

Pathways, course sequences and articulation:
Pathways, course sequences and articulation will be our partner in the development of new programs which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and ED 1402 Grant funding.

As part of this collaboration we will agree to have a representative from the first-year plan development.

Professional career associations, and local workforce boards:

Technical Education Pathways Program Grant for the South Central Region Consortium.

Allian Hancock College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Pathways, course sequences with high school level coursework that combine rigorous academic with technical education.

Dear Vice Chancellor:

Luis P. Sanchez

Associate Superintendent/Vice President

November 27, 2013

Send here, G. anywhere.

HANCOCK COLLEGE

ALIAN
Antelope Valley Union High School District

new pathways, course sequences and articulation:
collaborate in the consortium. The following high school districts will be our partner in the development of
minimum of one high school district will also be included per

with SB 1070 funding.

include the following: A. SB 70, SB 1070, and SB 1402 Grant funding will be required above
and leveraging of Regional Resources, leadership, and investments utilizing multiple sources which may
development meeting that has the authority to agree to a two-year Implementation plan. Collaboration
as part of this consortium will be able to have a representative that attends the first-year plan

Workforce boards:

involvement from Regional Industry and Local Organizations, Professional Trade associations, and Local
collaboration and four-year public postsecondary educational institutions. There will be meaningful
courses that begin with foundational preparation. This collaboration will include high school level
sequences that begin with foundational preparation. This collaboration will include high school level
It is understood that this consortium is funded for three years (2013-16), the SB 1070

Career Technical Education Pathway Program Grant for the Southern California Consortium

Dear Vice Chancellor,

Sacramento, CA 95811-6594
1120 Q Street, Suite 455A
California Community Colleges Chancellor's Office
Workforce & Economic Development Division
Van Ton-Quinhin, Vice Chancellor

November 22, 2013

Office of the President

ANTELope VALLEY COLLEGE
Sincerely,

William S. Hart Union High School District

...course sequences and articulation...

As is required of a consortium member, a minimum of one high school district will also be included per college.

multiple sources which may include CE Transitions, Perkins IV, SB 70, SB 1070, and SB 1442 grant funding.

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 will be funded through SB 1070 grant funding.

...professional trade associations, and local workforce boards...

It is understood that this consortium is funded for three years (Year one being a planning year and year two and three implementation years).

Technical Education Pathways Program grant for the South Central Region Consortium.

[Signature]

Dear [Name],

Sacramento, CA 95811-6549
1120 Q Street, Suite 4554
California Community Colleges Chancellorís Office
Workforce & Economic Development Division
Van Ton-Guinhin, Vice Chancellor

November 26, 2013
SB 170, and SB 1402 grant funding. Utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, and SB 170, implementation plan that will be funded through SB 170 will require first-year plan development meetings that has the authority to agree to a two-year development plan. It is understood that the consortia 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 of course sequences that begin with foundational preparation continue with high school level course that combine rigorous academics with career education, and the articulation with local community colleges and four-year public programs, educational institutions, professional trade associations, and local workforce boards, with meaningful involvement from regional industry and labor organizations.

Pathways Program Grant for the South Central Region Consortium.

San Luis Obispo County CCD, Cuesta College, is pleased to become a member.

Dear Vice Chancellor:

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

November 22, 2013

Thank you for your support.

San Luis Obispo Community College District
Cuesta College
805 546-3122
Cuesta College
Vice-President of Academic Affairs
Deborah Wilt

Sincerely,
[Signature]

Templeton Union High School District
San Luis Coastal Unified School District
Paso Robles Unified School District
Llano Merced School District
Cuesta Union Unified School District
Aレスデロユニオン学区学区

As a member of our partnership to develop new pathways, course sequences and articulation,
our participation in the transition to new high school districts will be
be included in college in the consortium. The following high school districts will also

As is required as a consortium member, a minimum of one high school district will also
Moorpark College
President
Barbara A. Sgouros

Simi Valley Unified School District
Contra Costa Unified School District
Moorpark Unified School District

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

Professional and associates' and local workforce boards. Educational institutions with meaningful involvement from regional industry and labor organizations, educational institution with meaningful involvement from regional industry and labor organizations, career education, and are articulated with local community college and four-year public postsecondary institutions. Career Education, and are articulated with high school level courses that combine rigorous academic with foundational preparation, continue with high school level courses that combine rigorous academic with foundational preparation, continue with high school level courses that combine rigorous academic with foundational preparation. Where implemented for regional collaboration to create new pathways or course sequences that begin where implemented for regional collaboration to create new pathways or course sequences that begin where implemented for regional collaboration to create new pathways or course sequences that begin.

Moorpark College is pleased to become a member of a consortium for RFA 13-16. The SB 1070 Career Technical Education Pathways Program Grant for the South Central Region Consortium.

Dear Vice Chancellor:

Sacramento, CA 95811-6699
1102 I Street, Suite 455A
California Community Colleges Chancellor's Office
Workforce & Economic Development Division
Van Tof-Quiñonez, Vice Chancellor

November 27, 2013
Oxnard College
President
Richard Dunn, Ed.D.

Sincerely,

Oxnard Union High School District

In the development of new pathways, course sequences and articulation
involves all colleges in the consortium. The following high school districts will be our partner:

Perkins IV, SB 70, SB 1070, and SB 1402 which include CTE Transitions, LWDs, and interventions utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1402, and SB 1070 will require implementation and leveraging of regional resources.

Development meetings have been held to agree on a two-year implementation plan that
As part of this consortium we will agree to have a representative from each of the first-year plan

Local workforce boards, including Oxnard College and four-year public postsecondary educational institutions, with meaningful-involvement from local industry and labor organizations, professional trade associations, and community colleges and four-year public postsecondary educational institutions, with meaningful-involvement from industry and labor organizations, professional trade associations, and community colleges and four-year public postsecondary educational institutions, with meaningful-involvement from industry and labor organizations.

As understood, the consortium is funded for three years (fiscal years). The consortium is a planning and

Oxnard College is pleased to become a member of this consortium for RFA 12-16, the SB 1070

Dear Vice Chancellor,

RE: SB 1070 Consortium – Intent to Participate

Sacramento, CA 95811-6549
1120 State Street Suite 4354
California Community Colleges Chancellor's Office
Workforce & Economic Development Division
Van Ton-Quyen, Vice Chancellor

November 25, 2013

Office of the President

Oxnard College
Our Dual Enrollment Program and in the Get Focused...Stay Focused Initiative.

The above two school districts are in the Santa Barbara City College service area and participate in

Santa Barbara Unified School District

Carpiemita Unified School District

As is required as a consortium member, a minimum of one high school district will also be included.

1070, and SB 1402 grant funding.

and Investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, will require identification and leveraging of regional resources. Leaders of educational development meetings that have the authority to agree to a two-year implementation plan that will coincide with development of new pathways, course sequences and articulation.

boards.

Regional Industry and Labor Organizations, Professional Trade Associations, and Local Workforce

Regional Industry and Labor Organizations, Professional Trade Associations, and Local Workforce.

SB 1070 Career Technical Education Pathways Program Grant for the South Central Regional

SB 1070 Career Technical Education Pathways Program Grant for the South Central Regional.

Santa Barbara City College is pleased to become a member of a consortium for RFA 13-164, the

Dear Vice Chancellor:

Sacramento, CA 95814-6649

1102 16th Street Suite 4564

Carnegie Community Colleges Chancellor's Office

Vice Chancellor

November 22, 2013

Dr. Jack Prelutsky
Sincerely,

Allen Hancock College
College of the Canyons
Cuesta College
Ventura Community College District

Executive Vice President
Jack Feldenderer

Consortium will be attending the January 2014 Get Focused...Stay Focused! conference at SBCC.

Finally, representatives from the following colleges and K12 districts in the South Central Regional
Santa Fe, Lompoc, and Santa Maria are participating.

Santa Barbara County Implementing the Get Focused...Stay Focused! Initiative. High schools in
Additionally, SBCC is currently working with K12 districts in the Allen Hancock service area of north
new pathways, course sequences and articulation.

Please be aware that these proposals are still under development and are subject to change. As such, the specific courses and pathways outlined in the table may evolve to better align with the needs of students and the labor market. The consortium is committed to ongoing evaluation and adaptation to ensure that the programs remain relevant and effective.

Sincerely,

[Signature]

Office of Student Learning - Student Learning

Ventura College
Regional Occupational Program

<table>
<thead>
<tr>
<th>Ventura County Regional Occupational Program</th>
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<tbody>
<tr>
<td>Ventura High School</td>
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Dear Chancellor:

Sincerely,

[Signature]

Office of Student Learning - Student Learning

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Dear Chancellor:

Sincerely,

[Signature]

Office of Student Learning - Student Learning

Ventura College
Regional Occupational Program
EDUCATION

- Bachelor of Science in Business Administration and Management from California Lutheran University, CA
- Master of Science in Human Resource Management from Stanford University, CA

PROJECT MANAGEMENT

- Focused on developing and implementing successful project management strategies to meet project deadlines and objectives.
- Experience in managing complex projects, including software development, website design, and marketing campaigns.
- Proven ability to lead cross-functional teams and collaborate effectively with stakeholders.

CARER TECHNICAL EDUCATION

- Certified in CTE (Career Technical Education) fields, including Business Administration, IT, and Accounting.
- Experience in developing and delivering CTE courses and workshops.
- Responsible for coordinating over 50 articulations for various CTE programs with schools and community colleges.

Contact: Karen Du Bois
Phone: 805-598-2866
Email: karendubois@clearmail.com
Address: 301 Calle Margarita, Thousand Oaks, CA 91360
National Association of Colleges and Employers

PROFESSIONAL AFFILIATIONS

Resource Center Manager - Career Development Coordinator - County of Ventura, HSA 02/00 - 04/01
Shift Development Program Manager - County of Ventura, Human Services Agency (HSA) 04/01 - 11/02
Freelance Instructor - Ventura County Community College District, Conejo Valley Adult 10/05 - 06/07
P/T Counselor, Career and Transfer Center - Moorpark College 02/07 - 06/07
Program Manager - Summer Youth Employment Program, Moorpark College 04/09 - 06/09
P/T Instructor - California Lutheran University, M.S. Counseling and Guidance Program 01/07 - Present
P/T Instructor - Moorpark College 04/06 - Present
F/T Counselor & Career Education Specialist - Moorpark College 08/06 - Present
Contract Professional Development - South Central Regional Consortium 09/13 - 05/14
Contract Labor Market Researcher - College of the Canyons 10/13 - 05/14

EMPLOYMENT
Chair, South Central Regional Consortium
Luan R. Swander

Sincerely,

SB1070 efforts.

The SCR is looking forward to working closely with COC and Korey Dobus in providing regional leadership and support in the region in building a more effective and effective practice, taking full advantage of the strategies doing leveraging strategic economic of scale, building on current programs. There is also a regional commitment to work together on

SB1070 efforts.

SB1070 efforts.

SB1070 efforts.

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Reach of dissemination activities and reduce costs. Note: Hard copy materials of all products and results will only be available on an as needed or as requested basis. Electronic dissemination will improve efficiency and reach.

<table>
<thead>
<tr>
<th>Dissemination Methodology</th>
<th>Project Product or Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents: Local/Regional Faculty Training Workshops</td>
<td>Program and Training</td>
</tr>
<tr>
<td>Web Sites: Department/Instructor web pages; PDF</td>
<td>Outreach and Promotional</td>
</tr>
<tr>
<td>Web Sites: Collaborative partner web sites; Social and professional networking web sites</td>
<td>Materials</td>
</tr>
<tr>
<td>PDF documents</td>
<td>Course Sequences</td>
</tr>
<tr>
<td>CEC EWD sector web site link; partner college web sites; placement of information on the SRAG and regional colleges and high school web sites (hereafter web sites); Web sites: Collaborative partner web sites; Social and professional networking web sites</td>
<td>Program Descriptions</td>
</tr>
<tr>
<td>Other Program Data</td>
<td>Success</td>
</tr>
<tr>
<td>Institutional materials</td>
<td>Student outcomes, program success</td>
</tr>
<tr>
<td>Curricular, Program data, course outcomes</td>
<td>Program Evaluation data: Student (selected)</td>
</tr>
<tr>
<td>Sector reports: Sector regulations; Regional, Statewide educational conference</td>
<td>Institutional materials: PDF</td>
</tr>
<tr>
<td>Sector/Statewide Launchboard: Journal articles; Presentations: Stewardship; Presentations: Stewardship; Regional, Statewide educational conference</td>
<td>Web Site (general outcomes):</td>
</tr>
<tr>
<td>Colleges: email; sector web portal</td>
<td>Secure web portal for collaborative members and partners</td>
</tr>
</tbody>
</table>

Dissemination as follows: Will be given at meetings and conferences. Project product and results will be disseminated through a multi-level strategy in the dissemination of the college and district's goals.