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:

**Rio Hondo 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 **CTE-LA County Region** consortium.

The College is familiar with the terms of the SB 1070 Career Technical Education Pathways Program Grant as well as the required activities and has the internal policies and practices in place to implement all of them. The responsible staff and the key talent identified to carry out the activities both have a history of success at the college and in the region. Our community college consortia includes: Cerritos, Citrus, El Camino, Glendale, Long Beach, Mount San Antonio, Pasadena, and Santa Monica and is an outgrowth of our multiple SB 70 collaborative activities.

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,

Teresa Dreyfuss
Superintendent/President
## CONTACT PAGE

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### Address: 3600 Workman Mill Road
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### District Superintendent/President (or authorized designee)

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Abstract

This proposal is submitted for funding for the SB 1070 Career Technical Education Pathways Program as extended by Senate Bill 1070. It is the intent of this proposal to continue, expand, and regionalize the best practices achieved thus far by the Career Technical Education Pathways Program. The nine “Ring Colleges” located outside of the LACCD in Los Angeles County have come together to form a consortium and submit a response to the SB1070 Career Technical Education Pathways Program Grant. The nine “Ring Colleges” have shared information from their SB70 collaborative/CTE Transitions efforts and selected the key talent to guide the consortium in the development of a steering committee in order to develop a two-year plan to implement sustainable policies/practices on a regional landscape. This consortium has selected Rio Hondo College as the fiscal agent. Member colleges are listed below. A contact list and map are included in this application.

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<th>Mt. San Antonio College</th>
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<td>Rio Hondo College</td>
<td>Glendale Community College</td>
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<tr>
<td>Santa Monica College</td>
<td>Pasadena College</td>
<td>Rio Hondo College</td>
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The SB70 Community Collaborative Grants established regional partnerships among middle schools, high schools and two or three community colleges. These partnerships accomplished great outcomes that laid the foundation for the next step to develop and implement sustainable policies and infrastructure that will result in the measurable and successful transition of CTE students from high schools to community colleges across the region. Many exemplary programs/activities established by these regional collaborative efforts have been highlighted in the Needs Statement as well as some of the challenges faced when attempting to implement seamless transitions for students from high school to post-secondary education. Regional collaboration among the nine colleges through SB 1070 will provide the platform to conduct an initial SWOT (strengths, weakness, opportunity, threats) analysis of existing programs within the Colleges. The outcomes of the analysis will guide the steering committee in recommending policy changes in the areas that affect CTE student success in secondary and post-secondary education in the Los Angeles County Region.

The Ring College’s Consortium will be guided by current research in the area of student success and the California Community College’s Doing What Matters for Jobs and the Economy. The Consortium will address the SB1070 year one objectives by working collaboratively with the Deputy Sector Navigators, LA/Orange County Regional Consortium, secondary partners, business/industry representatives, Workforce Investment Boards, college faculty/staff and other key players. The Los Angeles County “Ring Colleges” SB 1070 Consortium will continue the practice of making available to the members as well as other practitioners within the state the products developed.
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Need Statement

Geographical Description

Los Angeles County covers 4,084 square miles and as of January 1, 2012 has a population of 10,363,800 residents. The nine Community Colleges in the Consortium (Ring Colleges) form a geographic ring around the campuses of the Los Angeles Community College District. The "Ring Colleges" are located in key industry hubs or sub region areas like the South Bay Artesia Corridor, the Verdugo/Foothills, with the San Gabriel Valley connecting the two. El Camino College, Santa Monica College, El Camino Compton Center, Long Beach City College (LBCC), and Cerritos College make up the South Bay/Artesia corridor sub region and include a concentration of manufacturing and aerospace industries. Glendale College (GCC) and Pasadena City College (PCC) make up Verdugo Foothills sub region includes a concentration of arts media, entertainment, energy/utilities, engineering, design, and medical technology. In between these sub regions, Mt. San Antonio College (Mt. SAC), Rio Hondo College (RHC), and Citrus College make up the San Gabriel Valley sub region where logistics, transportation, computer technology, biotechnology, and nanotechnology, and green technology are concentrated and growing economic sectors.

These Colleges have come together on a regular schedule for the common purpose of focusing on preparing the future generation of skilled workers. An assessment of these efforts confirms the need to unite workforce, employment and education systems by developing and implementing sustainable policies, procedures, and infrastructure that result in the measurable and successful transition of CTE students from high schools to postsecondary education and careers. This work is foundational to the region; our challenge will be to 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. Therefore we are ready and eager to standardize and regionalize our efforts under the guidance of the SB 1070 Career Technical Education Pathways Program Grant.

Foundational Work

Previous efforts aligning existing high school career and technical education programs and postsecondary programs have been documented within the existing SB 70 Collaboratives. The SB70 Collaboratives were designed to increase the efficiency and effectiveness of the California educational system with a strict focus on four key areas:

1. Career Exploration Development for 7th and 8th graders;
2. Career Technical Education sectors;
3. Teacher and Faculty Externships in Business & Industry, and
4. CTE Professional Development.

All nine colleges and their respective collaborative have addressed all 4 areas by increasing the awareness of future career pathways, enhancing the understanding of industry trends, creating pipelines of future workers, and initiating actions that would result in higher perceived values toward career technical education. Below is a short summary of some of these efforts, it is by no means an exhaustive summary.
(1) Career Exploration Development for 7th and 8th graders:
Rio Hondo College created a career exploration/STEM middle school course, implemented it for three years and expanded into other middle schools and non-profit organizations. Additionally, Rio Hondo College implemented a middle school career exploration/STEM summer academy during 2011, 2012, and 2013 leveraging resources from CTE TEACH, SB70 and Workforce Innovation Partnership Grant. Citrus College created middle school summer experiences integrating math & science contextualized with CTE disciplines using hands on learning (Automotive and Information Technology) during 2012 & 2013.

Both Santa Monica College and Citrus Colleges use career exploration software titled Career Coach online to assist school personnel in guiding students to research information about careers and related education. The El Camino Compton Center CTE Coordinator took a group of students from their welding summer program on an industry tour to the Steamfitters and Pipefitters local 250. The students had a chance to visit all departments and got information about job and training opportunities. Cerritos College has used other grants to create a pipeline beginning in the 5th grade. They host a STEM Conference for 5th & 6th graders to introduce them to the various careers in Science, Technology, Engineering and Math. In addition, they hosted a nontraditional conference for males and females each year. For middle school students they offer robotics, career exploration, SolidWorks, and Architectural Design. For high school students they offer not for credit workshops in architectural design, guitar making, and credit courses in Machine Tool, Engineering Technology, and Plastics. The PCC and GCC Collaborative successfully informed K-12 students of career pathways through strong industry and education partnerships, with activities that included robotics and engineering days, youth career conferences/career fairs.

(2) Career Technical Education sectors:
El Camino College increased the concurrent enrollment for Engineering Technology and Robotics classes. In the South Bay, El Camino College has enrolled nearly 800 students this semester in these courses with over 3,000 students earning concurrent/dual enrollment credit over the course of the grant. Middle school and high school students participated in a four week Robotics Camp at Cerritos College. Thirty students learned how to design and program VEX Robots in teams. Students learned teamwork, problem solving, creativity, and basic engineering principals.

Mt SAC implements a robust system of articulation agreements representing multiple CTE pathways inclusive of student requests for credit and two years of longitudinal study. Rio Hondo College created a virtual system of articulation agreements inclusive of a web-based process for instructional personnel. This process facilitated claims for credit by students plus social media mechanisms to boost awareness and participation. Citrus College also increased the number of courses available for faculty review for comparability/course articulation, and removed the 12 unit residency and fee barriers.
Cerritos College in collaboration with El Camino and the Compton Center has created a pathway in engineering primarily focused on the Project Lead the Way Curriculum (PLTW). The SB 70 grant allowed Cerritos College to build capacity at each of the college sites. In an effort to better serve manufacturing and Engineering Technology students. El Camino College, Cerritos College and the Compton Center have all gone through the rigorous process to be approved facilities for the National Institute for Metalworking Skills (NIMS) certification process. Their labs had to participate in a third party inspection and their instructors had to meet specific requirements. All facilities are NIMS certified. Both high school and college students have earned NIMS certifications; approximately 100 NIMS Level 1 Drilling Certifications have been earned by student’s at all three colleges, and a small number of Level 2 Certifications have also been earned. Additionally high school students in Cerritos College’s summer program can earn a SolidWorks Certification.

LBCC’s Math/Engineering Department has been instrumental in the building of a partnership with Cal State University Long Beach’s Engineering Department to discuss the need to develop an effective pathway from secondary to postsecondary in the Engineering programs. LBCC and their secondary partner are working towards developing an applied mathematics course that falls within LBCC’s math sequence and the possibility of offering dual enrollment course at the high schools.

(3) Teacher and Faculty Externships in Business & Industry:
Mt SAC has been successful in engaging faculty to participate in externships and most recently expanding the opportunities to secondary instructional personnel. Through SB 70 funding, the Pathway Programs Department paid for PLTW training for faculty from Cerritos College, Downey USD, Paramount USD, ABC USD, Norwalk/La Mirada USD, and Southeast ROP. Teachers were trained in CIM, IED and POE, as well as training for the middle school "Gateway to Technology." LBCC coordinated faculty externships in the areas Nursing, Computer Office Systems, Music/Radio/TV, Child Development, English, Public Services, Architecture/Drafting, Air Conditioning, and Sheet Metal from the Building and Trades areas. Faculty received valuable information from the employers as it related to upgrading their curriculum, new skill sets needed for employment, job outlooks in the industry and open internships for their students. GCC successfully assists faculty members secure externships with reputable businesses such as Jet Propulsion Laboratory (JPL).

(4) CTE Professional Development:
Ring colleges during the life-span of SB70 hosted a wide array of professional development activities including but not limited to counselor trainings in career pathways, labor market use, career exploration, student success and CTE. Workshops also included contextualization of math into CTE, participation in Educating for Careers, CCCAOE, Special Populations, and Workforce Development conferences. Mt. SAC hosted two counselor events (middle school, high school and college). Rio Hondo College hosted seminars focused on Contextualized Math into CTE for high school and college instructional personnel.
Challenges Identified
The 9 ring colleges have begun to share data, best practices and barriers/challenges in order to identify opportunities that will build a long-term and locally sustainable infrastructure that is supported by the colleges within the region and beyond. One of the major barriers is that of articulation. Every college has an articulation policy and articulation agreements with secondary schools and ROPs; but relatively few students claim the articulated credit. Moreover, the process varies widely from college to college.

Credit by exam is costly for the college and onerous for the students. The system could and should be unified across the region. New strategies could include online exams and a single policy regarding residency requirements. The annual instructor to faculty articulation agreements are time consuming but needed as quality assurance to mitigate variability; a college’s accreditation and 4-year university articulation status could be adversely affected if agreements/curriculum is not comparable.

Another challenge in developing CTE Career Pathways is that CTE courses offered in high school are less available than before; this results in fewer matches to career pathways available at the student’s community college. Regional Career Pathways would allow alignment with those CTE courses that do exist. Also, the implementation of Dual Enrollment would provide students with an opportunity to enroll in CTE Courses at the college. However, classes are often impacted and admission policies and procedures prevent many students this opportunity.

The introduction of career exploration and career opportunities, and the education to support them, is often ignored as a middle or high school theme. This results in the lack of context for academic disciplines and the ability of learners to apply theory to the world around them. The lack of a career plan leaves students without defining an aspiration or applying themselves because there is no connection between assimilation of knowledge, skills and abilities to the ultimate functionality in the world of work and gainful employment. A 10-year career plan started in ninth grade is needed; especially an ever-evolving career plan will support each individual learner (like the rudder on a sailboat).

In developing and expanding CTE programs, it is critical to acknowledge and support the need for institutional leadership of faculty who possess relevant industry experience. Similarly, there exists the need to insure adequate instructional support for new and expanding CTE programs. Colleges need to develop a set of institutional training priorities for CTE faculty, staff, and managers to promote innovation, improve effectiveness and efficiency, encourage succession planning, and identify career ladder opportunities.

Further the K-12 curriculum, although “standards-based” is locally modified; the college curriculum is varied depending on the faculty and the program delivering it. It would be helpful to develop standardization of curriculum content across the region. This standardization does exist in those programs where program goals are aligned with
industry certificates and licensure. Industry certification would lead to a better prepared workforce.

Another challenge is the lack of tracking CTE students after they leave the community college CTE programs. The CTE Completer Study has only a small percentage of the college participation; thereby prohibiting a complete report of the community college success in preparing individuals who get jobs.

Very few of the CTE Programs have included opportunities for student and employers to participate in job-shadowing activities, internships and employment possibilities. Many colleges report the challenge of funding work experience/internship programs as prohibitive due to financially challenged institutions.

Few Career Technical Education Programs have taken advantage of the Transfer Model Curriculum recently adopted. If this same model was implemented, a seamless transition would exist for the CTE students. An assessment of what exists and identification of what programs could transfer would promote student success, student cohort completions and program improvement.

Summary
The 9 ring colleges have formed a consortium, shared information and selected the key talent that will form a Steering Committee in order to develop a two year plan to implement sustainable policies/practices and the necessary infrastructure that results in the measurable and successful transition of CTE students from high school to postsecondary education and careers. As this brief summary shows, the logical next steps are planning and assessing. In this first, planning year the project director and support staff will:

1. Analyze articulation, dual enrollment and work experience policies & practices across the colleges, identifying the most and least restrictive.
2. Convene colleges to review and recommend optimal regional practices and steps to achieve.
3. Develop a comprehensive database of articulated courses (related to sector, by college and USD), including number of student awards, that can be updated.
4. Analyze database for key courses - most frequently occurring, greatest number of student awards for consideration of regionalized articulation.

The Project Director will meet with the other SB 1070 consortia as well the LA/Orange County Regional Consortium in order to share information and leverage knowledge. Technical Assistance will be secured from the other Economic Development funded projects in the area. With the added support from the CA Academic Senate, the project is position to develop a plan of action that is supported by its constituents.
Response to Need

The nine “Ring Colleges” located outside of the LACCD in Los Angeles County have all come together to form the SB 1070 Consortium and to submit a response to the SB1070 Career Technical Education Pathways Program. This consortium will contribute to California’s job growth and economic viability through collaboration and articulation between California’s middle and high schools, postsecondary education, and regional business and labor organizations to increase student success in postsecondary education and careers in high growth, high need, or emerging regional economic sectors.

The initial funding for CTE Pathways Program (SB 70) established regional partnerships among middle schools, high schools and two or three community colleges. These partnerships established in 2007 are still in place today. The need section has identified many of the exemplary programs established by these regional collaborative efforts and further identifies the challenges faced when attempting to implement a seamless transition for students from high school to the community colleges. Therefore, it is a natural evolution for these collaboratives to now partner and form the foundation of the work for the SB 1070 Consortium for the “Ring Colleges” in Los Angeles County.

Regional collaboration among the nine colleges will allow this region to continue to design and implement career pathways that include rigorous academics and specific career technical education courses leading to certificates, associate of science degree and/or transfer to the four year institution. Previous work done by the academic senate related to Transfer Model Curriculum as well as Common Course Numbering initiatives will assist the regional work.

Research conducted by the Institute for Higher Education Leadership & Policy in Career Opportunities: CTE & College Completion Agenda Part IV: Aligning Policy with Mission for Better Outcomes (March 2013), has identified suggestions for policy changes related to career pathways as follows:

- Adapt career exploration curriculum in middle/high schools
- Strengthen CTE counseling for CTE programs; professional development for counselors
- Standardize policies on dual enrollment, credit awarding, and articulation across colleges
- Develop and incentivize statewide articulated career pathways for local adoption.
- Develop statewide degree pathways for career-oriented associate degrees (to parallel transfer degrees).

This research will serve as a basis for the development of the two year plan for this consortium.
1. **Aligning existing postsecondary technical preparation programs and out comes with high school career technical education curriculum to ensure seamless transitions for students.**

Based on the SB 70 Collaborative projects completed to date, the newly configured SB 1070 CTE Pathways Program Consortium will compile model projects currently in place and utilize this information as a baseline for all future efforts. Each college was asked to identify those barriers/challenges that exist toward a regional implementation. These identified issues, policies, procedures, and local practices will be reviewed by the SB 1070 Consortium Steering Committee. Strategies to address each of these areas will be developed and classified as local issues, regional issues, and or statewide issues.

A Steering Committee will be convened – comprised of the CTE Dean and designee and other identified stakeholders. These individuals will assume the responsibility for the review of all baseline data collected and for the identification of regional gaps. The SB 1070 Steering Committee will assist the project director with the development of a plan for year 2 and year 3 of the funding cycle. A timeline for resolving the identified gaps will be developed and completed by the end of Year 3 funding cycle. Additional resources such as Perkins IC and SB 1070 Collaborative funds will be utilized to facilitate meeting this objective.

2. **Increase attainment of industry recognized certificates.**

Los Angeles County Deputy Sector Navigators will play a key role in identifying the industry recognized certificates. Once these have been identified for each of the LA County Sectors, an assessment of what exists can be made. The Deputy Sector Navigators in conjunction with the LA/Orange County Regional Consortium will be the conduit to business and industry and are the most knowledgeable in this area. This consortium will also collaborate with the Los Angeles Community College’s SB 1070 Consortium as the Deputy Sector Navigators serve the entire region. This objective can be met by building on the work done by the Centers of Excellence as well as the Career Cafe’.

3. **Promote productive partnerships between educational institutions and business and industry to build existing regional structures.**

For the past five plus years, the Los Angeles Colleges have been active participants with the Los Angeles Economic Development Corp (LAEDC), San Gabriel Valley Economic Development Partnership, and the seven Workforce Investment Boards (WIB)s in Los Angeles County. These existing relationships will continue to facilitate partnerships between the “Ring Colleges” and business and industry. Based on an assessment to be completed during the 1st Quarter of funding year 1, additional partnerships will be developed as needed.
4. **Promote and track participation of high school and college students in articulated and dual enrolled courses and the credit awarded.**

Articulation agreements exist at a number of the “Ring Colleges”. Most of these are course to course agreements and each college has its own policies and procedures – all aligned with Title V of the CA Education Code requirements. Some of the colleges have developed “Dual Enrollment Courses/Programs. These programs have become the only access many high schools students have to CTE; as many of the high schools no longer offer CTE courses/programs. This information will be used to establish a baseline measurement for articulated courses, dual enrollments, and career pathways. To date, there is no regional approach existing within any of Los Angeles or Orange County. Collaboration among all the colleges in the region as prescribed in the SB 1070 CTE pathways Program. The collaboration within the Los Angeles Ring College area will allow us to establish initial strategies for regionalizing articulation in selected courses; convene colleges to review data, policies and practices from most successful dual enrollment efforts in order to expand current agreements and to standardize the procedures followed.

Project staff are eager to meet on a regional as well as statewide basis to capture “model practices” for articulation and dual enrollment programs. Statewide policies and practices derived through consensus can be the foundation for the improvement of all CTE Career Pathway Programs

Tracking of participants has been left to local inputting of data and has not been entered into the MIS data base in most cases. It will be the goal of this project to work with the RP Group to gather Outcomes Survey data, CalPASS, LaunchBoard, and C-ID & Transfer Model Curriculum Initiatives of the Academic Senate. The “Ring Colleges” recognize the need to collect data to better serve students and to be able to report successful outcomes. The collection of this CTE Pathway Program data will indeed move the needle on *Doing What Matters for Jobs and the Economy* in California.

5. **Provide professional development to teachers and faculty.**

Knowledge deficit among educators at both the secondary and postsecondary level has led to program outcomes that are not communicated, not replicated, and often die of extinction. Just as the goal of the Economic and Workforce Development Division is to provide the training for an educated workforce, educators need to keep pace with those needs. Getting educators out of the classroom and into the world of work will insure their knowledge level meets industry standards.

Professional development will be an integral part of the SB 1070 Consortium Plan. It will include an assessment of the needs of the education partners as well as a specific timeline for meeting those needs. Funding will come for Year 2 and Year 3 of the CTE Pathways Partnership Grants as well as local Perkins IC funds. Additional local funding from non-profits and other agencies will be secured as needed.
6. Expand student’s opportunities in paid or unpaid work experience programs and internships.

Many of the “Ring Colleges” have work experience/internships in place at their institutions. Some are “general work experience” and others are discipline specific. The Health Deputy Sector Navigator for LA is hosting a meeting to share an internship model developed as a partnership between Hospital Council of CA and California Department of Education. This model can be replicated in any work setting and will be distributed to all Deputy Sector Navigators in Los Angeles County.

During the Year I Planning, SB 1070 Consortium will develop a mechanism to build upon the successful models in place within the “Ring College” region. Identification of additional faculty training and inclusion in all Career Technical Education Programs will be the desired outcome.

7. Implement the State’s existing Career Pathways templates.

The “Ring Colleges” Consortium is fortunate to have representation from the CA Academic Senate who has provided leadership for the development of the CA Career Pathways templates. Numerous CTE faculty have participated on the committee groups that developed these templates. However, many of the colleges have not embraced the utilization of these templates at their local colleges. Up to this point, the colleges believed they were simply optional. Additionally, there was little or no professional development that occurred to incorporate these templates.

Professional development activities for this SB 1070 Consortium must include strategies for utilization of the Career Pathways templates. The region has the appropriate staff in the region to provide that expertise. During Year 2 and Year 3 of the funding cycle, strategies developed during the planning year will be initiated to meet this objective.

8. Validate reliable measures to establish readiness for postsecondary education and career.

An assessment of what currently exists within the nine “Ring Colleges” in Los Angeles County will be essential for meeting this objective. The SB 1070 Consortium will rely on the technical assistance of WestEd, RP Group, local Student Success Initiative staff, and local researchers in developing a plan for validating reliable measures for establishing students’ readiness. Most important will be the collaboration with the secondary educators in order for them to set their education standards to this level of readiness. Policies and practices must ensure on-going communications; not just a one-time meeting. It is these on-going relationships that have demonstrated to produce the most noticeable and documented student success.

Baseline data will be collected from each college that will include the number of CTE students completing articulated courses, earning college credit, and matriculating from
high schools to community colleges. This information will be used to design and implement plans that promote student success, student cohort completions, and program improvement.

The goal of SB 1070 Career Pathways Program will be to collaborate with the nine colleges in Los Angeles County to develop a two year plan to implement sustainable policies/practices and the necessary infrastructure that results in the measurable and successful transition of CTE students from high school to postsecondary education and careers. It will be imperative that this model be supported by the individual nine districts in the consortium.

Additionally, the consortium will be responsible for the collection of baseline data to map and develop an inventory of articulated courses, career pathways, and ultimately to report the number of CTE students completing articulated courses and earning college credits at the nine “Ring Colleges” in Los Angeles County. Project staff as well as members of the SB 1070 Steering Committee will participate in the LaunchBoard training and meetings with the expectation of coordinating the LaunchBoard data and collection in years two and years three.

The SB 1070 CTE Pathways Consortium for the “Ring Colleges” is poised to meet together to develop a two year plan for implementation of the project. The Project Director will meet with the other SB 1070 consortia as well the LA/Orange County Regional Consortium in order to share information and leverage knowledge. Technical Assistance will be secured from the other Economic Development funded projects in the area. With the added support from the CA Academic Senate, the project is positioned to develop a plan of action that is supported by its constituents.
### ANNUAL WORKPLAN

**OBJECTIVE NUMBER**: 1

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

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<td>1.1</td>
<td>Convene individuals representing secondary schools, community colleges, and four year postsecondary institutions to establish working committee. Identify additional participants needed to tap into local, regional &amp; statewide expertise.</td>
<td>March 2014</td>
<td>Project Director</td>
<td>Steering Committee members identified and have met at least one time.</td>
<td>QS 3</td>
</tr>
<tr>
<td>1.2</td>
<td>Conduct an assessment of existing policies and practices &amp; models - locally as well as statewide - in place that govern student transition from secondary to postsecondary education.</td>
<td>June 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Assessment completed with documentation of results.</td>
<td>QS 3</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify barriers that currently exist within the educational systems that inhibit a seamless transition of students.</td>
<td>September 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>List of barriers compiled and documented solutions</td>
<td>QS 3</td>
</tr>
<tr>
<td>1.4</td>
<td>Recommend strategies needed to remove the barriers for a smooth transition of secondary students to post secondary education and identify the activities needed, timeline withing funding cycle, and outcomes to be achieved.</td>
<td>November 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Plan of action with appropriate benchmarks, timelines and resources needed. Resources will include Perkins IC, SB 1070, &amp; local funds.</td>
<td>QS 3</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

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

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Clarify &amp; Identify the role of the Los Angeles Co. Deputy Sector Navigators, Sector Navigators, Center of Excellence, and Los Angeles/Orange Co Regional Consortium to support the sector work in the region.</td>
<td>March 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Minutes will record each entity role and the contribution they can make to the development of a plan of action.</td>
<td>LI 3</td>
</tr>
<tr>
<td>2.2</td>
<td>Research and compile the resources existing due to work previously completed by the Technical Assistance Persons - Center Of Excellence, Career Café - related to industry recognized certificates.</td>
<td>May 2014</td>
<td>Project Director &amp; Clerical Support Staff</td>
<td>Resources listed and printed in a document to be distributed to Steering Committee.</td>
<td>LI 3</td>
</tr>
<tr>
<td>2.3</td>
<td>Identify barriers in existence to students in attaining industry-recognized certificates.</td>
<td>September 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Document written that identifies existing barriers.</td>
<td>LI 3</td>
</tr>
<tr>
<td>2.4</td>
<td>Integrate into the SB 1070 Consortium Plan, a strategy for implementing industry-recognized certificates into career technical programs that are within the identified sectors for LA County.</td>
<td>November 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Planning Document Completed that identifies Activities, Timelines, and Resources needed.</td>
<td>LI 3</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, . . .)
# Timelines

<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>Identify existing regional partnerships in place through collaboration with Sector Navigators, L.A. Deputy Sector Navigators, LA/Orange County Regional Consortium, Economic Development entities, and Workforce Investment Boards (Worksource Centers).</td>
<td>April 2014</td>
<td>Project Director, Clerk &amp; Steering Committee</td>
<td>Document listing all existing partnerships between colleges and business &amp; industry entities.</td>
<td>QS 2</td>
</tr>
<tr>
<td>3.2</td>
<td>Continue and expand partnership with LA County WiBs/Work Source Centers that have integrated Youth Councils.</td>
<td>June 2014</td>
<td>Ring College CTE Deans and SB 70 Directors.</td>
<td>Reporting in writing to Project Director &amp; Clerk.</td>
<td>QS 2</td>
</tr>
<tr>
<td>3.3</td>
<td>Collaborate with SB 1070 Consortium in the LA Community College District to avoid duplication of partnerships.</td>
<td>June 2014</td>
<td>Project Director &amp; Clerk</td>
<td>Documentation of meeting between Los Angeles Community College Distrist SB 1070 Consortium.</td>
<td>QS 2</td>
</tr>
<tr>
<td>3.4</td>
<td>Incorporate continuing and new partnerships strategies into the SB 1070 Consortium Plan for the &quot;Ring Colleges&quot;.</td>
<td>November 2014</td>
<td>Project Director &amp; CTE Deans</td>
<td>Document listing expanded partnerships between 9 Los Angeles County Ring Colleges and identified entities.</td>
<td>QS 2</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

Improve student success in postsecondary education and training for Careers in high-need, high-growth, or emerging regional economic sectors by promoting and tracking participation in high school articulated and dual enrollment courses.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Collect successful models of education and training programs that have existing articulation agreements between CTE secondary education courses/programs and postsecondary CTE courses/programs.</td>
<td>May 2014</td>
<td>Project Director &amp; Clerk</td>
<td>Document describing models collected with appropriate contact information included.</td>
<td>LI 5</td>
</tr>
<tr>
<td>4.2</td>
<td>Collect successful models of education and training programs that have utilized Dual Enrollment models and CTE Transfer Model Curriculum for secondary and postsecondary students.</td>
<td>May 2014</td>
<td>Project Director &amp; Clerk</td>
<td>Document describing models collected with appropriate contact information included.</td>
<td>LI 5</td>
</tr>
<tr>
<td>4.3</td>
<td>Identify policies and procedures that facilitated these successful models as well as data that need to be collected.</td>
<td>October 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Implementation Plan developed that includes activities, responsible individuals, timeline, and resources needed.</td>
<td>LI 5</td>
</tr>
<tr>
<td>4.4</td>
<td>Develop a plan for data collection for the Los Angeles Ring Colleges that incorporates strategies from CalPASS, CTE Outcome Survey, LaunchBoard, and C-ID.</td>
<td>November 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Implementation Plan developed that includes activities, responsible individuals, timeline, and resources needed.</td>
<td>LI 5</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, . . .)
Facilitate professional development that focuses on high school teachers 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>5.1</td>
<td>Assess knowledge deficit related to instructional strategies that have been successfully implemented into career and technical education programs (ie, contextual learning, Linked Learning, WhoDoUWant2B, Career Café, &amp; Programs of Study)</td>
<td>May 2014</td>
<td>Steering Committee &amp; Project Director &amp; Clerk</td>
<td>Survey results tabulated and list developed from assessment data.</td>
<td>LI 6</td>
</tr>
<tr>
<td>5.2</td>
<td>Appoint a subcommittee to develop regional, LA County wide or LA/Orange County professional development workshops e.g. contextual learning, Linked Learning etc.</td>
<td>May 2014</td>
<td>Steering Committee &amp; Project Director</td>
<td>Committee developed comprised of faculty representing Academic Senate and secondary teachers in place.</td>
<td>LI 6</td>
</tr>
<tr>
<td>5.3</td>
<td>Identify appropriate funding for identified professional development workshops utilizing SB 1070 Consortium, Perkins IC and local funds.</td>
<td>October 2014</td>
<td>Project Director &amp; Clerk</td>
<td>Budget proposal developed to include local funds as well as Year 2 and Year 3 SB 1070 funds.</td>
<td>LI 6</td>
</tr>
<tr>
<td>5.4</td>
<td>Identify professional development activities for secondary and post secondary faculty that will facilitate curriculum revisions to include work experience/internship courses to insure student employment in high-demand professions.</td>
<td>September 2014</td>
<td>Project Director &amp; Faculty Subcommittee</td>
<td>Professional development activities and schedule printed and distributes to partnership secondary &amp; postsecondary faculty.</td>
<td>LI 6</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

### Increase student success in postsecondary education and training for Careers in high-need, high-growth, or emerging regional economic Sectors. Provide the leadership for data collection and implementation of a common tracking and reporting systems as developed by CA Department of Education and CA Community Colleges Chancellor's Office, West Ed, and/or Research Practitioners (RP) Group.

<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>Utilize a SWOT analysis on existing Student Success programs at the Los Angeles County &quot;Ring Colleges&quot;.</td>
<td>March 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>SWOT Analysis outcomes compiled and distributed to member stakeholders.</td>
<td>QS 3</td>
</tr>
<tr>
<td>6.2</td>
<td>Based on SWOT Analysis, identify barriers currently in place for tracking students from secondary to community colleges and as appropriate to 4 year postsecondary institutions.</td>
<td>May 2014</td>
<td>Project Director &amp; Steering Committee</td>
<td>Barriers to student tracking compiled and distributed to member stakeholders.</td>
<td>QS 3</td>
</tr>
<tr>
<td>6.3</td>
<td>Identify policies and procedures that need to be reviewed, revised, and/or implemented in order to address the barriers in place.</td>
<td>September 2015</td>
<td>Project Director &amp; Steering Committee</td>
<td>Policies and procedures list distributed regionally as well as to consortium and statewide agencies.</td>
<td>QS 3</td>
</tr>
<tr>
<td>6.4</td>
<td>Integrate the development of Policies &amp; Procedures to improve reporting and tracking of secondary and postsecondary students into the SB 1070 LA Co &quot;Ring Colleges&quot; Plan.</td>
<td>November 2014</td>
<td>Project Director &amp; Clerk &amp; Steering Committee</td>
<td>SB 1070 LA County &quot;Ring Colleges&quot; Consortium Plan in place.</td>
<td>QS 3</td>
</tr>
</tbody>
</table>

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ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 7

Facilitate the implementation of the State's existing career pathways in order to facilitate the development of articulation agreements between secondary and postsecondary Career Technical Education courses/programs.

<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 the existence of career pathways related to the sectors and emerging sectors in Los Angeles County.</td>
<td>May 2014</td>
<td>Deputy Sector Navigators, Steering Committee</td>
<td>Report of existing career pathways within each of the sectors in Los Angeles Co.</td>
<td>LI 5</td>
</tr>
<tr>
<td>7.2</td>
<td>Align Career Pathways in each of the LA Co Sectors with statewide Career Pathway templates.</td>
<td>October 2014</td>
<td>Academic Senate Rep, Steering Committee</td>
<td>Paper model of existing career pathways templates and alignment with Sector career pathways.</td>
<td>LI 5</td>
</tr>
<tr>
<td>7.3</td>
<td>Compile list of existing gaps between Sector Career Pathways and Statewide Career Pathway Templates.</td>
<td>November 2014</td>
<td>Academic Senate Rep, Steering Committee</td>
<td>Documented existing gaps list developed and distributed to stakeholder members.</td>
<td>LI 5</td>
</tr>
<tr>
<td>7.4</td>
<td>Incorporate results of gap analysis into LA County &quot;Ring College&quot; SB 1070 Consortium Year 2 and Year 3 Plan of Action.</td>
<td>November 2014</td>
<td>Project Director &amp; Clerical Support</td>
<td>SB 1070 Consortium Plan will include plan for implementing Statewide Career Pathways Templates.</td>
<td>LI 5</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, . . )
# Timelines

<table>
<thead>
<tr>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2014 Project Director &amp; Steering Committee</td>
<td>List of existing measures and validation strategies.</td>
<td>QS 3</td>
</tr>
<tr>
<td>October 2014 Project Director &amp; Steering Committee</td>
<td>Comparison document between statewide efforts and directives and what exists in LA County &quot;Ring College&quot; SB 1070 Consortium</td>
<td>QS 3</td>
</tr>
<tr>
<td>November 2014 Project Director &amp; Steering Committee</td>
<td>SB 1070 Consortium Plan for the &quot;Ring Colleges&quot; includes validation strategies with timelines and resources needed.</td>
<td>QS 3</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>$14,000</td>
</tr>
<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
<td>2</td>
<td>$22,128</td>
</tr>
<tr>
<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
<td>3</td>
<td>$15,249</td>
</tr>
<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
<td>$10,499</td>
</tr>
<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5</td>
<td>$130,432</td>
</tr>
<tr>
<td>6000</td>
<td>CAPITAL OUTLAY</td>
<td>6</td>
<td>$0</td>
</tr>
<tr>
<td>7000</td>
<td>OTHER OUTGO</td>
<td>7</td>
<td>$0</td>
</tr>
</tbody>
</table>

TOTAL DIRECT COSTS: 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:** Lyla Eddington, Ed.D.
- **Title:** Strategic Planning
- **Date:** 11/20/2013

**Authorized Signature:** [Signature]

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

- **Name:** Philip Luebben
- **Title:** Finance & Business
- **Date:** 11/26/13

**Authorized Signature:** [Signature]
## APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Academic Senate Representation, 100 hr x $70/hr = $7,000</td>
<td>$ 7,000</td>
</tr>
<tr>
<td></td>
<td>SB70 Coordinators, 100 hrs x $70/hr = $7,000</td>
<td>$ 7,000</td>
</tr>
<tr>
<td>2000</td>
<td>Clerk Typist III, 50% of $3,688/mo x 12 mo</td>
<td>$ 22,128</td>
</tr>
<tr>
<td>3000</td>
<td>Certified Benefits @ 11% = $1,540</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>Classified Benefits @ 62% = $13709</td>
<td>$ 15,249</td>
</tr>
<tr>
<td>4000</td>
<td>Office Supplies = $4,000</td>
<td>$ 10,499</td>
</tr>
<tr>
<td></td>
<td>Duplicating = $500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meeting Supplies = $5,999</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>Consultant Services - Lyla Eddington, Chair, Based on 32 hrs/wk x 44 wks x $79/hrly salary (Dean with Doctorate) which meets the RFA requirement of no less than 80% for the position = $110,000</td>
<td>$ 130,432</td>
</tr>
<tr>
<td></td>
<td>Consultant Services - SB70 Coordinators @ Partner Colleges = $8,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mileage &amp; travel as required by RFA to participate in LaunchBoard meetings as well as Regional Consortia and Deputy Sector Navigators Regional Meetings = $3,232</td>
<td></td>
</tr>
<tr>
<td>6000</td>
<td>Conference Registration &amp; Travel = $4,000</td>
<td>$ -</td>
</tr>
<tr>
<td>7000</td>
<td>Web Services = $4,000</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>Telephone/Hotspot Services = $1,200</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL DIRECT COSTS</strong>:</td>
<td></td>
<td>$ 192,308</td>
</tr>
<tr>
<td><strong>TOTAL INDIRECT COSTS</strong> (Not to exceed 4% of Direct Costs):</td>
<td></td>
<td>$ 7,692</td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong>:</td>
<td></td>
<td>$ 200,000</td>
</tr>
</tbody>
</table>
Project Management Plan

The primary objective of this consortium is to develop and implement 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. To that end the key talent will facilitate 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.

In our region one of the most talented persons—Dr. Lyla Eddington, has provided excellent and consistent leadership to existing networks and partnerships, among them the LA/Orange Co. Regional Consortium that she chaired for over 20 years. She has demonstrated the ability to convene and facilitate the important work of the CTE/Economic & Workforce Development Program Deans, Directors, and faculty in this region. She has accomplished this by an extensive outreach effort across the vast region and by chairing a multitude of discussion forums (meetings, workshops, seminars, conferences, web-based discussions) that are inclusive and open to all who are interested in participating. Outreach has extended to individuals from the community colleges, Employment Development Division Specialists, Workforce Investment Boards and One Stop Centers, K-12 educators, four year colleges, and business and industry partners.

Dr. Eddington has diligently worked to gain the respect of her colleagues over the last two decades by understanding the diverse needs of the region and always working toward forging consensus, particularly with difficult and/or emerging issues. The totality of this experience demonstrates her ability as the Project Director for the Ring Consortium to bring educational systems into alignment for the purpose of developing and implementing sustainable policies and infrastructure that result in the measurable and successful transition of CTE students from high school to postsecondary education and careers.

Her doctoral work focused on a study to identify the readiness of high school Tech Prep Students to enroll in postsecondary education. She provided the leadership at Rio Hondo College to track these students and document their success. One of the most successful programs she developed was a Dual Enrollment Program funded by the U.S. Department of Education. It served in excess of one hundred students a year and focused on under achieving students. This involved a partnership with the K-12 local district and allowed students to complete their high school diploma as well as A.S. Degree from Rio Hondo College. She developed policies and procedures for implementing a smooth transition of these students from sophomore status in high school through completion of the postsecondary course of study.
Some of the major accomplishments Dr. Eddington has facilitated include the development of several college CTE programs during her tenure at Rio Hondo College. These include programs in the area of Advanced Transportation, Civil Engineering, Geographic Information Systems, 3-D Modeling, Health Coding, Fitness, and Environmental Technology. All of these programs involved business and industry partnerships and were initially funded by state and federal grant funds. These programs have served hundreds of students and are still in place today.

Dr. Eddington also played a leadership role in the development and implementation of the distance education program at Rio Hondo College. She was able to recruit an advisory committee comprised of faculty across all disciplines, establish criteria for course development, identify staff to be hired, and secure outside funding to complement the district commitment of general fund dollars. Within a two year period, there were over 90 courses offered through the Virtual College. She also provided the leadership for the on-going evaluation of the courses and found the success rate equaled that of face-to-face instruction. The Virtual College is still in place today serving the educational needs of this community.

As the regional consortium chair, Dr. Eddington was instrumental in developing and facilitating a professional network with a strong connection to all levels of education, from K – 16. She was able to achieve these successes because of her background, which has helped contribute to her in-depth knowledge on education and training best practices, as well as understanding how to best address the needs of industry employers when it comes to workforce training. Dr. Eddington has served on a local school board and is currently Vice Chair of a local non-profit community hospital. She has served as the education representative Health Advisory Committee for the LA Area Chamber of Commerce. She represented the LA/Orange Co. Consortium on the Board of Directors for the Los Angeles Economic Development Corp.

For the past five years, Dr. Eddington has facilitated a project with the 11 WIBS in LA and Orange County entitled “The Ideal Partnership.” This relationship has provided the colleges with increased opportunities for collaboration and delivery of instruction. Previously, Dr. Eddington represented the community colleges in a collaborative partnership between LA County Department of Education, Employment Development Division, South Bay WIB, and LA City Chamber to develop a job placement web site for individuals in LA County. When the funding went away, it was hosted at Rio Hondo College as part of the California Virtual College for an additional period of time.

Dr. Eddington has completed an educational leadership degree at Azusa Pacific University where she earned her Ed.D. She provided the initial leadership for the development of the Leadership Institute currently offered through CCCCAOE and the Perkins IB funded Workforce Leadership Institute. Upon her retirement as a dean from the college, Dr. Eddington recognized the need to develop a leadership institute as part of CTE succession planning. As the liaison from the Regional Consortia Chairs, she surveyed practitioners to identify essential topics for CTE leadership. She recruited her colleagues to assist her with workshops offered at the CCCAOE
conference each year. CCCAOE ultimately assumed the leadership for this leadership institute. In the past year she facilitated the development of the workshop on CTE Program Development offered at the Academic Senate Curriculum Institute, as well as offered to the Curriculum Chairs in the Los Angeles/Orange County Regional Consortium. She has provided technical assistance regarding program development to faculty and administrators within the region on an ongoing basis.

One of the leadership strengths demonstrated by Dr. Eddington is her ability to work with others to **develop a vision, identify the opportunities and secure resources to meet identified goals.** She has demonstrated this through development of CTE programs as well the Leadership Institute. The CTE Programs identified previously were the outcome of ideas generated in advisory committees, faculty meetings, and other events. Dr. Eddington has been able to take these ideas, generate a clearly defined vision and bring it to fruition. Her work ethic and “can do” attitude has inspired those she works with to achieve the identified goals. Based on her strong CTE academic background, proven technical expertise in CTE program development, and experience in establishing professional programs to train the next generation of workforce development leaders, Dr. Eddington has the requisite skills, knowledge, and proven track record; and is the key talent recommended by the 9 “Ring College” consortium formed to implement the SB1070 Career Technical Education Pathways Program.

As the Dean of Health Sciences, Dr. Eddington first worked with establishing transfer model curriculum with the Associate Degree Nursing program. With the passage in 2010 of SB 1440, this region has witnessed faculty from both the community college and CSU system working together to ensure that students gain the knowledge and skills needed to prepare them for the workforce. Dr. Eddington has hosted numerous faculty working groups as part of the Tech Prep Articulation process. Under her leadership, Rio Hondo College had over one hundred articulation agreements with local high schools, ROPs, and Adult Schools. Additionally, programs in the Health Sciences, Technology, and Business areas all had established articulation agreements with the local Cal State University and University of California systems.

As an instructional dean, Dr. Eddington provided the leadership for working with the college admissions and counseling departments on admitting students into health science programs. At that time, an in-depth assessment had to be completed on each of the courses transferred to Rio Hondo College. In 2006, when the Academic Senate provided the leadership for the implementation of the course identification numbering system, student transfer was an easier process. Dr. Eddington will provide the leadership for the use of the identification numbering system.

Dr. Eddington has provided technical assistance to faculty and CTE Deans on program approval, program articulation, and career pathway development on a regular basis in order to assist college faculty and deans developing and/or revising CTE programs. While Chair of the Los Angeles/Orange County Regional Consortium Dr. Eddington facilitated the development of a local three step process to ensure that all aspects of the
required program approval components were included in the program proposal. Most importantly, the process was developed to encourage colleges to collaborate on program development and avoid destructive competition. The goal of focusing on Labor Market Information (LMI) was to guarantee jobs upon completion of the program of study. Dr. Eddington has assisted colleges to strengthen their advisory committee members with business partners and encouraged developing relationships leading to internships and job placement.

As the project director for the Tech Prep Regional Collaborative – Los Angeles County, Dr. Eddington worked with CA Department of Education staff in the development of CTE Standards. A specific area of interest for Dr. Eddington has been the Health Science CTE Standards. She participated in the review process as the Project Director of the Health Workforce Initiative Affiliate. These standards are an essential tool for the development of career pathways for students from high school to the community colleges. The CTE Matrix that was developed as part of that project and is posted on [www.lacccwc.com](http://www.lacccwc.com) and utilizes the California Department of Education’s fifteen industry sectors. This alignment assists with high school career planning and helps students visualize possible career pathways available at the local community colleges.

Dr. Eddington has not only provided the leadership for the Los Angeles County Ring Consortium, but she also has experience as a faculty member, instructional dean, and vice president of CTE and Economic & Workforce Development. She has provided leadership for state-wide organizations in both the Nursing arena and CA Community College Association of Occupation Education (CCCAOE). Dr. Eddington brings a wealth of knowledge and experience to this region (See Attached Resume).

The Project Director, Dr. Eddington will convene the members of the consortium on a regular basis to plan and execute the identified activities. She will oversee that the outcomes of the project are achieved. Her responsibilities will include developing agendas and ensure minutes are accurately recorded. She will also serve as the point of contact for the consortium for the CCCCO, Sector Navigators, CTE Deans/Directors, Deputy Sector Navigators, educational partners, and business and industry.

The **Steering Committee** will be led by Dr. Eddington, Project Director. Mike Slavich, Dean of CTE at Rio Hondo College will be the Contact Manager and Steering Committee member for the college. The steering committee will be comprised of the CTE Dean from each of the “Ring Colleges” and other individuals as identified at the initial meeting. The role of the Steering Committee will be to provide oversight for the project and serve as a liaison to their individual college. They will be responsible for insuring that the policies and procedures established are communicated to senior level management at their colleges.

Representation from the Academic Senate will be facilitated by Dr. Michelle Pilati, past president and full time faculty member at Rio Hondo College. Dr. Pilati is currently working on the Common Course Numbering Initiative and Articulation Project with the
CA State Universities and University of CA system. She has agreed to participate on
the steering committee as well as to share outcomes of the projects.

Each college will also identify one representative who will serve on sub committees. Involvement of the Deputy Sector Navigators, Centers of Excellence, LA/Orange County Regional Consortium staff will be essential to maximize resources to the nine “Ring Colleges” in Los Angeles County. The project director will be in communication and attend meetings both regionally as well as statewide as needed.

The implementation of this project, to develop policies and procedures to facilitate articulation between California’s middle and high schools and postsecondary education, regional business and labor organizations, and to increase student success in postsecondary education and careers in high growth, high need, or emerging regional economic sectors will build upon the previous SB 70 activities within the region. Baseline data will be collected by the Project Director and utilized to document the regions ability to “move the needle” in doing what matters for business and the economy.
SB1070 Consortia Configurations for Los Angeles and Orange County

Community Colleges
Los Angeles and Orange County

1. Cerros
2. Citrus
3. Coastline
4. Cypress
5. East LA
6. El Camino
7. Fullerton
8. Glendale
9. Golden West
10. Irvine Valley
11. Long Beach
12. LA City
13. LA Harbor
14. LA Mission
15. LA Pierce
16. LA Southwest
17. LA Trade-Tech
18. LA Valley
19. Mt. SAC
20. Orange Coast
21. Pasadena
22. Rio Hondo
23. Saddleback
24. Santa Ana
25. Santa Monica
26. Santiago Canyon
27. West LA
EDUCATION

Ed.D. Educational Leadership. Azusa Pacific University, Azusa, CA.,
Dissertation Topic: The Impact of High School Tech Prep
Program on Readiness Skills for a Community College.

M.S. in Education/School Administration. California State University, Fullerton, CA.

B.A. in Psychology. California State University, Fullerton, CA.

Diploma in Nursing. St. Luke’s Hospital School of Nursing, Fargo, N.D.

PROFESSIONAL EXPERIENCE

Coordinator, Health Workforce Initiative (HWI) Los Angeles. August 15, 2013 to present.
Implement goals and objectives for SB 1070 funds and coordinate other goals and objectives of the HWI Program for Los Angeles.

Chair, LA/Orange Co. Regional Consortium, 1994 to June 2013.
Provide leadership for Career Technical Education and Economic Workforce Development for the 28 colleges in LA and Orange County. Responsibilities included: Communication link between CCCCO and colleges in region, communication among colleges in region, and staff development. Also includes providing technical assistance for program approval for faculty and deans.

Project Director, Health Workforce Initiative (HWI) Affiliate. 2011 to June 30 2013.
Collaborate with HWI Initiative Director for LA/Orange Co., Imperial Valley to serve the LA County region. Provided Customer Service Training to hospitals, developed regional Nursing Advisory Committee and computer training for staff utilizing Electronic Medical Records.

Provide leadership and vision for federal, state, and local entitlement programs and economic development activities. Line responsibilities included:

- **Grant Development Program**: Responsibilities included the development and implementation of an aggressive grants and categorical funding operation.

- **Tech Prep Program**: Responsibilities for the Tech Prep Program included articulation of vocational and academic courses/programs, integration of academic and vocational education, development of career paths, development of work experience and internship.

- **Title V**: Responsibilities included implementing a five-year project to increase the
transfer of two-year students to four-year institutions and to institutionalize the
strategies campus-wide.

- **Regional Consortium:** Provide leadership for Vocational Education &
  Economic Development Deans at the twenty eight colleges in Los Angeles and
  Orange County.

- **Small Business Development Center (SBDC):** Responsibilities included
  providing leadership for the development of strategies that serve small business
  within Los Angeles County as well as linking with Rio Hondo College business
  programs/courses.

- **Contract Education and Community Development:** Responsibilities for
  Contract Education, Noncredit Programs, and Community Services included
  assessing current program and providing the leadership to expand course
  offerings to meet the community needs, budget management, and linking
  courses to credit and noncredit courses.

**Interim Vice President, Economic and Community Development, June 2002 to May
2003.**
Provide leadership and vision for federal, state, and local entitlement programs and
community development (president cabinet position). Line responsibility included:
Vocation and Economic Development Programs, Grant Development Program, Virtual
College, California Virtual Campus (CVC), Tech Prep Program, Title V Grant, and
Corporate and Community Development.

**Dean, Vocational Education and Educational Program Development, July 1, 2000 to
May 2002.**
Provide leadership and vision for federal, state, and local entitlement programs. These
included Vocational Technical and Education Act (VTEA), Tech Prep, School-To-
Career, and Regional Workforce Preparation and Economic Development Act
(RWPEDA). Line responsibility included the Grant Development Program, Virtual
College, Tech Prep Program, Title V Grant, and Regional Consortium.

**Dean, Educational Program Development, July 1, 1998 to June 30, 2000.**
Provide leadership and vision for federal, state, and local entitlement programs. These
included Vocational Technical and Education Act (VTEA), Tech Prep, School-To-
Career, Welfare Reform (CalWORKs), Workforce Investment Act (WIA), and Regional
Workforce Preparation and Economic Development Act (RWPEDA). Line responsibility
included the Grant Development Program, Virtual College, Tech Prep/School-To-
Career Program, and Workforce Development Program. Responsibilities for the
Workforce Development Program included providing leadership and vision for the
CalWORKs Program as well as Job Development/Job Placement.

**Dean, Educational Program Development, Interim Dean, Business and Technology,
July 1, 1997 to June, 1998.**
Provides leadership and vision for the federal, state and local entitlement programs of
the College, especially those relating to VATEA, Tech-Prep, School-To-Work and
Welfare Reform. Duties included direct line supervision of Business, Technology, and
Apprenticeship Divisions.

**Executive Dean, Academic Services/Special Programs; Dean, Health and
Environmental Sciences Division; Dean, Technology/Apprenticeship Division, August 1,
1992 to June 30, 1997.**
Provide leadership & vision for Vocational Education (president cabinet position). Direct line supervision of Associate Degree Nursing, Emergency Medical Technician Program, Environmental Technology Program, Vocational Nursing Program, as well as Technology/Apprenticeship Programs.

Dean, Health Science and Environmental Technology Division, Rio Hondo College, Whittier, California, July 1, 1989 to July 30, 1992. Responsibilities included direct line supervision of programs assigned to this area.

Interim Dean, Occupational Education, Rio Hondo Community College, Whittier, California, July 1, 1988 to June 30, 1989 (president cabinet position). Duties included direct line responsibility for Public Service (Police and Fire Science), Technology Divisions and the Apprenticeship Program. Other responsibilities included Institute of Business and Industry Development (contract education), management of grants and leadership and vision for federal and state vocational education initiatives.

Assistant Dean, Health Science Division, Rio Hondo Community College, Whittier, California, July 1, 1985 to June 30, 1988. Duties included supervision of Associate Degree Nursing Program, Emergency Medical Technician Program, Medical Assisting Program, Vocational Nursing Program, and Respiratory Care Program.

Chairperson, Associate Degree Nursing/Respiratory Therapy Department, Rio Hondo Community College, Whittier, California, 1982 - 1985. Duties included supervision of the Associate Degree Nursing and Respiratory Therapy Programs.

Chairperson, Associate Degree Nursing Program, Cerritos Community College, Norwalk, California, 1979 - 1982. Position included coordination of Associate Degree Nursing Program and part-time teaching in Medical-Surgical, Obstetrics, Pediatrics, Psychiatric Nursing.

Instructor, Associate Degree Nursing Program, Cerritos College, Norwalk, California. 1973 - 1979. Duties included teaching Medical-Surgical Nursing, Obstetrics, Pediatrics, Psychiatric Nursing.

Instructor, Associate Degree Nursing Program, Cerritos Community College, Norwalk, California, 1971 - 1973. Part-time position teaching Medical-Surgical, Obstetrics Nursing. Also taught in the Vocational Nursing Program.

CREDENTIALS

- California Community College Instructor, Lifetime Credential, Subject - Nursing.
- California Community College Administrative Credential.
- Registered Nurse - California.
PROFESSIONAL MEMBERSHIPS

- Association of California Community College Administrators (ACCCA)
- California Community College Association of Occupational Education (CCCAOE)
- National Council for Occupational Education (NCOE)
- Pi Lambda Theta (International Honor Society & Professional Association in Education)

COMMUNITY COLLEGE COMMITTEES

- Accreditation Committee
- Articulation Committee
- Basic Skills Committee
- Curriculum Committee
- Faculty Senate
- Management Council, President
- Master Education Plan Committee
- Matriculation Committee
- M.I.S. Committee
- Planning and Fiscal Council
- President's Cabinet
- Program Review Committee
- Sabbatical Leave Committee
- Safety Committee
- Scholarship Committee
- Staff Development
- Transfer Committee
- Technology Committee
- Title III Steering Committee
- Web Task Force Committee
- Welfare Reform Committee (co-chair)

PROFESSIONAL/STATE-WIDE ORGANIZATIONS

- Association of Instructional Administrators
  Original Steering Committee

- Associate Degree Nursing Directors Southern California
  Legislative Committee, Chair
  By-Laws Committee, Chair
  Coalition of Nursing Organizations in California, Representative

- California Association for Occupational Education
  V.P. Los Angeles/Orange County Region
  Chair-elect
  President
  Past-President
  National Council for Occupational Education Liaison
Regional Consortia Chair Liaison, current

- California School Board Association
  - Member
  - Legislative Network

- Chancellor’s Office Vocational Education/Economic Development Advisory Committee

- Chancellor’s Office Vocational Education Research and Accountability Technical Advisory Committee

- Chancellor’s Office Vocational Education Special Populations Advisory Committee

- Coalition of Nursing Organizations in California
  - Associate Degree Nursing Director-South Representative (6 years)
  - Secretary
  - Vice Chair
  - Chair

- La Puente Valley Chamber of Commerce
  - Rio Hondo College Representative
  - Educational Partnership, member

- Los Angeles County Workforce and Economic Development Joint Management Committee (representing the community colleges in Los Angeles County)

- National Institute for Leadership Development
  - Participant 1986
  - The Next Step Workshop, participant 1991

- San Gabriel Valley Nursing Consortium
  - Member & Treasurer (2 years)

**SPECIAL PROJECTS/GRANTS**

- CA Community College Chancellor’s Office Grant to Study Associate Degree Nursing Curriculum.
  - Steering Committee Member.

- CA Community College 2+2 Articulation Project
  - Interim Director

- CA Community College Economic Development Industry Collaborative focusing on Geographic Information Systems (GIS)
  - Project Director

- CA Community College Plan for Renewal in Educational Programs (project to
implement Preceptor Program in Nursing).
  Project Director

- Department of Defense and CA Community College Alternative Transportation Grant
  Project Director

- Gateway Cities Partnership
  Board of Directors

- Kellogg Grant to Validate National League of Nursing Competencies for Associate Degree Graduates (1 of 6 state-wide projects).
  Project Director

- Los Angeles County Board of Supervisors Grant (to increase minority students in nursing).
  Project Director

- Los Angeles County Regional Workforce and Economic Development Collaborative
  Joint Management Council

- Los Angeles/Orange County Regional Consortium Grant
  Grant to coordinate the Vocational/Economic Development Activities for 28 Community Colleges
  Chair and Fiscal Agent

- Pico Rivera Business Education Partnership
  Board of Directors

- Rio Hondo Area Latino Education Council
  Steering Committee

- Rio Hondo College Tech Prep Consortium
  Grant to implement Tech Prep Curriculum with local High Schools, ROP/Adult Schools

- San Gabriel Valley Training Group (4 College Consortium for Economic Development)

- Santa Fe Business Education Partnership

- Vocational Technical Education Act (VTEA) Research and Accountability Advisory Committee (current member)

- Vocational Technical Education Act (VTEA) Special Populations K – 14 Advisory Committee
PRESENTATIONS AND PUBLICATIONS

How to Structure an Advisory Committee

> Can Caring Be Taught? How to Teach Caring,

> CCCAOE Partnerships: Impacting State Policies & Procedures

> Communication Strategies in the Workplace

> Criteria Utilized for Evaluation of Vocational Programs

Dual Enrollment Program: Serving Low Performing High School Students

> Evaluating a Tech Prep Program

> How to Work with EPA in Developing Programs at the Community College

> Implementing A Regional Workforce and Economic Development Program for Los Angeles County,

> Implementing a Tech Prep Model

> Leveraging Economic Development Dollars for Vocational Education Programs

> Marketing Economic Development Programs – A Regional Approach

> Meeting the Educational/Training Needs through a Collaborative Model

> Program Evaluation – Utilizing an Assessment Model

Program Development: From Conception to CCCCCO Approval

> A Side-By-Side Comparison of the Vocational Education Legislation

> Teacher Preparation; On-line Course for Community College Faculty

> The Impact of a Tech Prep Program on Mathematics and English Placement Scores

> Theories of Learning and the Application for Curriculum Development, Fall 1996

COMMUNITY SERVICE

- Advisory Committee for Elementary, Junior High and High School Parent Member

- American Heart Association Education Project
Co-director

- Beverly Hospital Board of Directors
  Member, Secretary, Vice Chair (current)
  Chair, Quality Committee (current), Strategic Planning Committee, Audit &
  Finance Committee

- Hacienda/La Puente Unified School District
  Board Member
  President
  Clerk

- La Puente Valley Regional Occupation Program
  Board Member/President
  Advisory Committee La Puente Valley R.O.P.
  Rio Hondo College Nursing Program Representative

- Los Altos High School Girls Soccer Booster Club
  President

- Whittier Area Baptist Fellowship
  High School Youth Group - Parent Advisor
  Sunday School Teacher
November 21, 2013

To Whom It May Concern:

This is a letter of support for the Los Angeles Ring College Consortia SB1070 application. The Los Angeles/Orange County Regional Consortia strongly recommends approval of this submission. We are especially pleased with the inclusion of the following elements as proposed by all seven state Regional Consortias.

1. Include work plan activity and budget to support statewide coordination and collaboration.
2. Engage/define role for Deputy Sector Navigators, Centers of Excellence, and Regional Consortia during the first year of 1070 planning.
3. Commit to work with other 1070 regional projects, the Regional Consortia, the Sector Navigators, and the TAPs to identify elements of regional plans that would be advantaged by statewide collaboration.
4. Work with SB70 successful projects and WestEd to replicate effective practices identified through evaluation of past SB70 projects and develop a mechanism for effective dissemination of those practices.
5. Commit to develop and/or utilize common systems of tracking and reporting student progress through career pathways and into employment.

We look forward to working closely with the Los Angeles Ring College Consortia over the next three years as they implement key policy changes to better connect secondary and post-secondary career and technical education.

Ring Consortia Colleges:
- Cerritos College
- Citrus College
- El Camino College
- Glendale College
- Long Beach City College
- Mt. San Antonio College
- Pasadena College
- Rio Hondo College (fiscal agent)
- Santa Monica College

Respectfully,

Steven A. Glyer
Chair
Los Angeles/Orange County Regional Consortia
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:

Cerritos 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 CTE-LA County 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 required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB1070, 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.


Sincerely,

[Signature]

Dr. JoAnna Schilling,  
Vice President of Academic Affairs
November 13, 2013

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

RE: Intent-to-Participate: CTE Pathways Program Los Angeles

Dear Vice Chancellor:

Citrus 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 Los Angeles Region and working with Rio Hondo College, the lead agent.

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

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

Duarte Unified School District

Sincerely,

Arvid Spor, Ed.D.
Interim Vice President of Academic Affairs

1000 West Foothill Boulevard
Glendora, CA 91741-1899
Tel: 626.963.0323
www.citruscollege.edu
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:

El Camino 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 LA County Region consortium. Rio Hondo Community College District is willing to be the fiscal agent for this three-year grant.

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 districts will be our partner in the development of new pathways, course sequences and articulation:

Centinella Valley Unified School District
Compton Unified School District

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

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

Sincerely,

Thomas Fallo
Superintendent / President
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

RE: Intent-to-Participate: CTE Pathways Program Los Angeles

Dear Vice Chancellor:

Glendale 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 CTE-LA County Region and working with Rio Hondo College, the lead agent.

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

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

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

Glendale Unified School District
Burbank Unified School District

Sincerely,

[Signature]

Dr. Mary Nireh
Vice President of Instruction
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:

Long Beach 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 Los Angeles County 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 required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. Long Beach Unified School District will be our high school district partner in the development of new pathways, course sequences and articulation.

Sincerely,

[Signature]

Eloy Ortiz-Oakley
President-Superintendent
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:

Mt. San Antonio 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 LA County 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 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 following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Baldwin Park Unified School District
Bonita Unified School District
Covina-Valley Unified School District
Pomona Unified School District
Walnut Valley Unified School District

Bassett Unified School District
Charter Oak Unified School District
Hacienda La Puente Unified School District
Rowland Unified School District
West Covina Unified School District

Sincerely,

Irene Malmgren, Ph.D.
Vice President of Instruction
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:

Pasadena 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 North Los Angeles County 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 required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

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


Sincerely,

[Signature]

Dean, Career Technical Education
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:

Rio Hondo 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 CTE-LA County 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 required identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

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

El Monte Union High School District
El Rancho Unified School District

Sincerely,

Kenn Pierson, Ph.D
Vice President of Academic Affairs
November 19, 2013

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

Dear Vice Chancellor:

Santa Monica 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 Los Angeles County 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.

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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.

Santa Monica-Malibu Unified School District

Sincerely,

[Signature]

Jeffery L. Shimizu
Vice President, Academic Affairs
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405
310-434-4317
Dissemination

The Los Angeles County “Ring Colleges” SB 1070 Consortium will continue the practice of making available to the members as well as other practitioners within the state the products developed. A well-developed web site at www.lacccwc.com (currently hosted by Rio Hondo College) will continue to allow the staff to post a calendar of all meetings and to record minutes of actions taken. The site will link to other local state networks as identified by the Steering Committee as valuable for the members.

Documents, reports, materials or grant products produced as a result of the grant are public documents and will be disseminated as appropriate either through the established statewide list serve or at scheduled meetings. Information will also be shared among the other SB 1070 Consortia as well as to the Los Angeles/Orange County Regional Consortium, Sector Navigators, Deputy Sector Navigators, and Technical Assistance projects - Centers of Excellence and CaCareer Café.

Regional members will be encouraged to disseminate their findings and work products through regional, state and national meetings. The project director will seek opportunities to share the outcomes of the planning process conducted in Year I as well as the outcomes achieved in Year 2 and Year 3.

The Los Angeles County SB 1070 Consortium staff will ensure that all products will contain a notation of the source of funds and reviewed by the CCCCCO Project Monitor before dissemination.