Date 11/21/13

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:

**Feather River 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 North/Far North consortium.

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

Sincerely,

[Signature]

Dr. Kevin Trutna
Superintendent/President
Feather River Community College
# CONTACT PAGE

<table>
<thead>
<tr>
<th>District:</th>
<th>Feather River CCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>570 Golden Eagle Ave.</td>
</tr>
<tr>
<td>City:</td>
<td>Quincy</td>
</tr>
<tr>
<td>State:</td>
<td>CA</td>
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<tr>
<td>Zip:</td>
<td>95971</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Kevin Trutna</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Superintendent/President</td>
</tr>
<tr>
<td>Phone:</td>
<td>(530) 283-0202 x 232</td>
</tr>
<tr>
<td>Fax:</td>
<td>(530) 283-3757</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td><a href="mailto:ktrutna@frc.edu">ktrutna@frc.edu</a></td>
</tr>
</tbody>
</table>

**Responsible Administrator (Should not be the same as Project Director)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. Derek Lerch</th>
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<tbody>
<tr>
<td>Title:</td>
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<td>Phone:</td>
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<td><a href="mailto:dlerch@frc.edu">dlerch@frc.edu</a></td>
</tr>
</tbody>
</table>

**Project Director (Person responsible for conducting the daily operation of the grant)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Amy Schulz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Director, CTE/EWD Grants</td>
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<tr>
<td>Phone:</td>
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<td>Fax:</td>
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<tr>
<td>E-mail Address:</td>
<td><a href="mailto:aschulz@frc.edu">aschulz@frc.edu</a></td>
</tr>
</tbody>
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**Person Responsible for Data Entry**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Tanya Meyer</th>
</tr>
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<tbody>
<tr>
<td>Title:</td>
<td>Program Staff Specialist CTE/EWD Grants</td>
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<td>Phone:</td>
<td>(530) 283-0202 x 297</td>
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<tr>
<td>E-mail Address:</td>
<td><a href="mailto:tmeyer@frc.edu">tmeyer@frc.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Katie Schmid</th>
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</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Chief Accountant</td>
</tr>
<tr>
<td>Phone:</td>
<td>(530) 283-0202 x 289</td>
</tr>
<tr>
<td>Fax:</td>
<td>(530) 283-3757</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td><a href="mailto:kschmid@frc.edu">kschmid@frc.edu</a></td>
</tr>
</tbody>
</table>

**Person Responsible for Budget Certification**

<table>
<thead>
<tr>
<th>Name:</th>
<th>James Scoubes</th>
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<tbody>
<tr>
<td>Title:</td>
<td>Chief Financial Officer</td>
</tr>
<tr>
<td>Phone:</td>
<td>(530) 283-0202 x 270</td>
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<tr>
<td>Fax:</td>
<td>(530) 283-3757</td>
</tr>
<tr>
<td>E-mail Address:</td>
<td><a href="mailto:jscoubes@frc.edu">jscoubes@frc.edu</a></td>
</tr>
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</table>
Application Abstract:

The objectives for SB 1070 Far North Consortium are as follows:

1. The project director will coordinate with the regional Deans, Deputy Sector Navigators, regional colleges, and SB 70 and CTE Transition Coordinators in order to develop a team to design a two-year consortium plan, to build upon existing regional structures, leverage regional resources, and accomplish data collection for the consortium.

2. The project director will collect baseline data to map the consortium and develop an inventory of articulated courses, career pathways, and to identify 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 the two-year plan that promotes student success and program improvement.

3. The project director shall participate in LaunchBoard training and meetings with the expectation of coordinating the consortium LaunchBoard data collection in years two and three.

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

These objectives will be achieved in a year of planning with commitment from all seven consortium member colleges and their partner high school districts. The member colleges are Feather River College, Lassen College, Mendocino College, College of the Redwoods, Shasta College, Sierra College and College of the Siskiyous. Each member college will contribute to data collection of current CTE courses, articulated courses and matriculation results from high school to community college. The outcome of the planning year will be a Workplan and budget for Years Two and Three of the SB 1070 grant. The Workplan will be the guide to develop sustainable policies and infrastructures that result in the measurable and successful transition of CTE students from high schools to community colleges. The Workplan will also outline how regional resources, leadership and investments can be leveraged to support success.
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**Need:**

In 2005, the Legislature provided $20 million to fund the Governor's Career Technical Education Pathways and Workforce Development Program to align K-12 career technical education with local community colleges, based on models consistent with the California Community Colleges’ Economic and Workforce Development Program. The program was also intended to improve education pathways and career-technical awareness for students enrolled in both systems. Since the introduction of SB70 in 2005, the community college system has assisted K-12 in building and aligning coordinated CTE pathways that lead to postsecondary programs of study to prepare students for high-skill jobs with high wages. The collaboration of both education systems has yielded positive and effective outcomes for students by providing them with information about careers, as well as experiences, which assist students in developing educational plans that relate to career as well as academic success. The funding for this initiative will end 2014 and so will the activities unless a long-term and locally sustainable infrastructure is built and supported by the colleges within the region. The Far North SB1070 Regional Consortium consists of 7 community colleges located in the geographic region of California bounded by Oregon on the north, Nevada on the east, the Pacific Ocean on the west, and the greater Sacramento area on the south. The colleges included in this consortium are: Feather River College, Lassen Community College, Mendocino, Redwoods, Shasta, Siskiyous and Sierra College. Partner high school districts include:

- Plumas Unified School District
- Lassen High School District
- Northern Humboldt Unified School District
- Southern Humboldt Unified School District
- Ferndale Unified School District
- Fortuna Union High School District
- Eureka City Schools
- Klamath Trinity Joint Unified School District
- Del Norte County Unified School District
The mission of the SB 1070 Career Technical Education Pathways program is to contribute to the State’s job growth and economic vitality through collaboration and careful articulation between California’s public middle schools, high schools, institutions of postsecondary education, and regional business and labor organizations to decrease school dropout rates and increase student success by aligning curricula to the needs of growing and emerging economic sectors and creating seamless pathways that connect middle and high school students to related community college programs.

The Far North SB1070 regional consortia will leverage regional resources, leadership, and investments by collaborating with the North Far North Regional Consortia, Deputy Sector Navigator (DSN) for Agriculture, Water and Environmental Technologies, DSN
for Small Business, DSN for Global Trade & Logistics, and DSN for Advanced manufacturing. In addition to the aforementioned key talent, the consortia will also partner with current CTE Transitions and SB70 directors at the member colleges to effect policies, pathways, and partnerships in a way that will build a long-term sustainable infrastructure.

High schools and colleges are faced with numerous barriers to sustaining and developing CTE courses and pathways. The current articulation and matriculation agreements have been sustained with the current SB70 grant funding. Those funds are ending and there is a regional need to build a long-term sustainable infrastructure to ensure that the work continues. Regional strategies and policies, which result in the measurable and successful transition of CTE students from high schools to community colleges, need to be developed.

The regional landscape is unique in the Far North, which is very rural with small high schools and community colleges. Barriers to opportunities result in simply serving smaller populations with less defined pipelines into the workforce. There are limited employment opportunities by sector, making it difficult for colleges to respond immediately to industry needs if it means investing in a CTE program to fill a small number of positions. Once the positions are filled, there is no longer a need for the program. There are daunting challenges at the middle school and high school levels as well. Smaller schools mean less opportunity to offer plentiful CTE sections, and there are diminished opportunities to provide full CTE pathways. In recent years, small high schools have faced devastating cuts, many times resulting in severely reducing CTE programs. To respond to barriers, community colleges and their educational partners have taken creative approaches to provide CTE for students in the Far North. There has been an emphasis on middle school career exploration and preparation, focus on STEM pathways which can serve a broader cross-section of students as compared with traditional CTE pathways, integrating CTE curriculum into mandatory high school courses, and broad opportunities in work-based learning. Each member college has work within the unique characteristics of their own communities to provide CTE training
in a rural environment. In this SB 1070 projects, colleges will be able to share their best practices with other colleges facing similar challenges.

For the term of the grant it will be the primary objective of the consortia to develop and implement sustainable policies and infrastructure within the region that will result in the measurable and successful transition of CTE students from high schools to community colleges. Common Metrics and Accountability Measures, and student success metrics will be collected for the LaunchBoard and utilized for accountability. Success will be dependent on strong collaboration throughout partnerships, which will include K-12, ROC/Ps and community college faculty and staff, Regional Consortia, Deputy Sector Navigators, and existing SB 70 funded Collaboratives, and workforce entities.
Response to Need:
To address the barriers and opportunities, the member colleges and their high school
district partners will participate in a year of planning activities throughout 2014.
Planning activities will include commitment of data collection from member colleges,
sharing best practices, collaborating on policy priorities and troubleshooting local
challenges for implementation, and culminating in a 2-Year plan to develop sustainable
policies and infrastructures that result in the measurable and successful transition of
CTE students from high schools to community colleges.

SB 1070 Consortium Members
Member colleges of the SB 1070 Consortium for the North Far North region, include:

- Feather River College
- Shasta College
- Sierra College
- College of the Redwoods
- Mendocino College
- Lassen College
- College of the Siskiyous

All member colleges already have established partnerships with local high school
districts and have engaged in SB 70 funded collaborative activities with their high school
partners. Member colleges also share challenges of partnering with rural and small high
schools and have pioneered ways to bring robust CTE offerings given limitations in
small schools. Rural high schools are challenged to fit traditional CTE models because
they are limited in the number of sections that can be offered in pathways. Another
challenge is partner community colleges may not have perfectly aligned pathways, due
to their own constraints operating as small colleges in rural communities. As a result, each
member college has been innovative in their approach to best serve their populations.
Planning activities in Year One will focus on best practices developed through SB 70,
CTE Transitions, Perkins, SB 1070, and SB 1402 funding in prior years.

In addition to the member colleges the following Deputy Sector Navigators have agreed
to support this SB 1070 Consortium:

- Darren Gurney, DSN Small Business at Shasta College
The DSN support in this consortium will be critical to make connections with industry partners and advisory committee members, share sector gap analysis results, convene regional sector advisory committee meetings, and share directives from the Chancellor’s Office in their sectors.

**Sustainable Policies and Infrastructures**

The Planning Year will be used to identify best practices at member colleges for policies and infrastructure that result in measurable and successful transition of CTE students from high schools to community colleges. Member colleges have each established policies and infrastructure to deliver CTE education to local students. Each member college has different strengths in these areas, and the planning year will allow all colleges to share best practices and the consortium will decide by consensus which policies, infrastructure and protocols to prioritize for sustainability throughout the consortium.

**Objectives:**

1. The project director will coordinate with the regional Deans, Deputy Sector Navigators, regional colleges, and SB 70 and CTE Transition Coordinators in order to develop a team to design a two-year consortium plan, to build upon existing regional structures, leverage regional resources, and accomplish data collection for the consortium.

The consortium member colleges and DSN’s have already agreed to participate in the five planning meetings culminating in a 2-day retreat in September 2014. During these meetings, member colleges and high school district partners will share their success, challenges and policies in the following areas:

- Increase the readiness of middle school and high school pupils for, and their access to, postsecondary education and careers in high-need, high-growth, or emerging regional economic sectors.
- Increase student success in postsecondary education and training for careers in high-need, high-growth, or emerging regional economic sectors.
Align existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure seamless transitions for pupils.

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

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

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

Expand middle and high school pupil and college student opportunities for work opportunities, paid or unpaid internships, and participation in career technical student organizations, and expand teacher and faculty opportunities for externships in high-need, high-growth, or emerging regional job sectors.

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

Objective 1 Activities

Activity 1.1: Identify members of a cohort-based interdisciplinary SB 1070 Consortium (February 2014)
The first priority is to establish a consortium of committed members for the planning year. CIO and NFNRC member voting leadership will be asked to select a representative to the consortium who will then report back recommendations to the CIO. In addition to the member college representatives, DSN's and high school district representatives in the region will be invited to participate in the planning process.

Activities 1.2-1.6: Convene various in-person planning meetings and conference calls (February-August 2014)
Planning meetings will focus on decision by consensus of this consortium of diverse members with different needs and experiences. In early meetings, there will be a few items that will be required of all members, such as data to enter into LaunchBoard. Early meetings will also establish timeline and goals and member commitment expectations. In later meetings, the consortium will explore ways to build upon existing regional structures, leverage regional resources, and determine budget allocation for Years Two and Three.

Activity 1.7: Convene SB1070 Consortium Conference Call & Confirm Budget Allocation for Years 2 & 3 (August 2014)
The Chancellor’s Office requires a preliminary budget for Years Two and Three by August 15, 2014. The major outcome of the August 2014 consortium meeting will be to finalize the budget through consensus of the consortium.

Activity 1.8: Convene 2-day Planning Retreat (September 2014)
During the 2-day planning retreat, the consortium will review all the practices in these areas, data collected throughout the year on these topics, and employment trends and gap analysis supplied by DSN’s to develop the SB 1070 Workplan for Years Two and Three. If voting members are not able to attend the planning retreat, a conference call will be scheduled to share the results before the close of the retreat. All meetings and the planning retreat will be coordinated and facilitated by the SB 1070 Director and the Program Staff Specialist.

**Activity 1.9: Finalize Workplan for Years 2 & 3 for Chancellors Office and Report out to NFNRC (October 2014)**

The Workplan for Years Two and Three will be presented at the October NFNRC meeting at CCAOE. The final workplan will be submitted to the Chancellors Office by October 15, 2014.

2. The project director will collect baseline data to map the consortium and develop an inventory of articulated courses, career pathways, and to identify 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 the two-year plan that promotes student success and program improvement.

**Activity 2.1: Collect and inventory articulated courses from each member college (June 2014).**

**Activity 2.2: Collect and inventory career pathways from each member college (June 2014).**

During the planning meetings, member colleges will be asked to contribute inventory of articulated courses and career pathways as well as to identify the number of CTE students completing articulated courses, earning college credit and matriculating from high schools to community colleges from each consortium member. Also the SB 1070 Director and Program Staff Specialist will be making site visits to member colleges to assist in collecting this data before the planning retreat.

**Activity 2.3: Identify the number of CTE students completing articulated courses, earning college credit and matriculating from high schools to community colleges from each consortium member (June 2014).**

Member colleges will be asked to identify the number of CTE students who complete articulated courses, earn college credit and matriculate from high school to community. Data will be collected from each member college and entered into LaunchBoard.

**Activity 2.4: Attend site visits to member colleges to assist in LaunchBoard data collection (June 2014)**

The Project Director and Program Staff Specialist will visit each member college to assist with LaunchBoard data collection and to ensure that data is entered properly.
Activity 2.5: Contract with Center Technical Assistance Providers (TAP’s) from the Center of Excellence to validate the gaps identified and find gaps not identified (August 2014)
After analyzing results from the DSN’s gap analyses and collecting data from member colleges, the SB 1070 will consult with Technical Assistance Provider from the Center of Excellence to determine what further data is needed to develop the Workplan for Years Two and Three. COE will be contracted to complete necessary gap analysis.

3. The project director shall participate in LaunchBoard training and meetings with the expectation of coordinating the consortium LaunchBoard data collection in years two and three.

Activity 3.1: Director and staff will attend LaunchBoard training (July 2014)
The SB 1070 Director and Program Staff Specialist will attend LaunchBoard trainings as they are available.

Activity 3.2: Develop a process for coordinating LaunchBoard data collection among SB1070 consortium members (July 2014)
After LaunchBoard training, the SB 1070 Director and Program Staff Specialist will develop a process for coordinating LaunchBoard data collections among SB 1070 consortium members for Years Two and Three.

Activity 3.3: Collaborate with NFNRC for LaunchBoard professional development for SB1070 Consortium Members (October 2014)
To better prepare SB 1070 Consortium Members for LaunchBoard data collection, the SB 1070 Director, Program Staff Specialist and NFNRC Chair will provide professional development in LaunchBoard for SB 1070 consortium members.

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

Activity 4.1: Convene a 2-day planning retreat with the SB1070 consortium (September 2014)
Member colleges will present data collected in the areas of improving linkages and pathways or course sequences from secondary to postsecondary to work and regional data collection, and performance reporting and analysis. The outcomes of the retreat will be the Workplan for Years Two and Three, which will be achieved through consensus of the member colleges.
Activity 4.2: Develop policies that promote productive partnerships (September 2014)
Another outcome of the Workplan for Years Two and Three will be to develop at least three policies to promote productive partnerships within the consortium and its industry partners.

Activity 4.3: Recommend policies that align curricula to the needs of growing and emerging economic sectors (September 2014).
A third critical outcome of the planning retreat will be to recommend at least three policies that align curricula to the needs of growing and emerging economic sectors. CIO level leadership will need to be included in this discussion and alerted to the final recommendations. Recommended policies may require shifting policies on a local level or may need to be approved through local shared governance processes.
**ANNUAL WORKPLAN**

**Objective Number**: 1

1. The project director will coordinate with the regional Deans, Deputy Sector Navigators, regional colleges, and SB 70 and CTE Transition Coordinators in order to develop a team to design a two-year consortium plan, to build upon existing regional structures, leverage regional resources, and accomplish data collection for the consortium.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
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<tbody>
<tr>
<td>1.1 Identify members of a cohort-based interdisciplinary SB1070 Consortium</td>
<td>February 2014</td>
<td>SB1070 Director, Program Staff Specialist (PSS)</td>
<td>Establish an active team consisting of representation from each of the SB 1070 consortium colleges, the DSN’s, and the NFNRC Chair.</td>
<td>QS2, Li6</td>
</tr>
<tr>
<td>1.2 Convene SB 1070 Introduction Conference Call</td>
<td>February 2014</td>
<td>SB1070 Director, PSS</td>
<td>Agree upon data to collect for the planning year, goals for the planning year and commitment of planning meetings, including 2-day retreat</td>
<td>QS2, QS3, Li5</td>
</tr>
<tr>
<td>1.3 Convene the SB 1070 Consortium at CCCAOE Conference</td>
<td>March 2014</td>
<td>SB1070 Director, PSS</td>
<td>Develop a consortium plan that will build upon existing regional structures, leverage regional resources, and accomplish data collection.</td>
<td>QS2, QS3, Li1</td>
</tr>
<tr>
<td>1.4 Convene SB 1070 Introduction Conference Call SSB 1070 director and staff with other SB1070 consortia</td>
<td>April 2014</td>
<td>SB1070 Director, PSS</td>
<td>Follow up tasks assigned at previous meetings</td>
<td>QS2, QS3, Li1, Li5</td>
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<tr>
<td>1.5 Convene SB1070 Consortium meeting in person</td>
<td>May 2014</td>
<td>SB1070 Director, PSS</td>
<td>Establish and assign data collection needs before September 2014 retreat</td>
<td>QS2, QS3, Li1, Li5</td>
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<tr>
<td>1.6 Convene SB1070 Consortium</td>
<td>June 2014</td>
<td>SB1070 Director, PSS</td>
<td>Follow up tasks assigned at previous meetings</td>
<td>QS2, QS3, Li1, Li5</td>
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<tr>
<td>Conference Call</td>
<td>August 2014</td>
<td>PSS SB1070 Director, PSS</td>
<td>Finalize data collection needs and agenda for September planning retreat, confirm budget for Years 2 &amp; 3</td>
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<tr>
<td>1.7 Convene SB1070 Consortium Conference Call &amp; Confirm Budget Allocation for Years 2 &amp; 3</td>
<td>September 2014</td>
<td>SB1070 Director, PSS</td>
<td>Identify best practices applicable to SB1070 Consortium. Establish work plan for SB1070 Years 2 &amp; 3.</td>
<td></td>
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<tr>
<td>1.8 Convene 2-day Planning Retreat</td>
<td>October 2014</td>
<td>SB1070 Director</td>
<td>Share results with entire Regional Consortium at CCCAOE</td>
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<tr>
<td>1.9 Report out Workplan for Years 2 &amp; 3 to NFNRC</td>
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Li5
QS2, QS3, L1, L5
QS2, QS3, L1, L5, L6
QS2, QS3, L1, L5
## Annual Workplan

### Objective Number*: 2

2. The project director will collect baseline data to map the consortium and develop an inventory of articulated courses, career pathways, and to identify 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 the two-year plan that promotes student success and program improvement.

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<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
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<tbody>
<tr>
<td>2.1 Collect and inventory articulated courses from each consortium member.</td>
<td>June 2014</td>
<td>SB1070 Director, PSS</td>
<td>Entered into SB1070 Consortium internal database and LaunchBoard.</td>
<td>LI5</td>
</tr>
<tr>
<td>2.2 Collect and inventory career pathways from each consortium member.</td>
<td>June 2014</td>
<td>SB1070 Director, PSS</td>
<td>Entered into SB1070 Consortium internal database and LaunchBoard.</td>
<td>LI5</td>
</tr>
<tr>
<td>2.3 Identify the number of CTE students completing articulated courses, earning college credit and matriculating from high schools to community colleges from each consortium member.</td>
<td>June 2014</td>
<td>SB1070 Director, PSS</td>
<td>Entered into SB1070 Consortium internal database and LaunchBoard.</td>
<td>LI5</td>
</tr>
<tr>
<td>2.4 Attend site visits to member colleges to assist in LaunchBoard data collection</td>
<td>June 2014</td>
<td>SB1070 Director, PSS</td>
<td>Attend at each member college site at least once before the planning retreat</td>
<td>LI1, LI3, LI5</td>
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<td></td>
</tr>
<tr>
<td>2.5 Contract with COE/TAP’s to validate the gaps identified and find gaps not identified</td>
<td>August 2014</td>
<td>SB1070 Director</td>
<td>Completed report to share at planning retreat in September.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LI1, LI5</td>
<td></td>
</tr>
</tbody>
</table>
Objective Number*: 3

3. The project director and staff will participate in LaunchBoard training and meetings with the expectation of coordinating the consortium LaunchBoard data collection in years two and three.

<table>
<thead>
<tr>
<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 Director and staff will attend LaunchBoard training</td>
<td>July 2014</td>
<td>SB1070 Director, PSS</td>
<td>Attend training as it comes available</td>
<td>QS3, LI6</td>
</tr>
<tr>
<td>3.2 Develop a process for coordinating LaunchBoard data collection among SB1070 consortium members</td>
<td>August 2014</td>
<td>SB1070 Director, PSS</td>
<td>Formalize data collection system and approved by SB1070 Consortium</td>
<td>QS2, QS3, LI6</td>
</tr>
<tr>
<td>3.3 Collaborate with NFNRC for LaunchBoard professional development for SB1070 Consortium Members</td>
<td>October 2014</td>
<td>SB1070 Director, PSS</td>
<td>Implement a professional development activity open to all NFNRC members, including SB1070 consortium members.</td>
<td>QS2, QS3, LI6</td>
</tr>
</tbody>
</table>
### ANNUAL WORKPLAN

**Objective Number**: 4

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

<table>
<thead>
<tr>
<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 Convene a 2-day planning retreat with the SB1070 consortium</td>
<td>September 2014</td>
<td>SB1070 Director, PSS</td>
<td>Using the data collected from the consortium team, develop a priority matrix identifying policy and project for the 2-year plan.</td>
<td>LI1, LI2, LI3, LI4, LI5, LI6</td>
</tr>
<tr>
<td>4.2 Develop policies that promote productive partnerships</td>
<td>September 2014</td>
<td>SB1070 Director, PSS</td>
<td>Identify at least three policies to be adopted by the SB1070 Consortium T</td>
<td>QS2, QS3, LI1, LI2, LI3</td>
</tr>
<tr>
<td>4.3 Recommend policies that align curricula to the needs of growing and emerging economic sectors.</td>
<td>September 2014</td>
<td>SB 1070 Director, Consortium SB 1070 Director, SB1070 Consortium</td>
<td>Identify at least three policies to be adopted by the SB1070 Regional Consortium</td>
<td>LI1, LI2, LI3, LI4, LI5</td>
</tr>
</tbody>
</table>
### APPLICATION BUDGET SUMMARY

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

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Line</th>
<th>TOTAL PROGRAM FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>INSTRUCTIONAL SALARIES</td>
<td>1</td>
<td>$ 0</td>
</tr>
<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
<td>2</td>
<td>$ 97,230</td>
</tr>
<tr>
<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
<td>3</td>
<td>$ 39,283</td>
</tr>
<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
<td>$ 1,895</td>
</tr>
<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5</td>
<td>$ 53,900</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>
<tr>
<td></td>
<td><strong>TOTAL DIRECT COSTS:</strong></td>
<td>8</td>
<td><strong>$ 192,308</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):</strong></td>
<td>9</td>
<td><strong>$ 7,692</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL COSTS:</strong></td>
<td>10</td>
<td><strong>$ 200,000</strong></td>
</tr>
</tbody>
</table>

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: Amy Schulz  
Authorized Signature: [Signature]

**Director, CTE/EWD**

Title: Grants  
Date: 11/25/13

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

Name: Katie Schmid  
Authorized Signature: [Signature]

**Title: Chief Accountant**  
Date: 11/25/13
## APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>2000</td>
<td>211c Amy Schulz, Director</td>
<td>$62,207</td>
</tr>
<tr>
<td></td>
<td>$62,207 Annually x 100% = $62,207</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>212c Tanya Meyer, Program Staff Specialist</td>
<td>$46,968</td>
</tr>
<tr>
<td></td>
<td>$46,968 Annually x 75% = $35,023</td>
<td>$</td>
</tr>
<tr>
<td>3000</td>
<td>Amy Schulz, Director $62,207 x 35% = 21,772</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Tanya Meyer, Program Staff Specialist $46,968 x 75% x 50% = 17,511</td>
<td>$</td>
</tr>
<tr>
<td>4000</td>
<td>Annual subscription to Go To Meeting for conference calls @ $495/yr</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Supplies for Regional Collaboration Meetings</td>
<td>$1,895</td>
</tr>
<tr>
<td></td>
<td>(General office supplies @ $300 Collaboration binders, dividers, ease pads, stand, projection screen @ $500 laptop @ $600) = $1400</td>
<td>$</td>
</tr>
<tr>
<td>5000</td>
<td>Project Director and Specialist to travel to Spring and Fall CCCAOE</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Travel (mileage, air, lodging, per diem) = $4300</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Conference Fees for Spring and Fall X 2 = $1600</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Travel for 3 people from each college to collaborate and plan in May</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Travel (Mileage, Per Diem @ $2600 Lodging @ $2700) = $5300</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>2 Day planning retreat for 3 people from each college-September 201</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Mileage, Per Diem @ $4000, Lodging for 2 nights @ $5500, Facilities @ $1800 = $11,300</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Site visits for Program Director and Specialist to Travel to each college for Inventory and Planning meetings-2 visits to each site within the year (Mileage, Per Diem @ $2000 Lodging @ $2400) = $4400</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Travel for 3 people from each college to collaborate for Launchboard training in Redding, CA (Mileage, Per Diem @ $3000, Lodging @ $3000, Facilities @ $1000) = $7000</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Contract with Center of Excellence to provide a regional CTE Gap Analysis and Launchboard training @ $20,000</td>
<td>$</td>
</tr>
<tr>
<td>6000</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>7000</td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

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

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

**TOTAL COSTS:** $200,000
Project Management Plan

Work Experience

Project Director Amy Schulz brings extensive experience in CTE program development and coalition building through facilitative leadership. Currently Amy Schulz serves as the Director of CTE and EWD at Feather River College. Ms. Schulz manages several CTE and EWD grants, including SB 70 Community Collaborative (SB70), Workforce Innovation Partnerships (WIP), and Youth Entrepreneurship Program (YEP) as well as grants funded by private foundations such as the Coleman Foundation. Current grant projects require multi-district partnerships with other community colleges and high school districts, including Lassen Community College, Yuba College, Plumas Unified School District, Lassen High School District, Loyalton High School, and Westwood High School.

Before serving as the Director of CTE and EWD, Ms. Schulz was the Feather River College Project Director for the Workforce Innovation Partnerships focusing on a pathway in Entrepreneurship. This work resulted in Feather River College hosting a non-financial affiliate Business & Entrepreneurship Center, 2011-2013. Ms. Schulz also served as the Director of the BEC at Feather River College. The core of the project work with the entrepreneurship pathway resulted in six high schools participating in the pathway, with four high schools institutionalizing entrepreneurship as a graduation requirement embedded in the senior project class. At the community college level, Ms. Schulz worked with non-business CTE faculty to develop several stackable, cross-curricular certificates in entrepreneurship.

Ms. Schulz began her career in grant management in 1999 when she was the project director for the Microsoft & AACC Working Connections grant, a $2 million at South Texas College in McAllen, TX. In this project, Ms. Schulz coordinated with five different programs in information technology to train Hispanic students for careers in information technology. Ms. Schulz created learning communities for 100 participating students, worked closely with local workforce development professionals and industry partners to
guide faculty in curriculum development through DACUM’s, and developed professional development workshops for participating faculty.

Ms. Schulz has served as a Small Business Development Center Consultant for the Los Rios CCD SBDC. The SBDC experience has been influential in learning what the business community needs are from a ground level, which include both their own professional development and the training employees will need to be successful. From 1992-1998, Ms. Schulz was an accountant at Novo Nordisk Biotech in Davis, CA. This work experience in accounting has served as a valuable foundation for resource allocation in project management.

**Specific Expertise**
Because of the rural location and interest in economic development, Ms. Schulz has developed expertise in entrepreneurship education, entrepreneurship as a means for local economic development in rural communities and modified CTE models for rural schools. Ms. Schulz’s strengths are relationship and team building, especially to unify varying interests to advance community. Ms. Schulz is trained and certified in facilitation, and she relies on these skills to focus diverse groups, set measurable action steps and record data to document progress. Ms. Schulz is known throughout the community for these unique skills and has consulted with the Feather River Land Trust and Quincy Chamber of Commerce to facilitate strategic planning sessions.

**Existing Networks & Partnerships**
Ms. Schulz also has numerous local, statewide and national networks, partnerships and leadership experience. Locally since 2011, Ms. Schulz has led the SB70 Community Collaborative, including several high school and community college districts and numerous industry partners. Ms. Schulz has partnered with the Eastern Plumas Chamber of Commerce to coordinate the Plumas Business Summit, which has resulted in rich partnerships with the business community to support CTE activities, such as work-based learning, advisory committee members, guest speakers for classes, and business plan competition judges. Ms. Schulz serves as President of the Board for Plumas Rural Services and serves on the Board for Plumas Arts. Regionally, Ms.
Schulz is an active participant of the North Far North Regional Consortium. She volunteered to facilitate the Deputy Sector Navigators’ onboarding meetings and initial activities in Fall 2013. Ms. Schulz actively collaborates with regional Deputy Sector Navigators to leverage projects and resources.

Statewide, Ms. Schulz served on the executive committee (2010-2013) that oversaw the activities of the Business Education Statewide Advisory Committee (BESAC) which was funded by a Perkins grant through the Chancellors Office. In this role, Ms. Schulz worked with other executive committee members to ensure that the activities were in compliance with the grant objectives. She served as a mini-grant monitor for three years, helped to coordinate the annual BESAC Conference, and served a resource for business faculty across the state. In this capacity, it was necessary to use communication tools, such as CCC Confer and cloud computing, to collaborate virtually with a statewide working group. Nationally, Ms. Schulz is a NACCE (National Association of Community College Entrepreneurship) Member Ambassador, and serves as a resource for entrepreneurship education on a national level. Ms. Schulz is the Advisor for the Feather River College Enactus (formerly Students In Free Enterprise) team, and has developed an widespread national network through this affiliation. The Feather River College Team has placed in the Top 20 in the U.S. in 2011 and 2012, competing directly against and prevailing over teams such as University of Notre Dame, USC and UNLV.

**Major Accomplishments**

Ms. Schulz is currently serving as the Chair for the Enactus USA Faculty Advisory Committee, which entails leading a diverse group of 25 business faculty from all over the country. Like many established organizations, Enactus is experiencing a transition and Ms. Schulz leads to Faculty Advisory Committee in recommending policy changes and guiding the overall direction of Enactus. Ms. Schulz has been recognized for her facilitative leadership style locally and was recently elected President of the Board of Plumas Rural Services, a human services and economic development non-profit.
organization that employs over 60 people. Ms. Schulz is an accomplished presenter and has been selected to present at several conferences, including:

- NACCE Summit, *Leveraging Partnerships to Grow your Program*, April 2013

**Recognitions & Awards**

Ms. Schulz has been recognized in the following ways:

- Pollination Project grantee, featured in the *Huffington Post* as Top 20 Change Educator, October 2013.
- Jack Kahl Entrepreneurial Leader Award for Best Enactus Faculty Advisor, 2011
- Texas Business Scholar Hall of Fame, Houston, TX, 2001

**Describe the project director’s past successes in convening stakeholders towards the purpose of shifting policies and/or practices**

Ms. Schulz has extensive experience in leading collaborative grants projects across several districts, which has prepared her for the guiding a regional consortium to shift policies and practices.

- As the Director of SB70 for Northeastern California, Ms. Schulz led efforts to start pathways in Entrepreneurship and STEM across three counties including Lassen, Plumas and Sierra Counties. This has resulted in new courses, certificates and articulation agreements with two colleges and three high school districts.
- In Ms. Schulz’s role as Enactus USA Faculty Advisory Committee Chair, she facilitates a committee of 25 diverse faculty to recommend national policy changes which will impact 500 college teams and the global organization of Enactus.
- As WIP Project Director, Ms. Schulz convened three Skills Panels, each with varying audiences. The results of the skills panels have been instrumental in curriculum development and new project partnerships with industry and educational collaborators.

**Describe how the project director has taken a leadership role in creating a vision, identifying opportunities**

Ms. Schulz has taken an innovative approach to the SB70, WIP and YEP projects in order to best serve students of rural Northeastern California. For instance, in SB70
Community Collaborative, Ms. Schulz found opportunities in constraints and shifted toward broad-based services, including project-based learning internships, College & Career Fair, Keirsey Career Assessments, entrepreneurship pathway as a graduation requirement, and STEM across curriculum. Although Entrepreneurship was the original intent of the Skill Panels, the skills and traits that emerged through the panels were integrated into other areas, such as 21st Century Skills in work-based learning. In 2009, Ms. Schulz engaged local high school teachers to attend a site visit to Fresno State’s Entrepreneurship Pathway to see what was possible for low income students. After the newly formed team saw the potential for their own community, the vision was set and funding came shortly after in the form of WIP and YEP grants. Now these rural schools celebrate a highly successful pathway in which students gain an entrepreneurial mindset and which will result in a vibrant business community in the future.

When Ms. Schulz was the project director for the Microsoft & AACC Working Connections grant, she developed learning communities, facilitated DACUM’s with industry partners, and coordinated advisory committees and professional development for participating faculty. Ms. Schulz was responsible for taking this project from a vague vision of possibilities to communicating a clearer vision and executing the project. The program Ms. Schulz developed was recognized as a national best practice by Microsoft and AACC.

Describe the project director's experience in outcome-centric environments/projects with strong emphasis on data collection, performance baselining, measurement, reporting and analysis.
Ms. Schulz has a track record of reporting exemplary compliance with Chancellor’s Office reporting requirements as project director for several grants. She has been exposed to the new LaunchBoard system and is prepared to implement all requirements as needed. When working with several grant partners, such as other college and school district, Ms. Schulz has developed protocols to capture all data from grant-funded activities. She clearly communicates these expectations to current partners. In consensus with the SB 1070 Member Colleges, Ms. Schulz will establish clear reporting and data collection protocols to emphasis outcome-centric projects.
Chancellor’s Office

Board of Trustees
Feather River CCD

Dr. Kevin Trutna
Superintendent/President
Feather River CCD

Chief Instructional Officer,
Dr. Derek Lerch

SB 1070 Consortium Fiscal
Agent Feather River CCD;
Director, Amy Schulz

Member College,
Shasta College

Member College,
Sierra College

Member College,
College of the Siskiyous

Member College,
College of the Redwoods

Member College,
Mendocino College

Member College,
Lassen College

North Far North
Regional Consortium

High School
Districts

Deputy Sector
Navigators

Regional Technical
Assistance Providers

Regional Industry
Partners
Grants Professional Experience

Feather River College
Director, Quincy, CA
January 2012-Present

Career Technical Education/Economic Workforce Development Grants
- Director, Business and Entrepreneurship Center at Feather River College; includes directing entrepreneurship outreach events and activities, data collection and reporting, involvement in community economic development efforts
- Serve as budget authority for ten separate program budgets, totaling over $1.7 million
- Supervise five grant staff members and all activities, including faculty externships, student internship program, middle school career exploration activities, annual college/career fair, CTE pathway development in STEM and entrepreneurship, faculty professional development, CTE advisory committee and outreach, facilitate industry skills panels
- Report all grant activity to CCCCO, including outcomes, data collection, budgets and narratives
- Certified in Essential Facilitation by Interaction Associates

Interim Director, Workforce Innovation Partnerships Grant
May 2011-January 2012
- Developed 3-county pathway in entrepreneurship for secondary through post-secondary education, including curriculum development, sequencing and articulation agreements
- Coordinate with secondary partners and other colleges to provide entrepreneurship enrichment activities, such as the Extreme Entrepreneurship Tour
- Wrote RFA for and was awarded the non-financial affiliate Business & Entrepreneurship Center at Feather River College, one of only nine in the California Community College system

SB-70 CTE Pathways Leader in Business and Finance
August 2008-February 2011
- Lead a team of industry partners, middle school, high school and college professionals in developing CTE curricular pathways in Business, Finance and Entrepreneurship
- Developed cross-curricular CTE certificates in Entrepreneurship and Culinary Arts, Outdoor Recreation Leadership, Agriculture, Allied Health, Early Childhood Education

Enactus (formerly SIFE) Advisor
2003-Present
- Guide students in leadership and service learning projects to impact the community
- Facilitated entrepreneurship, health and water projects in Kanungu, Uganda; continue to work closely with project partners in Uganda
- Write grants to corporate foundations to fund project activities, including website development, online and mobile apps marketing for small businesses, financial literacy for college and high school students, assisting business in green improvements, student entrepreneurship, mentoring foster youth, peer mentoring, student professional development
- Developed curriculum and implemented for credit SIFE course, Project-Based Learning
- Grant awards: Lowe’s Community Improvement Grant awarded 2010-11, 2011-12; Women’s Economic Empowerment awarded 2010-11, 2011-12, 2012-13; TIAA-CREF Financial Literacy awarded 2011-12; HSBC Financial Literacy Program awarded 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2011-12; Sam’s Club Environmental Sustainability awarded 2009-10; YESS Grant for Foster Youth Empowerment from the Foundation of California Community Colleges awarded 2009-10 (removed “Grant” from all listed except the first and last entries)

South Texas College
Director, Microsoft/AACC IT Grant
February 1999-May 2002
- Developed, implemented and reported for the AACC Microsoft Working Connections and NSF grants, totaling $2 million
- Implemented tutoring, advising, and learning communities for Hispanic populations in information technology
- Supervised grant staff, coordinated with grant compliance officer for reporting
- Facilitated business advisory committees to develop relevant curriculum
- Led faculty development workshops for delivering IT education to underrepresented populations
- Led business advisory committees to coordinate job placement for graduates and curriculum development
Additional Professional Experience

Feather River College  
**Associate Faculty**  
Quincy, CA  
2003-Present

- Instructor for Business and Digital Technology; classes include Entrepreneurship, Project-Based Learning, Macroeconomics, Intro to Business, Payroll Accounting, Microsoft Office, Computer Literacy
- Developed online and distance education courses, including Virtual Entrepreneurship with SamaUSA, implementing college online platform and video instruction
- Developed curriculum for four entrepreneurship courses, Project-Based Learning, Certificate of Entrepreneurial Planning, and several cross-curricular certificates for entrepreneurship and CTE fields
- Grant Awards: Business Industry Collaborative Mini-Grant (2009-2010), California Community College Chancellor’s Office Faculty Entrepreneurship Program (2009-2010) and Faculty Entrepreneurship Program 2.0 (2011-2012) Mini-Grants to develop low-unit certificates in Entrepreneurship and cross-discipline CTE programs

South Texas College  
**Full-time Faculty**  
McAllen, TX  
January 1999-May 2002

- Instructed courses in computer applications and business
- Served as Professional Development Coordinator and coordinated development activities for over 500 employees, administration, faculty and staff

Novo Nordisk Biotech, Inc.  
**Accountant**  
Davis, CA  

- Responsible for all aspects of accounting cycle, including general ledger, accounts payable, and monthly and yearly closing
- Coordinated department budgets quarterly and annually for subsidiary of Danish multinational corporation

Education

- **Master’s of Business Administration, 4.0 GPA**  
  December 2001  
  University of Texas-Pan American  
  Edinburg, TX

- **Secondary Teaching Credential, Business Education**  
  June 1998  
  Chapman University  
  Orange, CA

- **Bachelor’s of Arts, Economics, Minor in Political Science**  
  September 1993  
  University of California, Davis  
  Davis, CA

Community Service

- Chair, Enactus USA Faculty Advisory Committee  
  July 2013-Present
- Founding Feather River College Enactus (formerly SIFE) Advisor  
  2003-Present
- Executive Board Member, Plumas Arts  
  November 2010-Present
- Executive Board Member, Plumas Rural Services  
  December 2011-Present
- Executive Board Director, Quincy Chamber of Commerce  
  2009-2011

Awards and Recognition

- Recipient, 2011 Jack Kahl Entrepreneurial Leadership Award for Enactus Faculty Advisor of the Year
- Recipient, 2009 Soroptomist International of Quincy Women Advancing the Status of Students Award
- Recipient, 2007 Feather River College Outstanding Associate Faculty Award
- Recipient, 2001 Texas Business Scholar Hall of Fame, Houston, TX

Memberships and Presentations

- National Association of Community Colleges for Entrepreneurship, Beta Gamma Sigma, Business Honors Society
- Executive Committee Member, Business Industry Collaborative, 2010-Present
- October 2013, NACCE Conference, presented *New World of Work: 21st Century Skills Through Entrepreneurship Education*
- October 2013, CCCAOE Conference, presented *Learning By Doing 21st Century Skills Attainment through Project-based Internships*
- April 2013, BESAC Conference, presented *Doing What Matters for Business – Experiential Learning in Business*
Schulz

- September 2012, Entrepreneurial Education Conference, presented *Leveraging Partnerships to Grow Your Entrepreneurship Program*
- April 2012, BESAC Conference, presented *Advocacy for Business Program Success*
- April 2011, BESAC Conference, presented *Soft Skills Assessment Strategies*
- April 2010, BESAC Conference, presented mini-grant project *Students Lead GIS Community Asset Map*
- February 2009, Clorox Headquarters, presented SIFE faculty advisor testimonial to SIFE corporate partners and college prospects
- February 2005, USA Funds Conference, presented Best Practices for Peer Mentoring in Financial Literacy, New Orleans, LA
11/25/13

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

Dear Vice Chancellor:

The North Far North Regional Consortia is pleased to support the grant application for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for Feather River Community College. The project director has met with us and discussed priory and emergent sector plans for the region in order to take advantage of the existing region infrastructure.

Sincerely,

Tessa Miley
Chair, North Far North Regional Consortia
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:

College of the Siskiyous 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/Far North Region.

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

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

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

Yreka Union High School District

Sincerely,

Gregory South, Ph.D.
Vice President of Instruction, Interim
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:

Mendocino 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 Far North 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:

Mendocino County Office of Education  
Ukiah Unified School District  
Willits Unified School District  
Potter Valley Unified School District  
Anderson Valley Unified School District  
Fort Bragg Unified School District  
Laytonville Unified School District  
Round Valley Unified School District
Lake County Office of Education
Upper Lake School District
Lakeport Unified School District
Kelseyville Unified School District

Sincerely,

Virginia Guleff
Vice President, Education and Student Services
Mendocino College
Intent-to-Participate Form Letter

Date 11/19/2013

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:

Shasta Community College District is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the North Far North 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.

- Shasta Union High-School district
- Anderson Union High-School district
- Trinity Union High-school district

Sincerely,

Eva Jimenez
Dean, Career Technical Education
ejimenez@shastacollege.edu
November 12, 2013

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

Dear Vice Chancellor:

**Lassen 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 Far North 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.

**Lassen High School District**

Sincerely,

Dr. Tammy Robinson, Dean of Instructional Services
November 22, 2013

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

Dear Vice Chancellor:

College of the Redwoods is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Far North 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.

Northern Humboldt Unified School District
Southern Humboldt Unified School District
Ferndale Unified School District
Fortuna Union High School District
Eureka City Schools
Klamath Trinity Joint Unified School District
Del Norte County Unified School District

Sincerely,

Keith Snow-Flamer
Vice President, Instruction and Student Development
November 22, 2013

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

Dear Vice Chancellor Ton-Quinlivan:

Sierra 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 Far North 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.

Placer Union High School District
Roseville Jt. Union High School District
Rocklin USD
Western Placer USD
Nevada Jt. Union High School District

Sincerely,

[Signature]

Dr. Debra Sutphen
Vice President of Instruction
**Dissemination:**

Describe how the project director will distribute grant materials or products to all partner individuals and organizations. This narrative must not exceed one page. Project staff is encouraged to disseminate their findings and work products through State and regional venues.

The Project Director will disseminate information and resources to industry partners, consortia, and community through various delivery methods. On a regional level, information will be distributed at monthly/quarterly meetings as well as Feather River College’s CTE and EWD website (www.newworldofwork.org) that will be maintained and managed by the Program Staff Specialist. In addition to the SB 1070 Consortium meetings, the website will be available for best practices, industry studies, and other information gathered throughout the region by the member colleges. Results, findings and best practices will also be published on the North Far North Regional Consortium website (www.nfnrc.org). At Regional Consortium meetings, voting members will learn of current SB 1070 activities and developments through reporting and hard copy handouts.

Other delivery methods for dissemination of information include; presentations at regional and state meetings, online media campaign (Twitter, Facebook, LinkedIn) and traditional mass communication (newspaper, radio, television). The Project Director can also link to appropriate Sector Navigator and Deputy Sector Navigator websites and social media tools.

On a statewide level, the Project Director will apply to present to CCCAOE and other CTE conferences. The project Director is willing to participate on statewide SB 1070 Project Director group if it is available. In addition, best practices, success stories, new curriculum applications and new methodologies can be shared to better serve statewide regions at these events.

Through in-person distribution, website availability, and traditional media, the Project Director will share and disseminate all information gathered and make it readily available to the consortium, the region and state. This allows the “boots on the ground” to make their needs and voices heard statewide. As success is reported and results begin to grow, we can demonstrate to industry leaders, community organizations and legislative officials the value of such programs and the usefulness of their resources.