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:

Mt. San Jacinto Community College is pleased to support the grant application for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Desert/Inland Empire Regional consortium.

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

Sincerely,

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ABSTRACT

The Inland Empire/Desert region is uniquely positioned to achieve the outcomes presented in the SB1070 Career Technical Education Pathways Programs because of the region’s strong collaborative nature. The Regional Consortium established a SB1070 CTE Pathways Steering Committee that consists of the SB 1070 Project Director, the Inland Empire/Desert Regional College CTE Deans and the Inland Empire/Desert Regional Consortia Chair. The steering committee will work closely with key stakeholders that are also part of the Inland Empire/Desert Consortium: Colleges/Districts, Secondary School Districts, Regional Occupational Programs (ROPs), Economic Development partners, Business/Industry partners, Special groups including Student Services Departments, Research, CTE Practitioners, CTE faculty, Perkins IC, CTE Transitions and SB70 project directors, and Deputy Sector Navigators.

The region is vast in terms of its geography and Riverside County is poised to become California’s second most populated county by 2060. The identification of project priorities was made in collaboration with these entities and further collaboration will help to ensure the overall success of the project.

The region has developed well defined activities in response to the eight objectives of the RFA and they have been vetted with regional members and other key stakeholders. These activities focus around (1) Requesting, gathering and evaluating data; (2) Creating an inventory of collected data; (3) Special meetings, workshops and trainings such as a regional articulation, dual enrollment and student services meetings; (4) Identifying best practices and potential replicable structures, policies, procedures, activities, and projects; (5) Leveraging existing relationships, funding and activities; and (6) Developing a year 2 and 3 implementation plan that builds on existing structures, leverages resources, and regional data collection. Many of the activities in the workplan support the work of statewide sector navigators and regional deputy sector navigators. They are designed to encourage and facilitate responsiveness to the needs of employers, workers, and students through a coordinated response to curriculum development and improvement and aligning resources to foster cooperation among workforce education providers in the region. Professional development activities will be supported that prepare faculty and staff to teach to current employment trends and standards and align curriculum to that of the region and the state. Consortium initiatives will include the strengthening of existing partnerships between the community colleges and its key constituencies, WIBs, industry, and other appropriate entities, conducting assessment, planning and evaluation, and promoting a coordinated regional approach. The consortium will strive to enhance the performance accountability system of the community colleges.

Mt. San Jacinto Community College District will be the fiscal agent for the grant and will provide the key talent, Susanne Mata, to serve in the role of Project Director. The project director has extensive experience coordinating projects and a proven track record of building collaborative communities and partnerships among K-12, community colleges, and business/industry members.
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Need

1) Applicant concisely describes the regional landscape and the gaps to effect policies pathways, and partnerships in a way that will build a long-term sustainable infrastructure and data collection mechanisms for effective CTE educational pathways from high schools to community colleges that lead to demonstrated student success.

Regional Landscape

The Inland Empire/Desert Region in southern California is a vast geographic area covering 27,263 square miles (or 17 percent of the land in California) and includes the two counties of Riverside and San Bernardino. According to the US Census Bureau (2011) the population is 4,304,997. Recently released projections from the California Department of Finance (Press Enterprise, January 31, 2013), predict that Riverside County’s population will nearly double by 2060, making it California’s second most populous county, after Los Angeles.

Despite the growth in population in recent years, the region has struggled more than most in the wake of the recent recession. While the unemployment rate for the U.S. in December 2012 was 7.8 percent the Inland Empire/Desert Region’s economy staggered under an unemployment rate of 10.9 percent These conditions place tremendous pressure on social services already short of resources on account of state budget cuts. At the same time, the Inland Empire/Desert Region’s strong stake in the “new economy” of technology-based industries that include advanced manufacturing, logistics, information technology, and renewable energy positions the local economy for future growth in an improving national and global economy.

The Inland Empire/Desert Region must also contend with ever-changing and widespread diversity. Future prosperity rests in the vast expanses of available land and a fast growing population. As companies expand locally and relocate from the nearby coastal counties, the region will continue to grow at a pace of 100,000 new residents per year. According to a report published by the Inland Empire Economic Partnership (IEEP), over 750 of the region’s new business operations, including many export firms, have migrated from congested and higher-priced regions. These facts underscore the essential role of postsecondary education in the region as a provider of job skills for persons needing remunerative employment and of productive employees for progressive and highly competitive industries.

Twelve community colleges in the Inland Empire/Desert Region, with an annual combined enrollment of 176,101 students (CCCO DataMart 2011-2012), represent the largest provider network of economic and workforce development education in the region.

Another major provider network is the four regional occupational programs (ROPs) which serve a combined total of 63,823 students annually. There are 58 elementary and secondary districts with annual enrollment of more than 800,000 students. The most direct link to CTE pathways in the region’s community colleges and ROPs come
from the 155 middle schools, 115 high schools, and 80 continuing education/adult school sites in these 58 districts. There are two state universities, UC Riverside and CSU San Bernardino, along with many private universities, the largest of which are Loma Linda University, University of Redlands, La Sierra University and Cal Baptist University, which provide opportunities for transfer and articulation within the three priority and two emergent sectors identified by the region. There are also more than 25 proprietary schools.

The Inland Empire/Desert Region is served by two county WIBs (San Bernardino and Riverside) and the City of San Bernardino WIB. Regional colleges are active partners in the WIBs, with members regularly serving on their boards and subcommittees. Additional economic development partners include the Riverside County Economic Development Agency, San Bernardino County Workforce Development Department, Coachella Valley Economic Partnership (CVEP), the Inland Empire Economic Partnership (IEEP), and various chambers of commerce in each of the cities within the region’s service area.

When Inland Empire business leaders discuss the region’s economy, they describe an ever-changing, increasingly competitive global marketplace, and a workforce that is still not prepared for technological advances. The Inland Empire/Desert Region is home to industries faced with pressing workforce development needs. The region has undergone a major transformation in the last two decades, replacing its dependency on big industry and defense with an economy driven by manufacturing and distribution, health care, and hospitality and tourism. Additionally, population growth has presented significant challenges to the area’s healthcare providers, which is already behind the state average.

The vast majority (98 percent) of businesses in the Riverside-San Bernardino metro area have fewer than 100 employees. In the third quarter of 2009, 61 percent of employees worked for businesses with fewer than 100 employees, 26 percent worked for business with 100-499 employees, and the remaining 13 percent worked for large businesses with 500 employees or more. Firms with 500 employees or more have shown the biggest decline in number (-29 percent) and employees (-17 percent).

The quality of public services and life in general is dependent upon the Inland Empire/Desert Region’s ability to retain viable businesses that employ its population. The Inland Empire/Desert Regional Consortium convened its members, regional economic development partners, and businesses within the last year to identify its priority and emergent sectors. Based on labor market data and other data presented, consensus was reached to focus on three priority sectors (healthcare, advanced manufacturing, and global trade/logistics) and two emergent sectors (advanced transportation/renewables and information and communications technology (ICT)/digital media). These are the foundation of the Deputy Sector Navigator grants.

For this grant, the regional CTE Deans and SB70 Project Directors/Coordinators came together using CCCConfer to review the request for application, determine which college would take the lead and how we would develop our workplan. The group met weekly for 4 weeks to discuss the grant and explore regional priorities. A survey was
developed to determine what services are already available within the region as well as strengths, weaknesses and potential best practices. The data collected was compiled and presented to the group during one of the weekly calls. This data was used to develop the application.

Regional Gaps that Effect Policies, Pathways, and Sustainable Partnerships

Given the geographic vastness of the Inland Empire/Desert region it is not surprising that there are significant challenges keeping the region from being able to build a long-term sustainable infrastructure for effective CTE educational pathways from high schools to community colleges. The diversity of the region and its divergent populations, demographics and socio-economic conditions create unique barriers to developing a comprehensive and sustainable approach that meets the needs of all students within the region.

Additionally, the colleges and districts in the region are as disparate as the population with some colleges experiencing financial hardships and lack of resources, while others have better access to additional funding and support. As such, the programs and services offered by an institution may not be suitable or replicable for another institution given the differences in resource capacity, leadership, and support. Transforming the CTE educational pathways landscape is an especially challenging endeavor given the idiosyncrasies of this region and its individual communities.

Although the Inland Empire/Desert consortium members host a variety of individual differences, it appears that the institutions experience similar infrastructure challenges and problems in developing approaches for an effective educational pathway. The Inland Empire/Desert consortium recently completed an informal needs assessment and identified several key factors that prevented the colleges from maintaining alignment with K-12 partners, business/industry, students and their families. The most common challenges included the following:

- Changes in policies and funding priorities at the K-12 and ROP levels
- Lack of support from key K-12 leadership
- Lack of marketing and need to better brand and outreach CTE
- Absence of data on CTE pathways, student success, and employment rates

The California budget crisis over the last several years dramatically impacted K-12, ROPs, and community college systems, services and programs. As a result of the fiscal instability, many of the high schools within the Inland Empire/Desert region cut or eliminated the CTE programs that feed into the community college pathways. Similarly, ROP courses that have traditionally fed the CTE community college pipeline are also being reduced at record rates and contributing to additional attrition in the pathways. This budget reduction at the K-12 levels has dramatically impacted the region’s capacity to develop, strengthen and sustain a long-term CTE pathway model.

Based on state projections it appears that California is slowly transitioning out of a fiscal emergency and educational systems are expected to begin receiving additional financial
support in the coming years. However, based on feedback from the region’s K-12 partners it is becoming evident that CTE and ROP programs will not experience a reprioritization in funding due to the K-12’s shifting focus on the A-G requirements, Advanced Placement (AP) and Common Core Curriculum changes. Consortium members have observed that many of the K-12 districts are so heavily focused on the imminent curriculum changes to common core that CTE courses and programs are not being expanded and as with the funding crisis many of the CTE courses and programs are being eliminated entirely. This shift in priorities is directly impacting the ability of the community colleges to create new articulation opportunities with the K-12 and much of the work and effort dedicated to developing articulations with the K-12 over the last five years is being undermined. This is especially troublesome due to the fact that area high school students are earning college credit more than ever before through dual enrollment and articulation opportunities. Alignment between community colleges, K-12 and ROPs is quickly eroding as a result of this shift in paradigm.

Many K-12 partners within the region have experienced a dramatic swing in educational patterns where CTE programs have lost considerable momentum and are being replaced by those programs that focus primarily on the college-ready student population. The consortium members have recognized that although high school educators (superintendents, principals, faculty and counselors) are promoting postsecondary education as future options for students they are not including and/or encouraging the CTE pathways as part of that college-going message. The dismissal of CTE pathways as a viable option for students is partly due to the lack of adequate marketing, branding and outreach of CTE programs.

The value of CTE programs and pathways are not being disseminated sufficiently to the region’s educational partners nor are they being shared and communicated with parents and students. As a result, there is not only a significant lack of support at the top administrative levels but with counselors relative to CTE. Consequently CTE programs are not considered institutional priorities for the K-12 partners because they lack understanding and awareness. The regional consortium recognizes the need to be more deliberate and intentional about marketing of CTE programs. The consortium has identified a critical need to develop a comprehensive marketing and outreach strategy focused on promoting the benefits, usefulness, and worth of pursuing a program focused on a career pathway and the potential employment and salary advancement opportunities. This marketing and outreach strategy is vital to shifting the college-going mindset to include a focus on CTE and to 1) inform and engage parents; 2) educate and inform K-12 administrators, principals, and counselors; and 3) provide accurate data and research on the time and cost savings for students and families.

In discussions with the regional consortium members, a consistent challenge identified by all colleges was the need to improve the community colleges’ capacity to collect, track, analyze and report data related to high school articulations, dual enrollment, concurrent enrollment, CTE pathways, credit awarded, student success, graduation/certificate completion rates, and employment/licensure rates. Access and analysis of accurate and timely data is critical to improving data driven decision-making
at all levels of education and will stimulate the development of new policies and infrastructures that can adequately support model best practices. Standardization of data on a regional level will be useful in the development of a marketing/outreach strategy that can efficiently promote the benefits of CTE.
Response to Need

The Inland Empire/Desert region is uniquely positioned to achieve the outcomes presented in the SB1070 Career Technical Education Pathways Programs because of the region’s strong collaborative nature. This spirit of coming together will assist during the planning year as the consortium gathers and evaluates baseline data necessary to develop a comprehensive implementation plan to make regional changes that will result in more CTE students traveling down a path that combines education, skill development and job attainment.

The Regional Consortium established a SB1070 CTE Pathways Steering Committee that consists of the SB 1070 Project Director, the Inland Empire/Desert Regional College CTE Deans and the Inland Empire/Desert Regional Consortia Chair. The steering committee will work closely with the following key stakeholders that are also part of the Inland Empire/Desert Consortium: Colleges/Districts, Secondary School Districts, Regional Occupational Programs (ROPs), Economic Development partners, Business/Industry partners, Special groups including Student Services Departments, Research, CTE Practitioners, CTE faculty, Perkins IC, CTE Transitions and SB70 project directors, and Deputy Sector Navigators.

These groups will be involved in implementing grant activities and assisting in the development of a 2-year regional plan. Roles and responsibilities will be developed for each of the groups to capitalize on strengths, support existing services and set achievable, measurable goals. Subcommittees will be developed as necessary. The region is committed to regional assessment, planning and priority setting as well as strategies and activities for colleges to work with partners from secondary school districts, business/industry. The region’s SB1070 CTE Pathways steering committee formed when the RFA was announced. The CTE Deans from the regional colleges, SB70 Project Directors and the Regional Consortia Chair participated in a series of conference calls to review the RFA, identify which colleges wanted to participate and determine the lead agency. Once Mt. San Jacinto College was selected as the lead agency, the group moved forward with discussing the workplan and how to leverage existing resources, activities and projects.

The steering committee reviewed the objectives outlined in the RFA and has identified the following year 1 priorities: (1) Requesting, gathering and evaluating data; (2) Creating an inventory of collected data; (3) Special meetings, workshops and trainings such as a regional articulation, dual enrollment and student services meetings; (4) Identifying best practices and potential replicable structures, policies, procedures, activities, and projects; (5) Leveraging existing relationships, funding and activities; and (6) Developing a year 2 and 3 implementation plan that builds on existing structures, leverages resources, and regional data collection. For each of the eight objectives stated in the RFA, the consortium has determined potential activities which are shown below by objective.

**Objective 1:** Aligning existing postsecondary technical preparation programs and courses with high school career technical education curriculum to ensure **seamless transitions for students:** In order to achieve this objective, the Region will
identify existing programs and activities that work to align secondary and postsecondary programs and curriculum including high school articulation, dual and concurrent enrollment, and early assessment and placement activities. Regional participants identified that strong structures exist throughout the region. However, there is still much work to be done. The region recognizes that what works at one District/College may not work for another due to differences in available resources, geographic make-up, student population and K-12 engagement and support. Therefore, it will be essential for the region to gather data, develop an inventory of data and compare and evaluate regional structures. Summaries of regional programs will be developed and presented to the SB1070 Regional Steering Committee in a clear format so they can review, compare and vet existing structures. Alignment between post-secondary and secondary CTE programs will take the involvement of many partners including the regional Districts and Colleges, secondary schools, regional occupational programs, and college student services departments. It will be necessary to identify commonalities between the Districts and Colleges before a regional approach can be developed.

The project director will attend all statewide and regional SB 1070 meetings, conference calls, trainings and conferences. The Project Director will also host regular regional SB1070 Steering Committee monthly face-to-face meetings. Conference calls will be scheduled as needed. It will also be necessary to bring partners not on the steering committee together to share information, coordinate and set regional goals. Under the leadership of the SB1070 Steering Committee, the Project Director will bring these groups together by hosting regional events and meetings including at least one high school articulation strategic planning workshop, a Dual Enrollment workshop and at least one student services meeting. The purpose of the articulation strategic planning workshop will be to review existing articulation policies and procedures. The information will be collected and inventoried so a comparison can be completed. Since not all regional districts or colleges have dual enrollment programs it will be necessary to inform districts, colleges and partners about the program. The dual enrollment workshops will be informational and designed to explain dual enrollment, what is involved in establishing a program, challenges/potential barriers, and student benefits. Leaders with model dual enrollment programs will present, such as Mt. San Jacinto College. At the Student Services meetings, attendees will explore how to weave student success initiatives and priorities into Year 2 & 3 work plans. This will be an opportunity to work together to increase student success and attainment of state recognized certificates. The involvement of college student services professionals will be integral to establishing standardized, regional approaches to curriculum and CTE programs. In addition to the regional meetings, the SB1070 consortium will stay connected on an ongoing basis through face-to-face meetings, conference calls, surveys, emails and Listservs. This will help to facilitate the development of a regional inventory of structures used to develop an approach to aligning secondary and post-secondary programs. The planning process will include identifying common practices, identifying effective practices, and eventually, the development of best practices. The end goal is to create a two year implementation plan.

The following activities will be completed to meet Objective 2 Increasing attainment of industry recognized certificates and Objective 7: Successful
Implementation of the State’s existing career pathways: Collaboration between secondary schools, student services departments and the Deputy Sector Navigators will occur. The team will work closely with the DSNs and support their efforts to achieve workplan goals. Staying informed of and supporting their efforts will assist in developing stronger regional curriculum alignment. This will also facilitate pathway development because the DSNs are already aligned with the priority and emerging industry sectors. The relationships the DSNs are establishing with business/industry partners will help to better align curriculum with high skill, high wage in-demand occupations. Alignment with Community College Student Services Departments will also help to achieve this objective. The team will assist and support their efforts to implement the Student Success Task Force recommendations. Many of the recommendations are aligned with the SB 1070 grant priorities including increasing college and career readiness, strengthening support for entering students, improving the education of basic skills students, revitalizing professional development, enabling efficient statewide leadership and increasing coordination among colleges. Working collaboratively with Student Services leaders is important to the success of the project.

To assist Districts/Colleges in tracking articulation courses and students we will begin using the CATEMA web-based data management system at all regional community colleges. CATEMA will be used to track participation of high school CTE students in articulated courses as well as the credit awarded. CATEMA also has the potential to assist with tracking dual enrollment courses and students. CATEMA can be customized upon implementation and allow for Districts/Colleges to track participation in career pathways. Regional use of the system will allow for more efficient and consistent data collection and reporting. This system will also assist in the data collection and data entry required for Launch Board.

CTE marketing and outreach activities/materials are already being used throughout the region in different capacities. Outreach activities include participating in career fairs, hosting special CTE projects and providing presentations and materials to secondary schools, parents and community partners. Some Districts and Colleges have also developed career exploration activities as part of the SB70 CTE Collaboratives. The need to create a more consistent CTE marketing message that can be shared with partners and parents has been identified. The Consortium will review and evaluate existing marketing materials and make improvements to effectively educate students about existing career pathways and regional CTE programs. The establishment of a regional CTE student portal to house regional information and resources will be explored. The vision is to provide a one-stop-shop for students to access information on career pathways, HS articulation, dual enrollment, concurrent enrollment and work experience information. Design of the portal has not been completed but will include the ability for Districts and Colleges to upload high school articulation agreements, policies and procedures handbooks, contact information as well as links to other well established services that support articulation and career pathways including CATEMA, Statewide Career Pathways, Career Café, Salary Surfer, early assessment resources and transfer model curricula information. The student portal will provide an additional avenue to share a regional CTE message.
Objective 3: Promoting productive partnerships between educational institutions and business and industry to build upon existing regional structures: In order to meet this objective, the Region plans to leverage existing partnerships and structures. The SB 1070 Steering Committee will include the Regional Consortium Chair and the regional CTE Deans. The Regional Consortium Chair has established strong relationships with the Deputy Sector Navigators who are working to build relationships with CEOs from priority and emerging industry sectors. In addition, the SB1070 Project Director, will attend and participate in the DSN meetings. The Regional Consortia Chair and SB1070 Project Director will report back to the steering committee regarding DSN grant activities and progress towards meeting workplan goals. These links to the DSN will allow access to existing partnerships between the community colleges and business/industry.

In addition, the SB70, Perkins IC and CTE Transitions grants helped colleges to establish relationships with educational, business/industry partners. During the planning year, SB70 collaborative groups will continue to meet and conduct activities until the grants end in November. Established Perkins IC and CTE Transitions activities such as occupational internships programs, CTE Advisory Committee meetings, articulation and training days and CTE Outreach efforts will continue during the grant period. Regular updates will be provided to these groups so they can stay informed of grant goals, objectives and activities. Regional articulation, dual enrollment and students services meetings will also occur during the grant period to establish regional articulation policies and procedures. Many SB1070 Steering Committee members serve on multiple committees across the region and State including serving as members for WIBs, economic development agencies and regional occupation programs. During SB1070 Steering Committee meetings and conference calls individuals will be asked to provide regular updates regarding projects, activities and developments related to these partner groups. This will ensure ongoing collaboration between key stakeholders. The goal is to leverage existing resources without duplicating efforts. Ongoing communication regarding SB1070 activities will also include the use of email, Listserv, meetings, conference calls, workshops and professional development activities. The region will utilize the Centers for Excellence, throughout the grant period, to conduct labor market research and to identify emerging trends and growing occupations.

Objective 4: Promoting and tracking participation of high school and college students in articulated and dual enrolled courses, and the credit awarded: In order to promote regional tracking of CTE students in articulated and dual enrolled courses, the region will purchase the CATEMA web-based data management system for all Districts/Colleges not already using the system. CATEMA is designed to provide a method to enter, update, display and report data. It will allow for data management, reporting and increased efficiency. Districts/Colleges will be able to identify and track career pathways using CATEMA. The consortium will be able to quantify how many courses in a pathway a student took while in high school. Teachers and students will have accounts to look up information about articulated courses they have taken and whether or not they have earned college credit. Student Services, Enrollment Services and Counseling Offices at the colleges will also be able to access the system if they
need to look up a student and verify that they earned college credit through articulation. Although the CATEMA system is currently only being used for high school articulation, it has the potential to be used for tracking dual enrollment and concurrent enrollment courses and students.

CATEMA is being used to track high school articulation credits at three of the Inland Empire/Desert Region Districts/Colleges, Mt. San Jacinto College, Riverside Community College District and Chaffey College. In Year 1, CATEMA will be purchased for the remaining regional Districts/Colleges. This will ensure that all colleges are collecting the same data. This will make the process of regional data collection much easier in preparation for the required Launch Board data collection and input. The Project Director will participate in all Launch Board trainings in preparation for this process. As part of the regional articulation strategic planning meeting, CATEMA training will be provided to all participating districts and colleges.

Objective 5: Provide professional development to regional Districts/Colleges: The Inland Empire/Desert region will provide a variety of professional development opportunities for key stakeholders including community college faculty and staff, secondary school teachers, counselors and administrators. At least one regional articulation strategic planning workshop designed to gather data regarding existing articulation policies and procedures will be hosted. The day will be used to explore and discuss what is currently being done well and what gaps in service exist. A regional articulation comparison will be developed using the data collected at the event. It will also give teachers and faculty the opportunity to network, share ideas and move closer to a regional approach to awarding students college credit. Currently the region does not adequately market the benefits of specific CTE programs and services to partners and the community. The event will allow time to explore the cost savings potential to students and families that participate in the programs. CATEMA training will also be provided to participating Districts/Colleges at the articulation event. A dual enrollment workshop will be provided to inform regional Districts/Colleges about the program. Regional student services professionals will be included in meetings or conference calls to discuss working together to achieve Student Success Task force recommendations. Additional coordination between the SB1070 Consortium and regional partners will occur as needed through meetings, conference calls, surveys, emails and Listservs. Data collected from regional partners will be compiled into a consistent format that can be shared with the steering committee for evaluation and discussion. It will be the job of the steering committee to determine policies, procedures and activities that have the potential to be replicated in a regional level. A rubric will be developed to assist in the evaluation process and will take into account the potential impact, who and how many the activity could potentially serve, the cost and implementation requirements. The anticipated result will be to standardize practices to develop procedure handbooks for articulation and dual enrollment. An implementation plan will be developed that can be provided to key partners during year 2 and 3. Training and support will be provided as deemed necessary to ensure that the process of implementing standard practices can begin during the implementation years of the grant project.
Objective 6: Expanding student’s opportunities in paid or unpaid work experience programs and internships: Strong occupational internship and work experience programs are available to students but additional data is needed to determine the extent of existing services. The SB1070 Steering Committee will survey the region and gather additional data regarding existing services and structures during the planning year. That data will be used to determine strengths and weaknesses which will be necessary for best practices models to be developed. Once best practices are determined, a plan for regional replication will be discussed. The goal will be to promote productive partnerships between educational institutions and business/industry that assist students in obtaining employment in high skill, high wage in demand occupations. If the Steering Committee decides to implement a CTE Student Portal, information regarding work experience and internships within the region will be included.

Objective 8: Validating measures to establish readiness for postsecondary education and career: In development of this grant application, some Regional Districts/Colleges were identified as having early placement and assessment strategies. It will be necessary to collect data about existing structures and present it to the steering committee. The information will be used to develop baseline data, compare existing programs and services, evaluate effectiveness and identify best practices. To achieve this outcome, the involvement of Student Services Departments will be essential. As mentioned earlier, we will work closely with them as they work to implement the Student Success Initiative recommendations.

The Inland Empire/Desert Region will use a collaborative approach to develop sustainable policies and infrastructures that results in the measurable and successful transition of CTE students from high schools to community colleges. That collaborative approach will include the following: (a) Coordination: All groups will be given the opportunity to share ideas and participate in the grant activities and development of the regional plan; (b) Communication: The project will rely heavily on ongoing communication between all partners and stakeholders; Regular communication will include meetings, conference calls, emails, Listservs, workshops and trainings; (c) Baseline Data: Gathering and compiling an inventory of regional data and existing resources into in a format that can be evaluated and compared; (d) Evaluation: Data will be brought to the SB 1070 Steering Committee for evaluation, review & discussion so the appropriate regional response can be developed into an attainable regional plan; The Steering Committee will vet ideas and determine what can be scaled-up, replicated and implemented regionally; and (e) Leveraging: Existing resources including grant activities, relationships and funding within the region will be leveraged.

Once the Steering Committee determines priority activities, the committee will oversee the process of “scaling-up” and replicating to create “best practice” models that can be used to develop a regional implementation plan. From that, the Steering Committee will develop standard policies and procedures, and create implementation plans, and policy & procedure handbooks. During the evaluation process it will be necessary to gather data related to existing projects, activities such as identifying personnel, costs, required software and supplies, timelines & work plans, and the training & professional development needs associated with each project. This information will help to
determine if a project can be replicated and implemented regionally. It will also be necessary to develop both an implementation and evaluation plan so we will know the expected outcomes and whether or not it is working.

Leveraging of regional resources, leadership and investments

The leadership of the seven regional consortia believes the SB 1070 grants will do much to improve the ability of community colleges and partner K-12 districts to provide students with effective pathways to careers. As such, there are elements of the SB 1070 effort that would be advantaged by leveraging statewide economies of scale, building on current effective practice, taking full advantage of the statewide Doing What Matters investments, developing partnerships with statewide organizations, and by aggregating limited resources to build more robust common systems. The Inland Empire/Desert Region will achieve far greater results when it leverages its efforts with those of statewide initiatives with similar goals. Examples of this include: (a) Making use of common data collection and reporting systems such as the Launch Board; (b) Developing curriculum to be shared statewide among pathways within a particular industry sector; (c) Working together to seek changes in state policies that would advance the aims of SB 1070; (d) Agreeing to standardize policies and procedures relating to articulation between high schools and colleges and between colleges; and (e) Partnering with organizations such as WestEd or the RP Group to identify and replicate best practices or with the Institute of Higher Education Leadership and Policy to identify and advocate for policy changes.

The Consortium developed and distributed a survey to all colleges within the region. The survey identified resources, leadership and investments that member-institutions plan to leverage to support, implement and sustain new policies developed. A common thread among the consortium is utilizing the business/industry partnerships to enhance workplace learning and paid internships/externships. The business/industry linkages will strengthen the grant’s emphasis on designing model career pathways and assist in the identification of careers, salary, educational requirements, and training for students. Consortium members will leverage existing funding to meet the goals of the grant. The consortium intends to identify and utilize best practices and effective models from each of these funding sources to scale-up and replicate at a regional level as appropriate.

- Perkins IVC - Professional development; curriculum development; career pathways; articulation, dual enrollment, concurrent enrollment; CTE counseling; occupational internship and workplace education programs/services; CTE Advisory Committees
- CTE Transitions - Outreach; articulation; career pathway identification and development; marketing materials; Articulation and Training Day events; Connections to Statewide Career Pathways
- SB 70 - CTE Collaboratives, Career Academies; Professional development for K-12 and vocational instructors; career readiness and exploration activities; articulation events and workshops; work experience, internships and externships
- SB 1402 - Access to Business and Industry members and support organizations
- Deputy Sector Navigators - Regional Consortia and Consortium Chair; Connections to business/industry; Curriculum alignment between businesses and colleges
## ANNUAL WORKPLAN

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

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Attend all Statewide SB 1070 meetings, workshops and conferences including the CCCAOE conferences, bimonthly conference calls and Regional Consortium meetings.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director</td>
<td>Attend and participate in all Statewide SB 1070 meetings including conference calls, trainings (Launch Board) and CCCAOE conferences.</td>
</tr>
<tr>
<td>1.2</td>
<td>Host Regional SB 1070 meetings which will include both face-to-face meetings and conference calls.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director and SB 1070 Steering Committee</td>
<td>Project Director will facilitate regional SB 1070 Consortium meetings that will include at least 1 monthly face-to-face meeting and conference calls as needed.</td>
</tr>
<tr>
<td>1.3</td>
<td>Collaborate with and support other regional and State SB 1070 projects including the Regional Consortium, Deputy Sector Navigator meetings and TAPS in order to identify elements of regional plans where statewide collaboration would be advantageous.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director, SB 1070 Steering Committee and Regional Consortium</td>
<td>Project Director will attend other regional meetings including but not limited to Regional Consortium meetings, Deputy Sector Navigator meetings, TAPS meetings; Regional SB 1070 steering committee members will attend other relevant regional meetings to collect and disseminate data to the SB 1070 Consortium such as WIB, EWD and CTE Practitioners, ROP, special groups and economic.</td>
</tr>
<tr>
<td>1.4</td>
<td>Collect baseline data from regional Districts/Colleges using surveys, meetings, workshops and strategic planning sessions.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director, SB 1070 Steering Committee and Regional Consortium</td>
<td>Create an inventory of existing regional structures, resources and data regarding articulation, career pathways and matriculation.</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

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

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Develop a consistent format and method to present data to the SB 1070 Steering Committee that will assist in the review and evaluation of existing regional policies, procedures, activities and projects.</td>
<td>Feb. 2014</td>
<td>Project Director</td>
<td>A summary format will be developed to present data to the Steering Committee and partners that will assist in evaluating existing resources and in identifying &quot;best practices&quot; and potentially replicable policies, procedures, activities, and projects.</td>
<td>QS2</td>
</tr>
<tr>
<td>1.6</td>
<td>Coordinate with regional partners using different methods (including but not limited to surveys, meetings, conference calls, workshops and strategic planning sessions) to examine existing policies, procedures and activities.</td>
<td>By Nov. 30, 2014</td>
<td>Project Director, SB 1070 Steering Committee and Regional Consortia</td>
<td>Design a 2-year implementation plan that will include and build upon existing structures, leverage regional resources and accomplish data collection for our region.</td>
<td>LI1</td>
</tr>
<tr>
<td>1.7</td>
<td>Host a regional articulation strategic planning workshop to present, review and discuss regional policies and procedures related to high school articulation.</td>
<td>By Jun. 30, 2014</td>
<td>Project Director, SB 1070 Steering Committee and Districts/Colleges</td>
<td>Develop a comparison (regional) document of existing high school articulation policies and procedures so commonalities between Districts/Colleges's approaches can be identified.</td>
<td>QS3 QS4 LI5</td>
</tr>
<tr>
<td>1.8</td>
<td>Coordinate with regional student services professionals to promote student success and collaborate on meeting the Student Success Task Force goals.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director, SB1070 Steering Committee Student Services staff</td>
<td>Develop specific activities that the SB1070 Project and Student Services Professionals can collaborate to meet some Student Success Task Force goals</td>
<td>LI1</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*: 2.0

Increasing attainment of industry recognized certificates.

<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>Collaborate with DSNs and student services departments to assist and support their efforts to promote students success and regional alignment.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director, SB 1070 Steering Committee, Regional Consortia Chair, DSNs, Student Services Depts</td>
<td>Attend regional DSN, Consortia and student services meetings to stay informed of activities and progress towards meeting their workplan goals and objectives; Present regular updates to SB 1070 Steering Committee and partners (as needed).</td>
<td>QS2, LI1, LI2</td>
</tr>
<tr>
<td>2.2</td>
<td>Review, discuss and explore the establishment of a regional Student Portal for CTE students to access relevant information regarding articulation, dual enrollment and career pathways.</td>
<td>By Oct. 2014</td>
<td>Project Director, SB 1070 Steering Committee, Staff, Web Developer</td>
<td>A plan to develop a student portal will be developed that includes a potential format, that will serve as a &quot;one-stop-shop&quot; for CTE students to access resources and information on articulation, dual enrollment and career pathways including links to other relevant websites like SCP and Salary Surfer.</td>
<td>QS3</td>
</tr>
<tr>
<td>2.3</td>
<td>Purchase and implement the CATEMA web-based data management system for all regional Districts/Colleges to assist in the collection of baseline data about articulated courses, career pathways, and the number of CTE students completing articulated courses, earning college credit and matriculating from high schools to community colleges.</td>
<td>By Apr. 2014</td>
<td>Project Director, Staff, CATEMA Rep.</td>
<td>CATEMA licenses will be purchased for all regional Districts/Colleges to facilitate the collection of consistent data related to articulated and dual enrolled courses and students.</td>
<td>QS2, LI3</td>
</tr>
<tr>
<td>2.4</td>
<td>Inform regional partners about CTE programs and services available within the region and the benefits they provide to the community.</td>
<td>By Nov 15, 2014</td>
<td>Project Director, Steering Committee, Regional Consortium</td>
<td>Begin to develop a CTE marketing plan to share information about CTE programs, services, benefits and resources available.</td>
<td>QS4</td>
</tr>
</tbody>
</table>

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

**OBJECTIVE NUMBER**: 3.0

Promoting productive partnerships between educational institutions and business and industry to build upon existing regional structures.

<table>
<thead>
<tr>
<th>#</th>
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<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Leverage existing partnerships including but not limited to DSN, Regional Consortium, K-12 Districts, ROPs, CTE Advisory Committees, SB70 Collaboratives, WIBs, workforce development, and business and Industry partnerships.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director, SB 1070 Steering Committee, All partners</td>
<td>Regular communication and updates will be provided regarding grant related activities and outcomes to all keypartners and stakeholders.</td>
<td>QS2 QS4</td>
</tr>
<tr>
<td>3.2</td>
<td>Present data to the Regional Consortium that will assist in the review and evaluation of existing regional policies, procedures, activities, and projects.</td>
<td>Feb. 2014</td>
<td>Project Director</td>
<td>A summary format will be developed to present data to the Regional Consortium and partners that will assist in evaluating existing resources and in identifying &quot;best practices&quot; and potentially replicable policies, procedures, activities, and projects.</td>
<td>QS2 Li2</td>
</tr>
<tr>
<td>3.3</td>
<td>Attend Regional Consortium meetings, Deputy Sector Navigator (DSN) meetings and other related meetings as needed to leverage partnerships and relationships.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director</td>
<td>Project Director will attend relevant regional meetings to provide and receive updates and promote collaborative partnerships with various partners including DSNs and business/industry; Provide regular updates to SB 1070 steering committee and partners (as needed)</td>
<td>QS2 QS4</td>
</tr>
<tr>
<td>3.4</td>
<td>Continue existing activities that occur as part of other grants including Perkins IC, CTE Transitions and SB70.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director Perkins, SB70 and CTE Transition Project Directors</td>
<td>Hold Articulation and Training Day events, CTE Advisory Committee meetings and other ongoing grant related activities at regional Districts/Colleges (i.e.: Counselor Conclaves, CTE Outreach and Career Exploration).</td>
<td>QS4 Li5</td>
</tr>
</tbody>
</table>

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**ANNUAL WORKPLAN**

**OBJECTIVE NUMBER**: 4.0

Promoting and tracking participation of high school and college students in articulated and dual enrolled courses, and the credit awarded.

<table>
<thead>
<tr>
<th>#</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Purchase and implement the CATEMA web-based data management system for all regional Districts/Colleges.</td>
<td>By Mar. 31, 2014</td>
<td>Project Director, SB 1070, Steering Committee, Staff, CATEMA Rep.</td>
<td>Utilize CATEMA to store, manage and report data related to high school articulated courses and students earning college credit through this process throughout our region.</td>
<td>QS2, L1</td>
</tr>
<tr>
<td>4.2</td>
<td>Sponsor regional CATEMA training for Districts and Colleges.</td>
<td>By June 30, 2014</td>
<td>Project Director, SB 1070, Steering Committee, Districts/Colleges, CATEMA Rep</td>
<td>Provide CATEMA training to regional Districts and College; Utilize CATEMA to store, manage and report high school articulation course and student data.</td>
<td>QS2, QS4</td>
</tr>
<tr>
<td>4.3</td>
<td>Prepare for the coordination of the consortium’s Launchboard data collection that will occur in years two and three of the grant.</td>
<td>Jan. - Dec. 2014</td>
<td>Project Director</td>
<td>Project Director will attend and participate in all LaunchBoard trainings;</td>
<td>QS3</td>
</tr>
</tbody>
</table>

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

OBJECTIVE NUMBER*: 5.0

Provide professional development to regional Districts/Colleges; Implement standard practices.

<table>
<thead>
<tr>
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<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Provide CATEMA training to all regional Districts/Colleges.</td>
<td>By Apr. 30, 2014</td>
<td>Project Director&lt;br&gt;CATEMA Representative&lt;br&gt;Districts/Colleges</td>
<td>Train regional District and College partners how to use CATEMA data management system; Implement a standard way to store and manage high school articulation credit.</td>
<td>QS2, LI5</td>
</tr>
<tr>
<td>5.2</td>
<td>Provide a Dual Enrollment Workshop to present an overview of existing Dual Enrollment programs.</td>
<td>By June 30, 2014</td>
<td>Project Director, SB 1070&lt;br&gt;Steering Committee, Dual Enrollment Staff</td>
<td>Develop a presentation designed to educate regional Districts/Colleges about Dual Enrollment including a program overview, how to establish a program at their college(s), challenges and benefits.</td>
<td>QS3, QS4</td>
</tr>
<tr>
<td>5.3</td>
<td>Host a regional articulation strategic planning workshop to present, review and discuss regional policies and procedures related to high school articulation.</td>
<td>By June 30, 2014</td>
<td>Project Director, SB 1070&lt;br&gt;Steering Committee and Districts/Colleges</td>
<td>Develop a comparison (regional) document of existing high school articulation policies and procedures so commonalities between Districts/Colleges' approaches can be identified.</td>
<td>QS3, QS4, LI5</td>
</tr>
</tbody>
</table>

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## ANNUAL WORKPLAN

**OBJECTIVE NUMBER**: 6.0

Expanding student's opportunities in paid or unpaid work experience programs and internships.

<table>
<thead>
<tr>
<th>#</th>
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<th>Timelines</th>
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<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Gather regional data on existing paid and unpaid work experience programs and occupational internships offered at Districts/Colleges.</td>
<td>By Sept. 30, 2014</td>
<td>Project Director, SB 1070 Steering Committee, Staff</td>
<td>Data related to work experience and occupational internship programs will be gathered and compiled for comparison from Districts/Colleges.</td>
<td>LI1</td>
</tr>
<tr>
<td>6.2</td>
<td>Review and evaluate regional work experience and internship data to determine best practices; Determine which aspects of existing programs can be scaled-up, replicated and implemented on a regional scale.</td>
<td>By Nov. 30, 2014</td>
<td>Project Director, SB 1070 Steering Committee, Staff</td>
<td>A regional &quot;best practices&quot; approach to work experience and internships will be discussed and explored for potential inclusion in our implementation plan.</td>
<td>LI1</td>
</tr>
<tr>
<td>6.3</td>
<td>Explore the establishment of a regional student portal where CTE students can access relevant and beneficial information.</td>
<td>By Oct. 31, 2014</td>
<td>Project Director, SB 1070 Steering Committee Regional Consortia</td>
<td>A plan to develop a comprehensive student portal will be developed that includes a potential format, that will serve as a &quot;one-stop-shop&quot; for CTE students to access resources and information on articulation, dual enrollment, career pathways and work experience opportunities including links to other relevant websites like MSJC's Eagle Career Connection, Statewide Career Pathways and Salary Surfer.</td>
<td>LI5</td>
</tr>
</tbody>
</table>

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

OBJECTIVE NUMBER*: 7.0

Successful implementation of the State's existing career pathways.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
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<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Coordinate with regional partners to gather regional career pathways data that includes existing pathways as well as strengths and weaknesses that exist in this area.</td>
<td>By Sept. 30, 2014</td>
<td>Project Director, SB 1070 Steering Committee, Staff</td>
<td>Create an inventory of existing regional career pathways between secondary and post-secondary schools that identifies existing pathways, strengths, weaknesses and potential improvements.</td>
<td>L11, QS2, L16</td>
</tr>
<tr>
<td>7.2</td>
<td>Collaborate with DSN grants to assist and support their efforts to establish regional curriculum alignment.</td>
<td>Jan - Dec 2014</td>
<td>Project Director, SB 1070 Steering Committee, Staff</td>
<td>Attend regional DSN and Consortia meetings to stay informed of activities and progress towards meeting their workplan goals and objectives; Present regular updates to SB 1070 Steering Committee and partners (as needed).</td>
<td>QS2, L11, L12</td>
</tr>
<tr>
<td>7.3</td>
<td>Inform regional partners about CTE programs and services available within the region and the benefits they provide the the community.</td>
<td>Jan - Dec 2014</td>
<td>Project Director, CTE Outreach Specialists</td>
<td>Complete outreach activities including career fairs, classroom visits and CTE presentations.</td>
<td>L11</td>
</tr>
</tbody>
</table>

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## ANNUAL WORKPLAN

**OBJECTIVE NUMBER**: 8.0

Validating reliable measures to establish readiness for post-secondary education and career.

| #  | Activities                                                                 | Timelines        | Responsible Person(s)                        | Performance Outcomes                                                                                                                                                                                                                     | Metric(s) No. |
|----|-----------------------------------------------------------------------------|------------------|-----------------------------------------------|                                                                                                                                                                                                                                          |               |
| 8.1| Coordinate with regional partners to identify existing regional measures of student readiness for post-secondary education and careers as well as strengths and weaknesses. | By Sept. 30, 2014 | Project Director, SB 1070 Steering Committee Districts/Colleges Student Services Staff | Compile data collected and create an inventory of existing resources and measures including the use of early assessment and placement measures.                                                                                     | LI1           |
| 8.2| Promote the use of early assessment resources during CTE outreach activities (i.e., www.collegeeep.org). | Jan. 2014 - Dec. 2014 | Project Director CTE Outreach Workers K-12 Districts & ROPs Perkins, CTE Trans and SB70 Project Directors | CTE Outreach Specialists will complete outreach activities to K-12 and ROPs (as part of SB70, Perkins IC & CTE Transitions grants) and provide information about early assessment resources as part of CTE presentations and outreach activities. | QS4 LI1       |

*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>$ 200,000</td>
</tr>
<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
<td>2</td>
<td>$ 0</td>
</tr>
<tr>
<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
<td>3</td>
<td>$ 74,044</td>
</tr>
<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
<td>$ 24,525</td>
</tr>
<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5</td>
<td>$ 8,259</td>
</tr>
<tr>
<td>6000</td>
<td>CAPITAL OUTLAY</td>
<td>6</td>
<td>$ 85,475</td>
</tr>
<tr>
<td>7000</td>
<td>OTHER OUTGO</td>
<td>7</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

TOTAL DIRECT COSTS: 8 $ 192,813

TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs): 9 $ 7,657

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: Susanne Mata

Authorized Signature: [Signature]

Date: 11-2-13

District Chief Business Officer (or authorized designee):

Name: Becky Elam

Authorized Signature: [Signature]

Date: 12-2-13
## 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>$ 200,000</td>
</tr>
</tbody>
</table>
| 2000                  | 214t Classified Salaries, Noninstructional, Full-time (1FTE)  
Susanne Mata, Project Director, Level A12, Step 3 | $ 67,519 |
|                       | 234t Classified Salaries, Noninstructional, (.20FTE)($32,123*.2=$6,425.00)  
Kimberly Brais, Clerical Assistant III, Level 10, Step 4 | $ 6,425 |
| 3000                  | Employee Benefits  
Project Director (health/welfare and fixed costs) = $22,705.00  
Clerical Assistant III (health/welfare and fixed costs) = $1,820.00 | $ 24,525 |
| 4000                  | Supplies and Materials  
General Office Supplies (paper, pens, etc.) = $1,600.00  
Other Supplies = $1,669.00  
Advertising and Outreach Materials = $5,000.00 | $ 8,289 |
| 5000                  | Other Operating Expenses & Services  
Copying & Printing of Materials = $5,000.00  
Conference = $4,000.00  
Project Director to attend trainings on LaunchBoard  
Project Director to attend CCCAOE Conference (Mar & Oct. 2014)  
Mileage = $1,500.00  
Mileage for travel to meetings & conference (@current district rate)  
Meeting Expenses = $7,500.00  
Monthly Regional Consortium Meetings  
DSN Advisory Meetings  
CTE Pathway Steering Committee Meetings  
Regional Workshops = $20,000.00  
Regional Articulation Workshop for 12 colleges & 45 high schools  
and ROP will include but not limited to: trainer, venue, meeting costs, stipends for partners  
Regional Training = $27,000.00  
Regional Dual Enrollment Training for 12 colleges & 45 high schools  
and ROP will include but not limited to: trainer, venue, meeting costs, stipends for partners  
2 Regional CATEMA Training (@$3,500 ea.) to include trainer, venue,  
Software Purchase = $19,600.00  
CATEMA software for 7 community colleges (@$2800/ea.)  
Postage = $875.00 | $ 85,475 |
| 6000                  |                | $ -             |
| 7000                  |                |                 |

**TOTAL DIRECT COSTS:** $ 192,313  
**TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):** $ 7,687  
**TOTAL COSTS:** $ 200,000
Project Management

Mt. San Jacinto College will act as the lead fiscal agent for the SB 1070 grant project. As the lead institution, Mt. San Jacinto College District has selected Ms. Susanne Mata to serve as the grant’s full-time (1FTE) Project Director. In coordination with the Consortium Chair, Julie Pehkonen (Riverside Community College District), Ms. Mata will be responsible for ensuring that all work plan activities and objectives are met. As described below, her extensive professional experience, past successes, and leadership experience in outcome-centric environments and projects will enhance the Inland Empire/Desert Region’s capacity to engage K-16 in improving linkages, increasing readiness of secondary students for postsecondary education, and increasing student success and training in post-secondary education by developing CTE pathways between high schools and community colleges.

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

Susanne Mata has worked as the Coordinator of Special Programs in the Career Technical Education Department at Mt. San Jacinto College since February 2009. In this role, she has worked as the Project Director for Perkins and CTE Transitions (Tech Prep) managing over $660,000 in CTE grant funds each year. Ms. Mata oversees the day-to-day activities, monitors budget and expenditures and maintains the documentation necessary to ensure compliance with all state and federal regulations, guidelines and reporting requirements. This position combined with past experience has given Ms. Mata the knowledge, skills and expertise needed to serve as the Inland Empire/Desert Regional Project Director for the SB1070 Career and Technical Education Pathways Grant Program.

Ms. Mata has worked extensively on high school articulation to develop seamless pathways for students to transition easily from high school to college. When she joined the Mt. San Jacinto College Team, relatively few students were earning college credit through high school articulation. In July 2009, Ms. Mata facilitated the implementation of a new credit-by-exam high school articulation process. The process made it much easier for students to take an articulated course and earn college credit. The changes resulted in a dramatic increase in the number of students earning college credit. The new policy and procedure resulted in an increased number of students earning college credit from an average of 86 per year to an average of 525 per year and increase of 510 percent. Ms. Mata was also instrumental in obtaining a new web-based data management system (CATEMA) used to manage high school articulation courses, participating high school districts, teachers and students. The system was purchased in spring 2013 and implemented in fall 2013. At the institution’s fall Articulation and Training Day, Ms. Mata facilitated a training workshop, in collaboration with a representative from CATEMA, for all participating high school districts. By the end of the day, 33 teachers had created user accounts in the system. Sixty-four courses were
also created. CATEMA allows for better tracking and reporting of information related to high school articulation including the number of students earning college credit.

The number of articulation agreements has increased in Ms. Mata’s tenure from 38 agreements in 2009 to 77 as of fall 2013. Ms. Mata has played an integral role in creating agreements for courses not previously articulated including Computer Applications, GIS and Biotechnology. This is a direct result of the strong partnerships she has developed with high school partners as well as CTE faculty at the college. In her position, Ms. Mata works with teachers from Riverside County Office of Education as well as eight feeder-districts that have a total of 21 high schools, 20 continuation and/or adult schools, a charter school and two Native American Reservation high schools.

She has developed strong relationships with teachers, counselors and administrators from all of these districts as well as representatives from districts not considered feeder districts. She has established the CTE Special Programs Office, where partners use it as a source of support and information. She takes pride in being responsive to questions and concerns in a timely manner. Ms. Mata maintains an Articulation Handbook and maintains current documents and information on the CTE Transitions website. She serves as the intermediary between the high school teacher and college faculty during the articulation agreement development process.

Ms. Mata has worked with CTE faculty and staff and high school teachers to develop and document existing career pathways between Mt. San Jacinto College and feeder high school districts. Pathways documents and materials have been developed for multiple industry sectors including Engineering and Design, Arts, Media and Entertainment, Health Science and Medical Technology and Education, Child Development and Family Services. These materials are used to educate and inform teachers, students and parents about possible career pathways and career opportunities.

Ms. Mata has helped many CTE departments and programs to develop strong advisory committees that help to evaluate and support the programs. She has developed many partnership relationships as a result of working with advisory committees. She has assisted the programs in identifying occupational internship placement sites, potential guest speakers and individuals willing to evaluate curriculum. She works closely with the CTE faculty to develop and maintain effective advisory committees and provides resources and training as needed to ensure they meet their goals.

2. Describe the project director’s past successes in convening stakeholders towards the purpose of shifting policies and/or practices. What needed to be achieved? What were the outcomes attributable to the project director’s efforts?

Although the improvements in the articulation process have been significant, Ms. Mata’s efforts to improve and refine the process are ongoing. In fall 2012, she began work on revising the existing credit-by-exam policy and procedure. The way the policy is currently written, students earning college credit have the credit shown on their transcript as a Credit/No Credit. She is working with the Mt. San Jacinto College’s
Curriculum Committee and Academic Senate to revise the policy to state that students earning college credit will receive a letter grade on their transcript. This process has involved collaboration and communication with a variety of key stakeholders including high school teachers, counselors and administrators, the Mt. San Jacinto College Curriculum Committee, the Mt. San Jacinto College CTE Advisory Committee and the Academic Senate. It has required Ms. Mata to conduct research to identify policies and procedures at other community colleges to identify best practices and the appropriate course of action. The goal has been to make the process of earning college credit as beneficial as possible for students.

The policy is still being vetted to the appropriate District committees and is expected to be fully approved and implemented in fall 2014.

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

In collaboration with the two CTE Deans, Ms. Mata identified the need to increase CTE outreach efforts in the community and on campus to increase awareness of the CTE programs and services available to students. As a result, an Outreach Specialist was hired to attend career fairs, community events and provide CTE presentations at local high schools. The addition of this person was so well received that a second Outreach Specialist was hired. The program now maintains two individuals who share CTE information at a variety of events and settings. Ms. Mata has been responsible for conceptualizing, and developing marketing and outreach activities that increase the awareness of the educational opportunities available at Mt. San Jacinto College. Ms. Mata is responsible for training the Outreach Specialists to conduct activities and ensuring that they provide audiences with a positive experience while learning about CTE programs. She has also assisted in the development and design of a variety of outreach materials and publications including the CTE catalog, handbooks, brochures and posters.

Another example of how Ms. Mata has taken a leadership role is with the District’s Perkins mini grant process. When she was hired, a competitive mini grant process had just been implemented. In the past three years, Ms. Mata has worked with a variety of individuals to improve the process, procedure and application materials to ensure that funds are allocated efficiently and effectively. Two years ago, a Perkins Funding Committee was developed under Ms. Mata’s leadership to oversee the review and awards process. The committee is comprised of individuals from the Perkins Local Planning Team, members of various CTE Program Advisory Committees as well as the CTE Dean and representatives from Mt. San Jacinto College departments including EOPS/CARE, CALWORKS, Information Technology, Institutional Effectiveness, Planning and Grants. Ms. Mata was responsible for training all committee members about the Perkins grant rules and regulations, developing a mini grant handbook and facilitating the committee meetings. Ms. Mata is currently working to revise current mini-grant application forms. She has completed research to determine the best format, appropriate questions and scoring guidelines to improve the entire process. She has
had the documents reviewed and evaluated by the CTE Dean, staff in the Institutional Effectiveness and Planning Office as well as the District’s CTE Advisory Committee. In the end, the revised documents and scoring guidelines will mirror the District’s resource allocation process and ensure that:

- The applicants are able to present a thorough and concise request supported by data
- The Perkins Funding Committee can easily and effectively evaluate the applications
- The Perkins Project Coordinator can create a reasonable Perkins work plan for the upcoming year that is responsive to program improvement issues, student success and Perkins priorities
- CTE Programs and activities will be monitored for effectiveness and success
- The process is transparent, fair, and equitable to all involved

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

As Project Director for Perkins and CTE Transitions, Ms. Mata has extensive experience working in an outcome driven environment. Ms. Mata completes data collection on an ongoing basis in order to evaluate our CTE Programs, monitor labor market trends and make recommendations for program improvements. Ms. Mata utilizes the CCCCO Management Information Systems Data Mart system frequently to collect data about the programs specifically success and retention rates, and program awards. She also reviews and analyzes Core Indicator Reports for all TOP Codes who have received Perkins funds during the current grant period as well as those requesting Perkins mini grant funds for the first time. In preparation for our mini grant process each year, she presents information to the CTE departments and programs regarding core indicator performance, program improvement issues and recommendations for improvement. Ms. Mata developed “Best Practices” documents that include suggested activities designed to improve program improvement issues and/or meet the nine (9) required uses of Perkins funds.

In addition to her work at Mt. San Jacinto College, Ms. Mata has over seven years of experience working for non-profit community based agencies. In addition to writing and developing grant proposals, Ms. Mata was responsible for managing grant activities, developing outcomes, and program evaluation. She was a member of each agencies leadership team and as such was an active participant in continuous quality improvement and audit activities. She has extensive experience developing reasonable, attainable and measurable outcomes for a variety of programs and activities. She is also capable of adhering to grant rules and regulations, preparing and presenting data, creating and submitting reports and program evaluation.

In her role at Mt. San Jacinto College, she has been an active participant in the Continuous Quality Improvement (CQI) Processes for three youth opportunity centers. She has assisted all three centers in strategic planning and program evaluation. She
also plays a key role in assisting the centers in providing short-term occupational skills courses to at-risk youth so they can develop skills, explore potential careers and have a college-like learning experience.

Organizational Chart

Chancellor's Office

Mt. San Jacinto College
Dr. Roger Schultz

Mt. San Jacinto College
Becky Elam
Vice President, Business Services

Mt. San Jacinto College
Dr. Pat Schwerdtfeger
Vice President, Instruction

Joyce Johnson
Dean, CTE

SB1070 Grant
Susanne Mata, Project Director

SB1070 Steering Committee

Chair, CTE Deans Subcommittee

Chair, EWD/Contract Ed Subcommittee

Director, Regional COE-LMI

Inland Empire/Desert Regional Consortium/Chair

Regional Deputy Center Navigators
JOB OBJECTIVE: To serve as the Desert and Inland Empire Regional Project Director for the SB 1070 Career and Technical Education Pathways Program Grant.

SUMMARY OF QUALIFICATIONS

- Professional, experienced grant writer and program manager with over ten years of grant-related experience.
- A highly effective communicator able to describe complex ideas clearly and concisely both orally and in writing.
- Organized and detail oriented individual skilled at management of grant programs and activities.
- Successfully implemented several policy and procedure improvements that resulted in more effective, productive and efficient programs and services.

RELEVANT SKILLS AND EXPERIENCE

- Serves as Project Director for Perkins and CTE Transitions grants providing management of over $600K annually while overseeing the day-to-day activities including coordinating work plan activities, overseeing Perkins mini-grant activities and projects, planning and facilitating 20 CTE Advisory Committee meetings, 2 Articulation and Training Day events and various occupational skills classes and activities provided as part of memorandum of understandings with 3 youth opportunity centers;
- Monitors budget and expenditures and maintains documentation to ensure compliance with all state and federal regulations, guidelines and reporting requirements.
- Provides leadership in the development of the District’s local Perkins and Technical Preparation plans in collaboration with CTE Dean, CTE Department Chairs, CTE Program Coordinators, Perkins Local Planning Committee and program staff; Wrote various training and procedure manuals including Perkins Resource Guide, High School Articulation Handbook and the Perkins Mini Grant Handbook and Instructions.
- Oversees the annual Perkins mini grant process including the development and training of the funding committee, performance analysis, fund allocation and budget development; Implemented improved mini grant procedure including the development of the funding committee, creation of application forms and scoring rubric to ensure the college allocates Perkins dollars efficiently and effectively.
- Completes labor market analysis of career technical education programs; prepares and presents reports that link our programs to current high need, high growth and emerging occupational trends and economic sectors.
- Oversees the high school articulation process to aid in a seamless transition process for students, including development and management of agreements, presentation to curriculum committee, awarding students college credit and coordination of related trainings, meetings and activities.
- Successfully implemented credit-by-exam high school articulation policy and procedure increasing the number of students earning college credit from an average of 86 per year to an average of 525 per year and increase of 510%; Implemented and maintains a web-based data management system to track participation of high school students in articulated courses.
- Currently overseeing the efforts to revise the existing credit-by-exam policy and procedure to ensure that high school students earning college credit for articulated courses are eligible for a letter grade on their transcript.
- Assists high school teachers and community college faculty in aligning existing post-secondary technical preparation programs and courses with high school career technical education curriculum
- Has been instrumental in providing professional development opportunities to CTE Faculty and high school teachers regarding emerging occupational trends, articulation, career pathways and other topics relevant to Perkins and CTE Transitions
- Maintains effective and cooperative relationships with college faculty and staff, business and industry, secondary feeder sites, public and private agencies
- Developed and wrote grant proposals, securing over 7 million in grant funding for two non-profit agencies over 2 years from various corporations, private foundations and government agencies; An average of 48% of the proposals submitted were funded
- Directed and coordinated evaluation, site visits, presentations, contract audits and monitoring visits
- Organized and facilitated a variety of training workshops, special events and meetings
- Assisted in the development of various marketing and outreach materials including the CTE Catalog, brochures and various training and procedure handbooks for Perkins and CTE Transitions

**WORK HISTORY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-Present</td>
<td>Coordinator of Special Programs, CTE</td>
<td>Mt. San Jacinto College</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Grant and Public Relations Director</td>
<td>Boys &amp; Girls Clubs of Southwest County</td>
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<tr>
<td>2003-2007</td>
<td>Resource Development Specialist</td>
<td>Family Service Association</td>
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<tr>
<td>2001-2003</td>
<td>Administrative Assistant</td>
<td>Vista Community Clinic</td>
</tr>
<tr>
<td>2000-2001</td>
<td>Office Manager</td>
<td>Lux Art Institute</td>
</tr>
</tbody>
</table>

**EDUCATION**

- California State University, San Marcos, CA.  
  Bachelor of Arts  
  June 1996  
  Liberal Studies
- Mira Costa College, Oceanside, CA.  
  Associate of Arts  
  May 1994  
  Liberal Studies

**LEADERSHIP**

- Member, Career and Technical Education Advisory Committee, Mt. San Jacinto College *(2009-Present)*
- Member, Classified Senate, Mt. San Jacinto College *(2011-Present)*
- Site Rep, California School Employees Association, Mt. San Jacinto College *(2012-Present)*
- United Way Coordinator on behalf of Family Service Association *(2003-2007)*
November 15, 2013

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

Dear Vice Chancellor:

As chair of the Inland Empire/Desert Regional Consortium, it is my privilege to write this letter of support for Mt. San Jacinto College (MSJC), and Susanne Mata as project director, to lead our region’s SB 1070 Career Technical Education Pathways Program Grant (RFA #13-164).

MSJC has both the experience and capacity to convene the 12 participating colleges in the Inland Empire/Desert Region to achieve the goals and outcomes of the pathways program. In planning our region’s response to this RFA, over the past four weeks the project director met with our colleges and our sector navigators via open conference calls to discuss priority and emergent sector plans. As the lead for this grant, MSJC is committed to taking full advantage of our region’s existing infrastructure in order to achieve positive outcomes for our region as well as working on statewide alignment where it make sense.

In her tenure with MSJC, Susanne has exhibited her expertise and knowledge in the field of secondary to post-secondary transitions. I have first-hand knowledge of Susanne’s ability to effectively convene multiple agencies, faculty, administrators, and external partners to ensure smooth transitions for students into college and into the world of work. Her work with Perkins and CTE Transitions has resulted in MSJC being a leader in both articulation and dual enrollment in our region. In support of this regional project, Susanne has agreed to meet with other pathways project directors to share best practices and will become acquainted with statewide resources as they currently exist that.

I am looking forward to working closely with MSJC and Susanne and providing regional leadership and support for this worthwhile effort.

Sincerely,

[Signature]

Julie Pehkonen  
Chair, Inland Empire/Desert Regional Consortium
Intent-to-Participate Form Letter

November 6, 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:

Barstow 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 Desert/Inland Empire Region.

Barstow Community College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert / Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Barstow Community College is committed to actively working with our high school partners within our college service area. The
following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Barstow Unified School District
Excelsior Charter School
Silver Valley Unified School District
Baker Unified School District

Sincerely,

[Signature]

Stephen Eaton, Vice President of Academic Affairs
November 15, 2013

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

Dear Vice Chancellor:

Chaffey 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 Desert/Inland Empire Region.

Chaffey College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Chaffey College is committed to actively working with our high school partners within our college service area. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation:

Chaffey Joint Union High School District
Chino Valley Unified School District
Fontana Unified School District
Upland Unified School District

Sincerely,

Ciriaco "Cid" Pinedo, Ed.D.
Associate Superintendent of Business Services and Economic Development
November 7, 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 Desert is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Desert/Inland Empire Region.

College of the Desert recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, College of the Desert is committed to actively working with our high school partners within our college service area. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Coachella Valley Unified School District
Desert Sands Unified School District
Palm Springs Unified School District

Sincerely,

[Signature]

Dr. Joel L. Kinnamon
Superintendent/President
College of the Desert
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:

Copper Mountain 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 Desert/Inland Empire Region.

Copper Mountain College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathways Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Copper Mountain College is committed to actively working with our high school partners within our college service area. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Morongo Unified School District

Sincerely,

Joseph DeSantis
(Interim) Dean for Instruction, CIO
Copper Mountain Community College District

Copper Mountain Community College District
November 6, 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:

Crafton Hills 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 Desert/Inland Empire Region.

Crafton Hills College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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 will be required for the consortium and leveraged with 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, Crafton Hills College is committed to actively working with our high school partners within our college service area. The following high school districts will be our partner in the development of new pathways, course sequences and articulation.

Redlands Unified School District
Yucaipa- Calimesa Joint Unified School District

Sincerely,

Bryan Reece, Ph.D.
Vice President of Instruction

BR:cg
November 7, 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,

Moreno Valley College is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Desert/Inland Empire Region.

Moreno Valley College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Moreno Valley College is committed to actively working with our high school partners within our college service area. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Moreno Valley Unified School District
Val Verde Unified School District

Sincerely,

Robin Steinback, Ph.D.
Vice President, Academic Affairs
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:

Mt San Jacinto College (MSJC) is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Desert/Inland Empire Region.

Mt San Jacinto is honored to be recognized by its' regional community colleges as the lead community college in the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert / Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Mt San Jacinto is committed to actively working with our high school partners within our college service area. The following high school
district(s) will be our partner in the development of new pathways, course sequences and articulation.

Banning Unified School District
Beaumont Unified School District
Hemet Unified School District
Lake Elsinore Unified School District
Murrieta Unified School District
Perris Unified School District
San Jacinto Unified School District
Temecula Unified School District

Sincerely,

Roger Schultz, Ph.D.
President / Superintendent
November 6, 2013

Van Toni-Quinlivan, Vice Chancellor
Workforce & Economic Development Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-5549

Dear Vice Chancellor:

Norco 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 Desert/Inland Empire Region.

Norco College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Kevin Fleming our Dean of Instruction Career & Technical Education, attend the first-year plan development meetings. He will keep me and our executive leadership informed and 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, Norco College is committed to actively working with our high school partners within our college service area. The following high school district will be our primary partner in the development of new pathways, course sequences and articulation:
Corona-Norco Unified School District

Sincerely,

Paul Pamell, Ph.D.
President
Intent-to-Participate Form Letter

November 2, 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:

Palo Verde 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 Desert/Inland Empire Region.

Palo Verde College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Palo Verde College is committed to actively working with our high school partners within our college service area. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Palo Verde High School
Palo Verde Unified School District

Sincerely,

Donald G. Wallace
Superintendent/President
November 15, 2013

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

Dear Vice Chancellor:

Riverside 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 Desert/Inland Empire Region.

Riverside City College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert / Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Riverside City College is committed to actively working with our high school partners within our college service area. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Riverside Unified School District
Alvord Unified School District
Jurupa Unified School District

Sincerely,

[Signature]

Dr. Susan Mills
Vice President of Academic Affairs
Riverside City College
November 8, 2013

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

Dear Vice Chancellor:

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

San Bernardino Valley College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, San Bernardino Valley College is committed to actively working with our high school partners within our college service area. The following high schools, high school related entities and districts will be our partner in the development of new pathways, course sequences and articulation:

Citrus Valley High School
CRY-ROP Colton, Redlands, Yucaipa – Regional Occupational Programs
Colton High School
Eisenhower High School/Rialto ROP
Fontana High School
Inland Empire Job Corps
Pomona USD – Adult School
Redlands High School
Rialto USD
Rim USD
River Springs Charter School
San Bernardino City Unified School District
San Bernardino County Superintendent of Schools – ROP
San Bernardino USD – Adult School
San Gorgonio High School

Regards,

[Signature]

Dr. Gloria M. Fisher
Interim President

Cc: Dr. Kathleen Rowley
Achala Chatterjee
Dr. Haragwen Kinde
November 7, 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:

Victor Valley 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 Desert/Inland Empire Region.

Victor Valley Community College recognizes and supports Mt San Jacinto College (MSJC) as the lead community college of this consortium in leading the efforts of the SB 1070 Career Technical Education Pathway Program. MSJC has both the experience and capacity to convene the 12 participating colleges in the Desert/Inland Empire Region to achieve the goals and outcomes of the pathway program.

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, Victor Valley Community College is committed to actively working with our high school partners within our college service area. The following high school district(s) will be our partner in the development of new pathways, course sequences and articulation.

Apple Valley Unified School District
Adelanto Unified School District
Hesperia Unified School District
Lucerne Valley Unified School District
Snowline Joint Unified School District
Victorville School District

Sincerely,

[Signature]

Peter Allan, Interim Superintendent/President
Dissemination

1) Describe how the project director will distribute grant materials or products to all partner individuals and organizations and 2) Discuss how project staff will disseminate their finding and work products through State and regional venues.

The Inland Empire/Desert Region’s SB1070 Project Director, Susanne Mata, will distribute grant materials or products to all partner individuals and organizations in a variety of formats (see Governance Chart on page 20). The Project Director will attend all Inland Empire/Desert Regional Consortium meetings. These meetings will give her opportunities to both give and receive information regarding SB1070 grant activities, the Doing What Matters for Jobs and the Economy Initiatives and State and Regional Industry Sector updates. She will work collaboratively with the Regional Consortia Chair, Julie Pehkonen, to stay connected to Consortium activities and events. The Project Director will also attend the regional Deputy Sector Navigator grant meetings so she can get updates regarding their workplan goals, objectives and activities. Information will also be shared between these groups through email, Listservs, conferences and trainings. The Project Director will compile relevant information and updates gathered from these meetings. Grant materials and products will be disseminated to the SB1070 Steering Committee and partners on an ongoing basis. The Project Director will host at least one face-to-face meeting with the SB1070 Steering Committee per month. As deemed necessary, conference calls will also be scheduled and used to disseminate grant materials and products. If necessary, sub-committees may be developed to assist with meeting workplan outcomes. Documents, reports, materials and other grant products produced with grant funds will be disseminated through the SB1070 Project Director and regional consortium chair at regional meetings. All products shall contain a notation of the source of funds and appropriate disclaimers.

In addition, the Inland Empire/Desert Region plans to host special regional meetings and events for partners including an articulation strategic planning session, a dual enrollment informational meeting and student services professionals meetings. The purpose of these meetings will be to gather data, share information, develop plans and disseminate documents, reports, materials and other grant products. The Steering Committee members, especially those with expertise in high school articulation, career pathways and matriculation, will assist in the dissemination of products of the Steering Committee’s work through regional and statewide networks, including but not limited to CTE Deans meetings (Statewide and Regional), regional consortia meetings, ROP meetings, regional WIB, economic development and business/industry meetings. Existing meetings and activities that occur as part of other grant projects (i.e.: Perkins IIC, CTE Transitions and SB70) will also provide additional venues to share grant related products and information.

The Inland Empire/Desert Region will present its findings and best practices through presentations at state and regional conferences and meetings, including California Community Colleges Association for Occupational Education (CCCAOE), when invited.
to do so. The Project Director will attend the CCAOE conferences and participate in all statewide trainings and workshops including Launch Board trainings.