December 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:

The Los Rios Community College District is pleased to submit this application for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Greater Sacramento Region.

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

As part of this consortium we will agree to lead planning efforts and designate key talent to serve as the Project Director at a full-time capacity. We understand that SB 1070 activities 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.

Sincerely,

[Signature]
Beverly Sandeen
Vice Chancellor
## CONTACT PAGE

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Abstract

The proposed Greater Sacramento Region-Northern Inland SB 1070 Consortium includes the four colleges of the Los Rios Community College District (Los Rios CCD), the two colleges of the Yuba Community College District (Yuba CCD), Butte College, and Lake Tahoe Community College, with LRCCD serving as the applicant/awardee. In addition, the Consortium will include at least a dozen K through 12 school districts or county offices of education. The area covered by this group of colleges encompasses a wide footprint: at least five counties containing over 150,000 current middle and high school students in the public school system. The eight community colleges in the consortium and their respective feeder school districts have committed significant amounts of time and effort to establish career pathways for high school students.

Despite the progress and investments that have been made, a number of barriers and challenges limit the scalability and sustainability of successful CTE models and strategies. AB 1070 funding will allow the Consortium to examine and address these barriers and challenges through a well-structured and strategic process. The Greater Sacramento-Northern Inland SB 1070 Consortium will undertake a year-long planning process that is built on principles of organizational learning/organizational development, effective process management, and basic group facilitation. Planning activities will be guided by the primary objective of this RFA: to develop sustainable policies and infrastructure that result in measureable and successful transition of CTE students from high schools to postsecondary education and careers. The planning structure will also emphasize participation and collective reflection which are foundational in organizational development theory.

Key activities include incorporating a faculty learning community approach in planning, engaging CTE educators across community college and high school district partners, an effective communication and dissemination structure, and a highly qualified Project Director to facilitate the success of the project.
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Need
Concisely describe the regional landscape as it currently exists 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.

The proposed Greater Sacramento Region-Northern Inland SB 1070 Consortium includes the four colleges of the Los Rios Community College District (Los Rios CCD), the two colleges of the Yuba Community College District (Yuba CCD), Butte College, and Lake Tahoe Community College, with LRCCD serving as the applicant/grantee. In addition, the Consortium will include at least a dozen K through 12 school districts or county offices of education. The area covered by this group of colleges encompasses a wide footprint: at least five counties containing over 150,000 current middle and high school students in the public school system. The eight community colleges in the consortium and their respective feeder school districts have committed significant amounts of time and effort to establish career pathways for high school students.

Regional Landscape
Los Rios CCD consists of American River College (ARC), Cosumnes River College (CRC), Folsom Lake College (FLC), and Sacramento City College (SCC). Recent CTE activities in the district include three SB 70 CTE Collaboratives projects, a CTE Transitions project, and a Linked Learning project. In addition to these, the district has also provided leadership to regional coordination and collaboration, hosting the North/Far North Regional Consortium Co-Chair as well as the Deputy Sector Navigators for Health and for Global Trade and Logistics.

The Los Rios CCD colleges were awarded SB 70 CTE Collaboratives grants in 2008-2009:

- ARC’s CTE Collaboratives project, Project STRIPE, focused on building, expanding, and articulating programs to address the current need for technicians in the Transportation Industry Sector, with an emphasis on Transportation Infrastructure and clean and green technologies. Building on the earlier work of the college’s Tech Prep Regional Transportation Collaborative, ARC utilized SB 70 funding to further engage high school programs, industry, apprenticeship organizations, and public workforce development agencies in the development and articulation of a regional pipeline for Transportation Infrastructure technicians.
- SCC, in collaboration with CRC, implemented the Sacramento-Yolo Career CTE Partnership which addressed CTE coordination and program development across the two colleges and four K-12 school districts, including affiliated Regional Occupation Center Programs (ROCP), high school CTE programs, and adult education programs. This collaborative explored the development of multi-disciplinary career pathways relating to green building design, construction, and maintenance, including energy and energy management, as well as strategies such as advanced education. In subsequent SB 70 funding cycles, the Sacramento-Yolo Career CTE Partnership worked closely with industry to
provide teacher externships in green and environmental technology, and offered the Architecture, Construction and Engineering (ACE) Mentor program for students.

- FLC’s SB 70 project, the El Dorado County Career Technical Partnership, included Lake Tahoe Community College and K-12 institutions under the auspices of the El Dorado County Office of Education. This group worked on developing articulated educational programs in Construction Management, Water and Wastewater Management, Fire Technology, Hospitality/Culinary Arts and Natural Resource Education. In subsequent SB 70 funding cycles, the collaborative narrowed its focus, concentrating more on outreach to middle and high school students and developing Programs of Study where possible.

CTE Transitions

The District’s CTE Transitions grant from the CCCCO has served to deepen connections between the District’s four colleges and area high schools. The proposed Project Director for this project is currently the District’s CTE Transitions Project Coordinator (see Management section). The CTE Transitions project has resulted in, among other things:

- The creation and implementation of outreach plans aimed at promoting career exploration, providing information on college CTE instructional programs, and promoting transition from secondary to postsecondary education;
- Improved processes for ensuring that eligible high school students are awarded credit on their college transcripts through the “Credit by Exam” process;
- Industry and faculty involvement in outreach and raising awareness about different high-growth, high-wage CTE areas;
- Classroom presentations on student support services and the process for petitioning for certificates and degrees; and
- Partnerships with campus Work Experience/Internship programs to increase the number of internships and job shadow opportunities for college students in local high wage/high skill CTE jobs/programs.

SCC Allied Health Learning Community

SCC’s Allied Health Learning Community is a career technical pathway recently developed for students graduating from high school. Recent high school graduates are admitted as a cohort to complete a predefined pathway of general education and prerequisite courses. The program consists of:

- Highly structured prerequisite pathway that leads to multiple sector options as students progress through the program,
- Consistent, contextualized, cross-discipline pedagogy in all prerequisite courses engaging students in authentic problem solving,
- Integrated program of highly individualized and proactive student support services
- Collaboration with high schools focused on easing the transition of high schools graduates to college
- Faculty learning community as the primary tool for professional development focused on improving student outcomes
• Data driven decision-making to improve student learning outcomes

The Allied Health Learning Community has received attention in the region as a promising model for implementing the linked learning concept, and has also received both public and private support for its development and expansion. Consortium members would like to explore the possibilities of regionalizing its model or expanding it to other sector pathway applications.

NextEd CRANE Initiative
The CRANE (Capitol Region Academies for the Next Economy) Initiative of the Sacramento County Office of Education and NextEd is another effort underway in the region with significant implications for CTE pathways. Launched earlier this year, the CRANE initiative seeks to develop career pathways for the industry sectors identified within the Sacramento region’s economic development plan. The Consortium is a four-county partnership engaging 70 high schools, 22 middle schools and six colleges promoting CTE education and career pathways, and serving over 175,000 students. So far, several workshops have been held for high school teachers, counselors and administrators, postsecondary CTE faculty, and business leaders. The proposed Project Director has played a role in delivering/facilitating CRANE workshops (see Management section).

Butte College
CTE activity in Butte College currently centers on Allied Health. Butte currently hosts the CCCCO Sector Navigator for the Health Sector, as well as the DSN for Health for the Far North region. Butte also hosts the Chair of the North/Far North Regional Consortium. Under the Sector Navigator’s and DSN’s leadership, efforts are being made to regionalize key Allied Health programs across colleges in the North/Far North Consortium. Butte also works closely with ARC’s Allied Health programs as well as the SCC Allied Health Learning Community.

Yuba CCD
Yuba CCD consists of Yuba College and Woodland Community College. Recent CTE activities in the district include one SB 70 CTE Collaboratives project, a CTE Transitions project, and programs or activities supported by Carl D. Perkins funding. Woodland Community College’s (WCC) SB 70 CTE Collaboratives project has focused on building articulation with the area’s Regional Occupational Centers and Programs (ROCPs), particularly in Welding, Agriculture, and Administration of Justice. WCC’s CTE Transitions project has focused on achieving similar outcomes as the Los Rios CDT CTE Transitions project (e.g. outreach, improving processes for transitioning secondary school students into community college, raising career awareness and providing college information). WCC’s Perkins funding has helped the college work with area high schools to develop multidisciplinary pathways to programs in Digital Media, Small Business, and Early Childhood Education that are infused with entrepreneurship education.
Lake Tahoe

Lake Tahoe Community College (LTCC), for various reasons, has faced challenges establishing articulation with its area high school. As a small, rural college, the college is challenged with the mechanics of how to go about articulating high school courses for credit at LTCC. To date, LTCC has only two not-for-credit articulated courses with the high school:

- High school students who take two terms of Dental Assisting coursework at the high school are allowed to articulate directly into HEA147B (Dental Assisting, Part Two) of LTCC’s Dental Assisting program.
- Students who take Advanced Culinary Arts at the high school are considered to have met the prerequisite for CUL103 (Food Sanitation & Safety). Not for credit.

Essentially, students may count their high school coursework as having satisfied prerequisites for more advanced courses. LTCC is eager to move toward a more formalized model for for-credit articulation and dual enrollment, and to establish the appropriate structural mechanisms that will allow the college to overcome existing barriers.

Barriers

Despite the progress and investments that have been made, a number of barriers and challenges limit the scalability and sustainability of successful CTE models and strategies. AB 1070 funding will allow the Consortium to examine and address these barriers and challenges through a well-structured and strategic process. Consortium members were surveyed about the barriers and challenges their colleges have experienced. The following key themes emerged from their responses:

- **Reluctance on the part of community college instructors to devote their energy to systematic recognition and articulation of high school courses with pre-requisite or required certificate/degree coursework.** Many instructors are still unaware of the emergence of the pathway or programs of study concept and see no need or urgency to include high school instructors in the design of certificate/degree programs, or create seamless paths for students to follow in moving from secondary to postsecondary education. It will be crucial that community college instructors be involved early in the process to increase their awareness of why pathways are desirable and required and to involve them in the design of pathways in conjunction with their secondary school instructor-partners.

- **Lack of systematic process and standardization in articulation.** Progress has been made away from the “handshake” faculty-to-faculty acceptance of courses. However, there is a need for a standard, widely accepted template and process for articulation across the region. Some models do exist, but some colleges felt that “it was a little hazy how the process was supposed to work, both at the community college level and at the high school level.” Faculty CTE program originators need to be oriented to think about articulation with secondary partners, and perhaps baccalaureate-granting partners, at the time a program is
developed, not long after the fact. To the extent allowed, faculty from both systems need to collaborate on course content that will be institutionalized – regardless of who is delivering the content – and result in articulation.

- **Structural flaws and the difficulty of sustaining efforts.** Some colleges expressed concern over potential changes to ROCP funding as a result of shifting to a local control formula. For some colleges, many articulated courses reside within the county ROCP program. A shift in the formula funding places ROCP programs at risk for losing funding, which would mean articulated CTE course offerings may be discontinued or reduced, and the role of CTE in middle and high schools may be diminished. Also, for many colleges, grant funding has provided much-needed resources to bridge gaps and to provide a certain level of assistance in the form of personnel and services that otherwise would not be available. The “Great Recession” and the California State budget crisis of recent years has made it clear that a paradigm shift is needed with respect to public funding, forcing colleges to rethink how they utilize grants. A cultural shift is required to change deeply seated habits and mindsets about grants.

In addition, LTCC, as a small rural college, has experienced barriers and challenges unique to their context. As mentioned previously, LTCC has been challenged with the actual mechanics of how to go about articulating high school courses for credit at LTCC. The college feels a need for technical assistance related to transcripting and establishing associated mechanisms. Additional barriers cited by LTCC include (1) a lack of full-time faculty expertise and leadership in key areas, making it necessary to “farm out” program development initiatives to industry partners who are not familiar with CCCC and other requirements; and (2) a limited pool from which to draw industry partners for CTE programs, making it difficult for the college to develop innovative programs that are responsive to the broader regional economy.
Response to Need Maximum

Present a plan that will achieve the grant objectives and involve active participation of the consortium. Respond to the objectives and identify who will be a part of developing a two-year regional plan; how will regions develop sustainable policies and infrastructures that result in the measurable and successful transition of CTE students from high schools to community colleges; and how will regional resources, leadership, and investments be leveraged (multiple funding sources utilized including CTE Transitions, Perkins, SB 70, SB 1070, and SB 1402 grant funding).

To examine and address barriers and challenges to CTE pathways in the region, the Greater Sacramento-Northern Inland SB 1070 Consortium will undertake a year-long planning process that is built on principles of organizational learning/organizational development, effective process management, and basic group facilitation. Planning activities, detailed below, will be guided by a conceptual framework rather than a recipe to allow for flexibility (Emery, 2004). In the case of this project, the conceptual framework will be the primary objective of this RFA: to develop sustainable policies and infrastructure that result in measureable and successful transition of CTE students from high schools to postsecondary education and careers. The planning structure will also emphasize participation and collective reflection which are foundational in organizational development theory (Levin, 2004). The key talent, the Project Director, is skilled at active facilitation and playing the role of an “outsider” joining in the same learning process as the “insiders,” the participants in planning.

Activities

Activity 1: Developing the team (meets RFA Objectives 1 and 4)
January-February 2014

The first task of the Consortium is to ensure that the right people are involved in the planning process at the right time. To manage this, the Consortium will feature a multi-level structure. The core leadership team will consist of community college CTE administrators and identified key CTE faculty leaders. For the most part, these will be the same individuals who are voting members of the North/Far North Regional Consortium, along with faculty leaders representing a variety of programs. The core team will serve as the key organizers of this project within their respective institutions, sharing in the responsibility of meeting SB 1070 Consortium objectives. It is expected that the core team will have met at least one time via a North/Far North Regional Consortium meeting between December and January.

The planning team will consist of core team members plus each college’s primary high school district contacts, and community college Deans, Deputy Sector Navigators and/or Sector Navigators within the consortium’s priority program areas. While high school district contacts may vary in their titles, at minimum they will be administrators or faculty leaders with direct oversight or involvement in CTE. As consortium plans evolve, it is very likely that other or additional individuals will be added to the planning team.
Activity 1.1
Within four weeks of an award and executed agreement, the planning team will be convened for a half-day to day-long kick-off meeting at a central location. The kick-off meeting will include: (1) team-building activities; (2) a detailed discussion of the RFA objectives and the funded proposal, including key outcomes, outputs, and timelines; (3) articulation of the consortium’s organizing principles and ground rules; and (4) an initial problem identification process.

Activity 1.2
A key element of planning is having a skilled facilitator who is able to manage meetings, help a group think critically about assumptions, and keep large groups moving forward. The proposed Project Director currently possesses a strong combination of leadership, coordination, and facilitation skills. Given the critical work that lies ahead for this Consortium, it would be to the advantage of the Consortium to allocate a minimal amount of funds in Year 1 to provide targeted, skill-enhancing professional development opportunities for the Project Director. Professional development may for instance take the form of a short workshop or consultation/coaching from a planning-oriented organization such as Valley Vision or other regional examples.

Activity 1.3
Equally important is the ability of the Consortium to foster a culture of learning that is necessary for the creation of sustainable systems. The Consortium will implement a faculty learning community approach as the mode for collaboration among members. Faculty learning communities are typically a cross-disciplinary group of six to fifteen faculty, staff, and administrators who engage in an active, collaborative, long-term commitment to work together to enhance student outcomes. Two critical features of faculty learning communities are the democratization of decision making and the de-privatization of practice. In other words, ideas are judged based on their quality not, the status of the individual proposing them. In addition, there is no claim of ownership over any idea or outcome from the process. The results of the process are available to any institution or person. Critical qualities to an effective faculty learning community are: openness to improvement; trust and respect among members; knowledge of learning and teaching as well as institutional capabilities; supportive leadership; and socialization and school structures that extend the school’s mission.

There is a rich literature supporting the effectiveness of faculty learning communities in addressing challenges within educational institutions. Faculty learning communities bring focus to the need for constant improvement, and they honor the central role of faculty in making changes in curriculum and, therefore, facilitate buy-in through the process. Professional development and pedagogical innovation organically arise through the faculty learning community process. Most of this development will come directly from the collaboration among faculty as they share and develop best practice strategies. The Consortium views the faculty learning community approach as a necessary foundation for achieving broad system change across its members.
The SCC Allied Health Learning Community Initiative is currently utilizing the faculty learning community approach to collaborate with secondary school partners on the creation of a highly structured and accelerated Allied Health career pathway. The approach has been effective thus far in generating innovative solutions and involving faculty in key decisions. For this project, some grant funds will be used to provide a series of workshops in faculty learning communities (provided within the kick-off meeting and at least one other time), and to support teacher and faculty participation in the planning process (e.g. through stipends or release time/substitution).

Developing the faculty learning communities will take time. These activities during the planning year will serve as a primer or foundation for the full implementation of faculty learning communities in Year 2 and beyond.

**Activity 2: Developing a Consortium map and inventory (meets RFA Objective 2 and 3)**

*February-March 2014*

Obtaining/creating a baseline inventory and map of articulated courses, dual enrollments and career pathways within the Consortium will be essential to the planning process and to the Consortium’s ability to make data-driven decisions. Creation of a systematic process for generating the inventory will be as important as the product itself to allow the inventory and map to be sustainably generated longitudinally throughout and beyond the duration of the grant. Colleges within the consortium currently have the ability to run reports to track high school student movement from articulated high school programs through the community college system. However, the reports are not run on a regular basis and the data from the reports is not compiled or correlated into meaningful and useable summaries.

**Activity 2.1**

Early in the project, the Project Director will work with the planning team to collect data on articulated courses and career pathways, using advanced technology to collect, analyze, integrate, and present data in an efficient and timely manner. Ideas include utilizing central Web-based resources such as the Statewide Career Pathways Web site to find data on articulation agreements, and exploring the use of geographic information systems (GIS) to map articulations, pathways, and CTE students. In addition, the Project Director and core team will seek assistance from research personnel in their respective organizations to obtain available data and/or develop a system for collecting the data. A small portion of grant funds will be used to obtain technical support related to these tasks (e.g. overtime or additional hours for research analysts or IT professionals).

**Activity 2.2**

To continue building a culture of collaboration and data-driven decision-making across the region, the Consortium will also make preparations for the integration and utilization of the CCCCO LaunchBoard system within the region. The LaunchBoard system is a promising instrument that will allow regional CTE partners to better track students. With detailed, reproducible and systematic reporting capability, and the review by and input of CTE faculty and administrators at the secondary and postsecondary levels, more
effective programs can be developed to promote student movement from one system to another and their successful completion of their CTE goals. The Project Director will attend required **LaunchBoard trainings** to establish a clear understanding of the system, the data required, and the roll-out process of the CCCCO. This knowledge will allow the Project Director to advise the planning team on how to appropriately and effectively address LaunchBoard-related objectives within the Consortium’s two-year SB 1070 plan.

**Activity 3: Staying on track and setting targets and goals (meets Objectives 1 and 4)**
*March-April 2014*
Following the kick-off meeting, the planning team will meet monthly via conference call, video conference, and/or face-to-face throughout the rest of the planning year. Technology will be leveraged whenever appropriate to maximize collaboration across the planning teams and across institutional boundaries. The Project Director and core team will convene these regular meetings to ensure effective communication and coordination across the partnership and to maintain momentum toward the Consortium’s objectives. The agendas for monthly meetings will focus on coordination, the specific CTE policy changes listed on Page 24 and 25 of the RFA and required SB 1070 objectives, as well as other related discussion points.

**Activity 3.1**
The Project Director will work with the core team to prepare discussion points for each meeting. The following are examples of potential topics for **monthly meetings**:  

<table>
<thead>
<tr>
<th>February-March</th>
<th>What are the barriers and challenges, as well as opportunities within our region with respect to CTE policy changes and SB 1070 legislative objectives?</th>
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<tr>
<td>April-May</td>
<td>What examples or models will guide our vision for solutions? How do we build systems that are sustainable, or how do we move toward the institutionalization of important elements?</td>
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<tr>
<td>June</td>
<td>Defining our implementation objectives and outlining key components of our approach</td>
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<tr>
<td>July</td>
<td>Writing the implementation plan: Teams and tasks</td>
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**Activity 3.2**
To maintain coordination and alignment within the North/Far North Regional Consortium and industry sector-based efforts within the region, the Project Director will attend **Regional Consortium meetings**. This activity will be important for ensuring that the objectives and activities of the SB 1070 Consortium align and support the broader efforts of the Regional Consortium and Sector Navigators. The Project Director and members of the core team will use these opportunities to report out on the progress of the SB 1070 Consortium, sync information with appropriate key talent, and disseminate findings and strategies.

**Activity 4: Studying examples and brainstorming (meets RFA Objectives 1 and 4)**
*April-May 2014*
Once existing articulation and pathways are mapped and data on CTE students are collected, the Consortium will seek to expand the dialogue and get broader faculty input and support. Key CTE faculty that are involved in earlier stages of planning will assist the Consortium by reaching out to additional community college and secondary school faculty to convert concepts and theories into actionable information.

Activity 4.1
The Consortium will hold a day-long brainstorming workshop at a central location involving the planning team, faculty and teacher representatives, Doing What Matters key talent, and other individuals that will be instrumental in implementing proposed policy changes (e.g. CIOs, Directors of Admissions and Records, Enrollment Management personnel, institutional researchers). The purpose of the workshop will be to: (1) review CTE policy changes and SB 1070 objectives; (2) expand the discussion on barriers and challenges; (3) explore possible models, examples, or best practices that may guide the work of the Consortium in addressing those barrier and challenges; and (4) design data collection and assessment measures to help the Consortium dashboard its progress. Emphasis will be placed on the need for measurable and sustainable solutions. We envision a workshop structured like a large focus group with break-out discussions and a large group discussion. All input will be captured by designated note-takers/scribes and consolidated into a report or summary by the Project Director with assistance from core team members and other district personnel.

Activity 4.2
In preparation for the brainstorming workshop, the planning team will research models and resources that will be useful for structuring the workshop. There is currently interest within the Consortium to study SCC’s Allied Health Learning Community initiative as a potential model for other career pathways. Allied Health Learning Community initiative team members may be asked to present their model at the workshop. Also, throughout the planning process, the Consortium will be looking for opportunities to incorporate available resources such as the videos and toolkits offered by ConnectEd. Such tools will be helpful for turning ideas into action.

Activity 5: Creating the Implementation Plan
June-August
Planning activities will culminate in a two-day retreat for the planning team devoted to the writing of the Consortium’s SB 1070 Implementation Plan. The purpose of writing together in a retreat setting is to minimize distractions and foster focus and productivity. The output of the retreat will be a rough draft of the implementation plan. Over the
course of a few weeks, the draft will be further refined with input from key stakeholders and submitted to appropriate channels for review and approval. The Consortium’s writing and review process will ensure that the final draft of the implementation plan is completed and submitted to the CCCCO by the required date of August 15, 2014.
The project director will coordinate with the regional Deans, Deputy Sector Navigators, regional colleges, and SB 70 and CTE Transition Coordinators in order to develop a team to design a two-year consortium plan, to build upon existing regional structures, leverage regional resources, and accomplish data collection for the consortium.

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<th>#</th>
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<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Within four weeks of an award and executed agreement, the planning team will be convened for a half-day or full-day kick-off meeting at a central location.</td>
<td>Jan-Feb 2014</td>
<td>Project Director Core leadership team</td>
<td>(1) Key planning participants are oriented with the purpose of the Consortium, including its objectives, activities, and timelines; (2) Planning team establishes cohesion as a group and develops a shared vision.</td>
<td>QS2</td>
</tr>
<tr>
<td>1.2</td>
<td>Provide skill-enhancing professional development for the Project Director or utilize a consultant to ensure effective facilitation.</td>
<td>Jan-Feb 2014</td>
<td>Project Director Core leadership team</td>
<td>Planning process is rich and effective.</td>
<td>QS1</td>
</tr>
<tr>
<td>1.3</td>
<td>Utilize a faculty learning community approach by: (a) offering workshops in faculty learning communities; and (b) supporting teacher and faculty participation in planning through stipends, release time, or other form.</td>
<td>Jan-Aug 2014</td>
<td>(a) Project Director, SCC AHLC Initiative leads (b) Project Director, Core leadership team</td>
<td>Planning process leads to a learning culture and sustainable systems.</td>
<td>QS2, QS3, QS4</td>
</tr>
<tr>
<td>1.4</td>
<td>The planning team will meet monthly via conference call, video conference, and/or face-to-face throughout the rest of the planning year to address coordination, the specific CTE policy changes listed on Page 24 and 25 of the RFA and required SB 1070 objectives, and other related discussion points.</td>
<td>Feb-Aug 2014</td>
<td>Project Director Planning team</td>
<td>Consortium will be effective at developing its implementation plan.</td>
<td>QS2, QS3, 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**

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

<table>
<thead>
<tr>
<th>#</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>The Project Director will attend Regional Consortium meetings.</td>
<td>Feb-Aug 2014</td>
<td>Project Director</td>
<td>Consortium's SB 1070 objectives and activities align and support the broader efforts of the Regional Consortium and Sector Navigators.</td>
<td>QS1, QS4</td>
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<td>1.6</td>
<td>The Consortium will hold a day-long brainstorming workshop at a central location involving the planning team, faculty and teacher representatives, Doing What Matters key talent, to: (1) review CTE policy changes and SB 1070 objectives; (2) expand the discussion on barriers and challenges; and (3) explore possible modelsthat may guide the work of the</td>
<td>Apr-May 2014</td>
<td>Project Director or Core leadership team</td>
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<td>1.7</td>
<td>The planning team will research models and resources that will be useful for structuring the brainstorming workshop.</td>
<td>Apr-May 2014</td>
<td>Planning team</td>
<td>Consortium will utilize available CTE/career pathway tools and resources to facilitate its work.</td>
<td>QS3, QS4</td>
</tr>
<tr>
<td>1.8</td>
<td>The Consortium will hold a two-day retreat for the planning team devoted to the writing of the Consortium's SB 1070 Implementation Plan.</td>
<td>Jun-Jul 2014</td>
<td>Project Director or Planning team</td>
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# ANNUAL WORKPLAN

<table>
<thead>
<tr>
<th>OBJECTIVE NUMBER*:</th>
<th>2</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
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<th>Performance Outcomes</th>
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<tbody>
<tr>
<td>2.1</td>
<td>The Project Director will work with the planning team to collect data on articulated courses and career pathways, using advanced technology to collect, analyze, integrate, and present data in an efficient and timely manner.</td>
<td>Feb-Mar 2014</td>
<td>Project Director, Core leadership team</td>
<td>(1) Consortium will produce a map of CTE articulations and career pathways; (2) Consortium will have initial counts of CTE students’ outcomes and movement from secondary to community college programs.</td>
<td>QS2, QS4</td>
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The project director shall participate in LaunchBoard training and meetings with the expectation of coordinating the consortium LaunchBoard data collection in years two and three.

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<tr>
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<tr>
<td>3.1</td>
<td>Project Director will attend required LaunchBoard trainings to establish a clear understanding of the system, the data required, and the roll-out process of the CCCCO.</td>
<td>As scheduled by the CCCCO</td>
<td>Project Director</td>
<td>(1) Project Director is trained on the fundamentals of LaunchBoard; (2) Project Director possesses the awareness and ability to advise the Consortium on its application or use within the implementation plan.</td>
<td>QS1, QS3, QS4</td>
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### ANNUAL WORKPLAN

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

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## 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>$ 101,012</td>
</tr>
<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
<td>2</td>
<td>$ 11,278</td>
</tr>
<tr>
<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
<td>3</td>
<td>$ 24,768</td>
</tr>
<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5</td>
<td>$ 54,250</td>
</tr>
<tr>
<td>6000</td>
<td>CAPITAL OUTLAY</td>
<td>6</td>
<td>$ 0</td>
</tr>
<tr>
<td>7000</td>
<td>OTHER OUTGO</td>
<td>7</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

TOTAL DIRECT COSTS: 8 $ 192,308

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

TOTAL COSTS: 10 $ 200,000

I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations.

**Project Director:**

**Name:** Teri Munger  
**Authorized Signature:** [Signature]

**Title:** Project Coordinator  
**Date:** 12/1/13

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

**Name:** Theresa Matista  
**Authorized Signature:** [Signature]

**Title:** Chancellor, Finance  
**Date:** 12/1/13
# APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Classification</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1000</strong></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries - Teri Munger, Faculty Coordinator - Project Director @ 1.0 FTE; $69,640</td>
<td>$200,000</td>
</tr>
<tr>
<td>Certificated, Non-regular Salaries, Overload - Teri Munger, Faculty Coordinator - Project Director; extra hours beyond 174 days (Class II, Step 11): $58.20/hour X 20 hrs/wk X 6 weeks = $6,984</td>
<td>$76,624</td>
</tr>
<tr>
<td>Certificated, Non-regular Salaries - Los Rios Faculty; Extra Service Agreements to participate in planning activities; estimate 8 faculty and/or counselors (Class IV, Step 11) = $63.51/hr X 48 hrs X 8 = $24,388</td>
<td>$24,388</td>
</tr>
<tr>
<td><strong>2000</strong></td>
<td></td>
</tr>
<tr>
<td>Classified Temporary Salaries - Grant Coordination Clerk: $11.18 X 8 hrs X 110 days = $9,838</td>
<td>$11,278</td>
</tr>
<tr>
<td>Classified Salaries - Research Analyst: $40/hr X 8 hrs/mo X 3 mos = $960</td>
<td>$960</td>
</tr>
<tr>
<td>Classified Salaries - IT Technician: $40/hr X 4 hrs/mo X 3 mos = $480</td>
<td>$480</td>
</tr>
<tr>
<td><strong>3000</strong></td>
<td></td>
</tr>
<tr>
<td>Certificated Salaries @ 29% = $20,196</td>
<td>$20,196</td>
</tr>
<tr>
<td>Certificated Salaries, Non-regular: Proj Dir @ 18.10% = $1,264; Faculty @ 10.60% = $2,585</td>
<td>$3,849</td>
</tr>
<tr>
<td>Classified Temporary Salaries @ 6.10% = $600; Research Analyst &amp; IT Tech Over-time rate @ 8.50% = $123</td>
<td>$24,768</td>
</tr>
<tr>
<td><strong>4000</strong></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials: $1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>5000</strong></td>
<td></td>
</tr>
<tr>
<td>Travel: Mileage @ $.56.5/mi X 600 mi = $339</td>
<td>$339</td>
</tr>
<tr>
<td>Meeting expenses:</td>
<td></td>
</tr>
<tr>
<td>Kick-off meeting: est. $15/person X 35 = $525</td>
<td></td>
</tr>
<tr>
<td>Faculty Learning C. workshop: est. $15/person X 30 = $450</td>
<td></td>
</tr>
<tr>
<td>Monthly Consortium mtgs (est. 4 face-to-face): $200/mtg = $800</td>
<td></td>
</tr>
<tr>
<td>Brainstorm Workshop: $15/person X 100 = $1,500</td>
<td></td>
</tr>
<tr>
<td>Two-day retreat: $3,136</td>
<td></td>
</tr>
<tr>
<td>Consultant Services:</td>
<td></td>
</tr>
<tr>
<td>Project Director, Facilitation training/consultation: $2,500</td>
<td></td>
</tr>
<tr>
<td>Subcontracts (reimbursement for mileage, per diem, lodging, and teacher subs/faculty stipends necessary for participating in Consortia planning activities):</td>
<td></td>
</tr>
<tr>
<td>Butte &amp; partner school districts: $9,000</td>
<td></td>
</tr>
<tr>
<td>LTCC &amp; partner school districts: $9,000</td>
<td></td>
</tr>
<tr>
<td>Woodland and partner school districts: $9,000</td>
<td></td>
</tr>
<tr>
<td>Yuba and partner school districts: $9,000</td>
<td></td>
</tr>
<tr>
<td>Los Rios partner school districts:</td>
<td></td>
</tr>
<tr>
<td>EGUSD &amp; SCUSD = $2,000 ea.</td>
<td></td>
</tr>
<tr>
<td>FCUSD, EDJUSD, SJUSD, DUSD, Washington USD @ $1,000 ea.</td>
<td></td>
</tr>
</tbody>
</table>
**APPLICATION BUDGET DETAIL SHEET**

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Management Narrative

The proposed Project Director for this SB 1070 Consortium is Miss Teri Munger. She is expected to serve at a full-time capacity. The project budget reflects 100% of the project director’s time. At present, Teri works full-time as the Los Rios CCD CTE Transitions Coordinator. If this proposal is funded, Teri will be reassigned to this project and the Los Rios CCD will distribute the workload to and/or reassign other qualified staff to run the project until it is closed out in June 2014.

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.**

After spending 30 years in the high tech industry, working for large Fortune 500 companies including Microsoft, Atari, Hewlett Packard and Intel, Teri left high tech to work in education. Teri has been employed by ARC since 2009 as the high school articulation program manager under Tech Prep and CTE Transitions grants. Before coming to ARC, Teri’s positions ranged from National Sales Manager (Atari) to Public and Government Affairs Manager (Hewlett Packard) to External and Media Affairs Manager (Intel). Responsibilities included directing public affairs, community relations, government affairs, media relations and philanthropic programs throughout Silicon Valley and the greater Sacramento region.

As mentioned previously, Teri is currently the Los Rios CCD CTE Transitions Project Coordinator and the CTE Transitions Coordinator at ARC and SCC. From 2009 to today, Teri has managed the High School Articulation Agreement program at ARC and now this year SCC’s as well. In 2009 ARC had 20 articulation agreements; currently ARC has 107 active agreements with over 500 students a year successfully obtaining articulated college credit. The increase in agreements is a result of partnerships Teri created with local high school teachers, counselors, ROP directors and ARC faculty. It is a testimony to Teri’s ability to build trusting partnerships between high school and community college faculty members.

Currently Teri is leading a large project with the Sacramento County Office of Education creating six career pathway workshops for high school teachers, counselors and administrators, postsecondary CTE faculty and business leaders. The Consortium, “CRANE” (Capitol Region Academies for the Next Economy) is a four-county partnership engaging 70 high schools, 22 middle schools and six colleges promoting CTE education and career pathways. The consortium serves over 175,000 students. Teri was asked to lead the workshop effort due to her project management skills and expertise in educational alignment.

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?**
Teri’s work with CTE education goes back 13 years. Teri managed Hewlett Packard’s (HP) Public Relations department which oversaw educational grants and partnerships. An example of an educational partnership Teri led was the creation of HP’s summer high school internship program which employed more than 40 high school students a year. This successful program was built by collaborating with local ROP directors and was a model for the Sacramento community. High school students worked in all areas of the company, from manufacturing to hardware/software design, summer jobs were based on student interest and management’s approval. The summer program opened student’s eyes to career pathways available to them in our community.

Teri has a very wide network of professional colleagues in the community because of her leadership at HP, Intel, community boards and leading volunteer efforts. Teri participated and completed the year long leadership programs of the Sacramento Metro Chamber of Commerce, the Folsom Chamber of Commerce and the American Leadership Forum. Teri has considerable connections with the business and educational leadership of the greater Sacramento area. Teri has been a board member and the board chairs of NextEd and the Roseville Science and Technology Center, the Vice Board Chair of the Placer Breast Cancer University of California, Davis Endowment Fund and a board member of SETA, the Folsom, Roseville and Asian Chambers of Commerce, the Center for Father’s and Families, the American Leadership Forum and the Sacramento Children’s Home. Teri has been a consultant to the Sacramento County Office of Education, and the Sacramento Asian Chamber of Commerce. Teri’s connections and reputation in the community are vital to the work she undertakes.

Partnerships are central to all Teri does. The creation of teams around a central goal has been the overarching foundation of the work Teri has done throughout her career. The ability to write and renew over 100 agreements in the past 3 years is a testament of partnerships and trust created with college faculty and high school management. As an example, Teri’s leadership within the Los Rios Community College District changed the policy of awarding P/NP to articulated students to awarding grades on articulated high school Los Rios CCD transcripts. This project took a year to complete as multiple stakeholders throughout the district had to review and approve the proposed change.

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.

Teri managed over $1.1 million in annual grants from HP and Intel into the greater Sacramento region. Monetary grants and product donations were given to K-12 schools and nonprofit organizations to help bridge the digital divide and uplift schools/students with high free and reduced lunch populations by supporting classroom technology and STEM programs. The programs Teri created while at HP resulted in many awards, i.e. HP Corporate Citizen of the Year Award (one of four awards given worldwide) for outstanding community involvement and HP’s Most Valuable Person Award (one of 100 employees worldwide) for consistently exceeding business metrics.
The grants that were awarded supported HP and Intel’s goal of encouraging students to stay in school and have the tools necessary to successfully transition from high school to postsecondary education. This work was critical to the hiring needs of the companies Teri worked for. While at HP, Teri led a team of managers that recruited, interviewed and hired college students. Working with local colleges in the Sacramento area and in Santa Barbara, Teri’s efforts resulted in more than 300 hires in a two-year period. Teri is acutely aware of the qualities companies look for in hiring students out of college.

Teri managed HP's annual “Take Your Child to Work” day, which gave employees children a look at high tech careers. Over 500 children a year attended this one day event allowing children to job shadow not only their parents but also the opportunity to job shadow other HP employees based on the child’s career interest. From manufacturing to product engineering, with over 10,000 HP employees working in Roseville, there were many opportunities for children to get feel for career options at HP. Teri was awarded HP’s HP Roseville Volunteer of the Year Award for project leadership including creating HP’s "Take Your Children to Work Day," Sacramento Kings "Stay in School Program," and the Kings/HP "Math and Basketball Program." Programs were designed to engage students in STEM education and explore of career pathways.

While at HP Teri was also awarded:
- Individual and team Employee Recognition Awards for outstanding teamwork, four years straight.

As a community leader, Teri was awarded:
- Roberts Family Development Center "Community Hero Award" for commitment to community building
- Sacramento MESA Al Bell Award for "Unwavering Support of Education"

Teri has over 30 years experience in creating and implementing local and national programs for technology companies, non-profit organizations, cities and schools. From idea creation to successful completion, Teri has focused her career on creative ways to exceed management’s expectations via collaboration.

In 2009 Teri was hired by Sacramento Mayor Kevin Johnson to create volunteer program to encourage Sacramento citizens to volunteer. A 12-month goal of 500,000 hours of volunteerism was set by Mayor Johnson. Teri created the organization, "Volunteer Sacramento". Working with the leadership of non-profit organizations, local business leaders and city employees Teri led a team to showcase and publicize volunteer opportunities in the greater Sacramento region. In nine months Volunteer Sacramento had reached over one million hours of recorded volunteer hours. Utilizing cutting edge technology and social media was critical to the success of this effort.

While at Intel Teri was asked to serve on a small global leadership team to create a 40th anniversary event for the company tied to service learning. The international team of Public Affairs managers met weekly via teleconference to create a global program that would positively affect the communities in which Intel had a presence and a program
that could be measured. A program was designed, software engineers were engaged and the volunteer initiative was rolled out by Intel’s CEO. Over 100,000 employees were engaged throughout the world, a website and data collection tool were built, activities were created and recorded, the program and events were publicized and hours of volunteerism tracked. The six-month effort was successful; over one million hours of volunteerism were tracked. The effort uplifted Intel communities around the world and monetary donations followed the volunteer hours to schools and non-profit organizations that focused on educating K-12 students.

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

At ARC Teri is responsible for the tracking of articulated high school students via ARC student identification (ID) numbers. From articulated college credit earned in high school through enrolling in the community college system to obtaining certificates or degrees, Teri tracks the students. This report is created once a year and distributed to CTE Deans, faculty and college management. Based on this data Teri has modified her high school outreach to include workshops on ARC’s enrollment process. Student data shows that conducting student ID workshops at high schools to articulated students improves student success in obtaining articulated college credit and matriculating to postsecondary education. Data analysis resulted in outreach changes.

Teri has also had the responsibility of increasing the number of CTE certificates awarded at ARC. To increase the success rate of our students, Teri analyzed data reports capturing the past year of CTE certificates awarded by programs at ARC. Teri created classroom presentations to explain the workplace importance of petitioning and receiving certificates. Teri’s 30-year background as corporate hiring manager is the foundation of the presentations. Teri explains the petition process and petition deadlines, and distributes and collects the petition forms. ARC’s certificate reports show that Teri’s classroom presentations over the past two years have significantly increased the number of students successfully petitioning for CTE certificates and degrees. Data collection and analysis is critical in creating programs to move the needle in student success.
**Dissemination**

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

The Project Director will utilize technology as much as possible to distribute materials or products to all partners. This includes sending documents electronically via email, using communication tools available through CCC Confer, and, as appropriate, using collaborative tools such as Google Docs for file exchange or Blackboard Collaborate for live presentations or webinar-style meetings.

The work of the Consortium will be disseminated widely to multiple audiences that could benefit from valuable lessons learned and best practices. Regionally, the Project Director and leadership team will provide verbal and/or written reports on the status and findings of the Consortium at meetings of the North/Far North Regional Consortium. DSNs in the region will also share updates, data, and information from the Consortium through their respective DSN, Sector Navigator, and CCCCO meeting structures.

Presentations or reports will also be shared with CTE faculty and leadership across the state through various conferences such as those organized by the California Community Colleges Administrators or Occupational Education (CCCAOE), the California Association of Leaders for Career Preparation (CALCP), the California Association of Regional Occupational Centers and Programs (CAROCP), and through any conferences or workshops facilitated by the CCCCO as part of its *Doing What Matters* initiative. This will be possible with the assistance of the Project Director, members of the Consortium’s leadership team, and other key leaders who are instrumental to achieving the goals of this project.

In addition, findings and outcomes of the Consortium’s work may be shared with other statewide groups with a focus on community college student success such as the RP Group’s Student Success Conference, and on K-12 instruction such as the California Teachers Association and Association of California School Administrators.
Greater Sacramento/Northern Inland SB 1070 Consortium

Internal Organization:

Los Rios CCD Chancellor

ARC President

ARC Vice President, Instruction

ARC, Assoc. VP Workforce

Los Rios CCD CTE Leadership Group (chaired by Vice Chancellor, Education & Technology)

SB 1070 Project Director

Broader Organization:

SB 1070 Consortium Leadership Team

North/Far North Chair & Co-Chair

Sector Navigators & DSNs

Planning Team

Project Director

Consortium College faculty and other representatives

K-12 teachers and other K-12 representatives
PROFILE

Highly successful External Affairs, Public Relations, Community Development and Government Relations Program Manager

Core strengths include:

- Excellent technology proficiency
- Strategic planning expertise
- Outstanding communication skills, oral and written
- Solid leadership/team-building
- Ability to establish and build strong partnerships
- Proactive, Energetic, Professional
- Strong presentation/facilitation skills

EXPERIENCE

American River College – Sacramento, CA (12/2009 – Current)

CTE Transitions Program Manager – Los Rios Community College District, Workforce Development
Collaborate with high school administrators, high school students and ARC college CTE faculty to increase high school articulation agreements and college credit for high school students. Results: articulation agreements and college credit for high school articulated students have tripled over the last 3 years.
Present to ARC CTE classrooms to increase the number of students earning CTE certificates and degrees. Last year’s presentations resulted in over 500 CTE petitions filed for certificates and degrees. Focus of work is CTE student success, from high school articulated courses through ARC CTE degrees and certificates. Goal: educate high school and college CTE students on the value of continuing education.


Consultant – Volunteer Sacramento
Ground floor creation of the largest volunteer project of the City of Sacramento. Goal: excite and encourage Sacramento area citizens to volunteer their time to schools and nonprofit organizations. Result: over 1.7M volunteer hours in program’s first year. Managed branding, community relations, technical support, internal and external affairs. This project gained national attention and was awarded local and national grants.


Executive Director
Led team of 30 employees and dozens of volunteers. Provided oversight to operations including budgets and grant management. Managed fundraising and human resources, planned, organized, and executed the agency’s strategic goals. Established and maintained agency policies; worked with the organization’s management team, Board President, Executive Committee, and its officers. Maintained diversified funding sources and sound agency finances. Served as the primary spokesperson, established and maintained effective working relationships with the media, community and government agency leaders. Cultivated, established, and maintained positive working relationships with donors.

Intel Corporation – Folsom, CA (2005 – 2008)

External Affairs and Media Relations Manager
Managed media relations, external affairs and crisis communications for Intel in the greater Sacramento area. Served as primary face of Intel locally. Developed proactive/reactive media releases and responses. Managed grant giving, event sponsorships and board memberships with the local nonprofit community. Created and led volunteer programs resulting in 100,000+ hours of community support/year. Designed and directed programs to build Intel’s name locally.
Hewlett-Packard ~ Roseville, CA (1994 - 2005)

Public Affairs Manager (1999 - 2005)
Managed public affairs, government affairs, community relations and employee programs for $80 billion Company with over 10,000 Sacramento area employees. Developed and implemented strategic relationships with business and nonprofit community leaders in a six county area and regained HP's presence in the community. Served as the primary face of HP throughout the Greater Sacramento Area.

Public Affairs: Created strategic goals and action plans to enhance brand awareness, investing and managing a $1.5 million outreach program. Actively sought and directed memberships, sponsorships, board work, events and grants, and consistently exceeded goals. HP was awarded numerous community appreciation awards and was recognized as a key contributor in the Sacramento area.

Government Affairs: Established and nurtured relationships with local city, county and state officials, providing them with an "HP face" to work with. Discussed upcoming and existing legislation of significance to HP and created town hall meetings on HP's site. Succeeded in bringing CA Governor to HP for town hall meeting and coordinated prestigious meet-and-greet committee of elected officials and HP executives.

Community Relations: Overhauled HP Roseville's grant program, developing focus and procedures for reviewing and awarding grant requests. Conducted K - 14 outreach efforts, establishing positive relationships with school superintendents to ensure that HP met school grant and volunteer support objectives. Directed strategic and community event sponsorships.

Employee Programs: Managed HP's Charitable Giving Program, a payroll deduction and company matching program that raised $750,000 - $1.5 million annually. Executed the Holiday Giving program, collecting over 1,000 gifts from employees to donate to community. Created and managed community volunteer programs.

Business Manager, Customer Support Business Center: Managed $50M business unit that processed over 7k contracts/year. Developed business strategies to meet business center objectives. Managed college recruiting responsibilities and built the Customer Support Center through employer relations with California State University, Sacramento and UC Davis. Participated on engineer recruiting team at UC Santa Barbara. Overall, hired more than 300 employees for HP Roseville in a three year period.


REGIONAL SALES MANAGER
Recruited into newly created position with desktop publishing Software Company to penetrate retail market. Analyzed market and developed strategic model to maximize sales. Created sales programs; hired national sales force, executed national reseller program, built sales training module, generated pay structure, established sales targets, set commission structure and built record-keeping templates. Worked cross-functionally with inside sales, marketing and manufacturing to ensure program success.
- Generated $4.5M sales within the first 12 months of program launch.
- Motivated national team to consistently exceed sales targets.
Microsoft – Sunnyvale, CA (1987 - 1990)

AREA SALES MANAGER, South Bay/Peninsula
Microsoft’s first team of reseller sales representatives marketing Microsoft’s suite of office applications software through retail channels.
• Dramatically increased Microsoft's product awareness and product sales in assigned territory.
• Obtained maximum sales of product line through training of reseller sales force, weekly product demonstrations to end users, and participation in trade shows.

Awards

• Roberts Family Development Center “Community Hero Award” for commitment to community building
• Sacramento MESA Al Bell Award for “Unwavering Support of Education”
• HP Corporate Citizen of the Year Award (one of four worldwide) for “Outstanding Community Involvement”
• HP Roseville “Volunteer of the Year Award” for projects including "Take Your Children to Work Day," Sacramento Kings "Stay in School Program," and the Kings/HP "Math and Basketball Program."
• HP Most Valuable Person Award (one of 100 employees worldwide) for consistently exceeding business metrics.
• HP “Employee Recognition Award” for outstanding teamwork
• Foster Parent: Recognized as “Foster Parent of the Year” by Santa Clara County
• Mother of the Year Award: St. John's Shelter

Community Service

Current Board Member: Vice President, Board of Directors
UC Davis Cancer Center Breast Cancer Endowment Fund. To date: non-profit has raised $1.1M towards a $1.5M endowment goal.

Past member Board of Directors:
American Leadership Forum
Folsom Chamber of Commerce
Roseville Chamber of Commerce
Sacramento Asian Chamber of Commerce
Transportation Management Authority, Hwy 50 Corridor
Next-Ed

EDUCATION

Bachelor of Arts, Political Science ~ UC Santa Barbara
Teaching Credential, K-12 Clear Credential ~ San Jose State University
Van Ton-Quinlivan, Vice Chancellor  
Workforce & Economic Development Division  
California Community Colleges Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

Dear Vice Chancellor:

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

Sincerely,

Tessa Miley  
Chair, North Far North Regional Consortia
November 20, 2013

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

Dear Vice Chancellor:

American River 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 Greater Sacramento Region.

It is understood that this consortium is funded for three years (year one being a planning year and years two and three implementation years) for regional collaboration to create new pathways or course sequences 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 who attends the first-year plan development meetings and who has the authority to agree to a two-year implementation plan that, while funded through SB 1070, will require identification and leveraging of regional resources, leadership, and investments utilizing multiple sources which may include CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

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

Center Unified School District  
Natomas Unified School District  
San Juan Unified School District  
Twin Rivers Unified School District

Sincerely,

William V. Karns, Ed.D.  
Interim President
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 Ton-Quinlivan:

Butte-Glenn Community College District is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Greater Sacramento Region.

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

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

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

- Biggs Unified School District
- Butte County Office of Education
- Chico Unified School District (Inspire School of Arts & Sciences)
- Oroville Union High School District
- Paradise Unified School District (Paradise High School)

If you should have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Kimberly Perry, Ed.D.  
Superintendent/President

cc: Samia Yaqub, Ph.D., Vice President for Student Learning and Economic Development  
Denise Adams, Dean for Student Learning  
Tessa Miley, Program Administrator – Grants, NFNRCHIT  
Linda Zorn, Executive Director, Economic & Workforce Development
November 20, 2013

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

Dear Vice Chancellor:

Cosumnes River 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 Greater Sacramento Region.

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

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

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

High School District: Elk Grove Unified School District

Sincerely,

Deborah J. Travis, Ed.D.  
President
December 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:

Folsom Lake 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 Greater Sacramento Region.

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

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

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

Black Oak Mine Unified School District  
El Dorado Union High School District  
Folsom Cordova Unified School District

Sincerely,

Rachel Rosenthal, Ed.D.  
President
November 20, 2013

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

Dear Vice Chancellor:

Lake Tahoe 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 Greater Sacramento Region.

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

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

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

South Tahoe High School

Please contact me at (530) 541-4660 ext. 715 if you have any questions.

Sincerely,

Kindred Murillo, Ed.D.
Superintendent/President
November 26, 2013

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

Dear Vice Chancellor:

Sacramento 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 Greater Sacramento Region.

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

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

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

 o Davis Joint Unified School District
 o Sacramento City Unified School District
 o Washington Unified School District

Sincerely,

[Signature]
Kathryn E. Jeffery, Ph.D.
President
Sacramento City College

3835 Freeport Boulevard, Sacramento, CA 95822-1386
www.scc.losrios.edu
Los Rios Community College District
The Los Rios Community College District is an equal opportunity organization
November 20, 2013

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

Dear Vice-Chancellor Ton-Quinlivan:

Woodland Community College (WCC) is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant, for the Greater Sacramento Region.

It is understood that this consortium is funded for three years, with year one being a planning year and years two and three for implementation. This regional collaborative proposes 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 colleges and four-year public postsecondary educational institutions. To accomplish our goal and the intent of SB 1070, we will solicit meaningful involvement from regional industry and labor organizations, professional trade associations, and local Workforce Investment Boards (WIBs).

As part of this consortium, we agree to designate a representative from WCC who will attend the first-year plan development meetings with the authority to agree to a two-year implementation plan. While the three-year project is funded through SB 1070, it is understood that we must identify and leverage regional resources, leadership involvement, and other investments from multiple sources such as CTE Transitions, Perkins IV, SB 70, SB 1070, and SB 1402 grant funding.

To support the consortium membership requirement, the following high school districts will be our partners in the development of new pathways, course sequences and related articulations.

**Woodland Joint Unified School District**
- Woodland High School
- Pioneer High School

**Esparto Unified School District**
- Esparto High School

**Yolo County Office of Education**
- Einstein Education Center

Sincerely,

[Signature]

Angela R. Fairchild, Ph.D.
President
November 20, 2013

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

Dear Vice Chancellor:

Yuba 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 Greater Sacramento Region.

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

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

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

Yuba City Unified School District
Marysville Joint Unified School District
Konocti Unified School District

Sincerely,

Lisa Jensen-Martin

Lisa Jensen-Martin
Interim Vice President
Yuba College