12/2/2013

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 Contra Costa Community College District is pleased to support the grant application for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Northeast Bay Pathways Consortium.

The work in identified in this application is strongly aligned with our current interest in strategies to build stronger transitions for students in K12 CTE pathway programs into post-secondary programs of study leading to certificates, degrees, and transfer to four year colleges and universities. 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,

Helen Benjamin, Chancellor
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Abstract

The Northeast Bay Pathways Collaborative (NBPC) is a consortium driven CTE pathways initiative that includes 12 colleges and 18 K12 school districts in Alameda, Contra Costa, Napa, and Solano Counties. Collectively, the region served by these institutions is home to dozens of local and regional initiatives designed to improve the transition of students from K12 CTE pathways into post-secondary programs of study or certificate/degree programs. These include as many as 70 Career Partnership Academies, 3 Irvine funded Linked Learning districts, 3 AB 790 Consortia projects, and 7 separate CTE collaboratives supporting a diverse range of college readiness, career awareness, articulation, and transition strategies for K12 CTE students.

NBPC will implement 3 years of planning and systems development to build a regional community of practice that increases successful transition of high schools students into post-secondary certificate and degree programs aligned to their career interests and to high wage/high job growth career pathways in the greater Bay Region. It will help the region identify effective practices that can be scaled across the region, create intermediary systems for interacting with regional industry, and implement common regional frameworks for measuring success, marketing, and improving systems alignment between K12 and College career pathway programs.

NBPC, in partnership with a second Bay Region SB 1070 led by Foothill/De Anza Community College District, will implement a year of planning activities that will result in five work plans that target key regional systems development issues. These include:

- **Identifying and Supporting Effective Practices**: Identifying and lifting up effective secondary/postsecondary CTE alignment practices which can be replicated through regional professional development activities,
- **Inter-segmental Industry Partnerships**: Developing a common framework for K12 and colleges/university to work collaboratively on industry engagement to support program development and scaling of work-based learning,
- **Systems Alignment**: Identification systems alignment issues that inhibit pathway development and transition of students from K12 into community college CTE programs to drive local, regional and state policy change,
- **Data Systems**: Development of mechanisms to comprehensively track student outcomes across systems and development of better metrics for using labor market and local industry data to drive program alignment with employer needs,
- **Marketing and Branding**: Implementing regional marketing strategies that 1) build a value proposition for career pathway education for families and students; and 2) build a value proposition for employers to increase engagement with the education system through program development and increased support for work-based learning opportunities for students.

NBPC will create intermediary structures and systems that increase the integration of secondary and post-secondary pathway programs, strengthen the ability to measure the success of our efforts, and measurably increase successful enrollment and completion for students across the Bay Region.
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I. Need

Current Landscape:

The Northeast Bay Pathways Collaborative includes 12 community colleges whose service areas cover all of Alameda, Contra Costa, Napa Valley, and Solano Counties. Collectively, the region is host to a diverse array of educational and workforce initiatives to increase successful transition into, and completion of, post-secondary CTE degrees and certificates. These include:

- **CTE Collaboratives:** The consortium houses 7 CTE Collaboratives that help middle and high school age youth through career exploration, course-to-course/program articulation, dual enrollment, and other CTE transition strategies. The collaboratives are based on partnerships between the 12 colleges and over 30 unified school districts or high school districts in the consortia enrollment area.

- **Career Advancement Academies:** The East Bay is one of 4 demonstration sites for the Career Advancement Academies, which provide onramp CTE programs of study for low income young adults with basic skills challenges. The CAA model includes relevant contextualized curriculum and support services that accelerate completion and successful transition into the workforce or further career pathway programs.

- **Design it – Build it – Ship it:** DBS is a TAACCCT funded initiative expanding career pathways in Advanced Manufacturing, Biosciences, Engineering, and Transportation/Logistics for unemployed adults in Alameda, Contra Costa and Solano Counties. The initiative includes comprehensive regional industry engagement, development of cross-system (WIB, CC, K12) pathway strategies, and design of regionally defined, industry-approved stackable certificates and degrees that are aligned from high school through 4 year degrees.

- **Linked Learning/AB 790/Career Partnership Academies:** The East Bay is a hot-bed for career academies and high school CTE pathways, including:
  - **Three James T. Irvine Foundation funded Linked Learning Districts:** Oakland, West Contra Costa, and Antioch Unified;
  - **Three AB 790 identified regional Linked Learning Consortia:** the Delta Diablo Corridor Project, West Contra Costa Unified, and San Lorenzo Unified, and;
  - **79 Career Partnership Academies,** 71 of which reside in either Alameda or Contra Costa Counties.

- **California Community College Linked Learning Initiative Sites:** A new Irvine funded initiative, the consortium includes three new Community College initiative sites, which are designed to implement bridged pathways from high school CTE pathways into Community College CTE pathways. In our region, Contra Costa College is a regional hub college with Los Medanos and Merritt Colleges identified as regional partner sites.
Regional Legacy of Diverse Programs and Strategies:

In preparation for this application, the Contra Costa Community College District collaborated with the Bay Area Community College Consortium to survey the 28 regional colleges about current K12 CTE and career pathway partnership activities funded by SB 70 or other funds. The intent was to uncover the breadth of current regional activity in order to identify the gaps and challenges in building regional infrastructure to support effective pathway development. It is interesting to note that with the ongoing legacy of SB 70 and other career pathway funding in the Bay Region, that this was the first time a complete regional survey was attempted.

SB 70 (along with CTE transitions and Perkins) funds diverse activities targeting middle school or high school age students, all targeting increased career awareness and subsequent enrollment in career pathway programs at high school, community or four year colleges and universities. As a result, colleges invested in strategies such as articulation agreements, career exploration, concurrent enrollment, early placement or other strategies to increase college readiness or improve college/K12 systems alignment.

Similarly, when surveyed about their industry sector priorities for K12 partnerships, colleges demonstrate diverse interests in pathways. While most pathways are aligned with regional priority sectors, colleges show a higher concentration of interests in some sectors than others. Thus while Health care is a strong priority interest for 18 of the 22 colleges surveyed for this application, it is unclear that this interest is proportional to the importance of health care in the regional economy.

Of the 22 college Bay Region colleges surveyed, nearly all participate in or are leading CTE Collaboratives that will lose funding with the end of SB 70. While most have leveraged their uses of SB 70 funding with some combination of apportionment, Perkins or other funding sources, it is currently unclear what structures or activities will persist and what will end with SB 70, especially since SB 70 supports most of the local planning and collaborative activity that allows for coordination of these investments.

Current high school CTE initiatives such as Career Partnership Academies, Irvine Linked Learning Districts, and the new AB 790 designated Linked Learning Consortia,
have resulted in a densely layered set of overlapping strategies and programs that lack a regional infrastructure for coordination, identification of best practices, professional development, or priority sector identification and engagement. Previous SB 70 activity focused the level of activity for k12/college CTE partnership and pathway development at the local level, meaning that local practices vary greatly across the region.

Additionally, as the colleges are being directed to rethink our partnerships with K12 districts through both this RFA and the upcoming Career Pathways Trust, there are new pressures on both the K12 and Community Colleges. Colleges are in the midst of the implementation of the new Student Success Act, which mandates changes to matriculation and assessment processes, as well as placing an emphasis on pathways. Likewise, K12 districts are grappling with common core and local control funding. As our intrasegmental partnerships work to design more effective CTE pathways linking K12 and community colleges, we need strategic thinking to align CTE pathways with other evolving K12 and college system priorities.

Need for Regional Systems and Infrastructure:

The dense forest of K12/community college partnerships, curriculum models and strategies, third-party initiatives, and new student success mandates require that colleges organize themselves into a regional system that uses economies of scale and higher level strategic thinking to increase effective transitioning of students to degree and certificate completion. While SB 70 and related funding streams have supported very strong and important work by community colleges and K12 districts, it is equally true that work typically remains isolated as a local practice, is not evaluated in ways that can promote it as an effective practice, and as a result is not replicated, scaled or sustained. All coordinators of CTE Collaboratives express concern about what will happen to their programs when SB 70 funding ends. This means that the work has not been valued as something that should be moved from the margins of educational practice to the center of educational practice, and as a result is not resourced in a way that can be sustained.

The BACCC and the regional colleges have organized over the past two months, convening the region three times to look at where we believe there are critical gaps and needs that must be addressed through SB 1070 funding. Considering dozens of options, we identified the following key gaps where we feel regional organizing and systems will make a difference.

- **Data Systems and Outcome Management:** While CalPASS Plus and the Launchboard hold the promise of moving us in a better direction we still lack the ability to measure outcomes for students in K12 CTE pathways, whether that be a successful connection of students to post-secondary education or their success in the workforce further down the road. There are multiple elements for this work:
  - The ability to track outcomes for individual students and groups of students across systems and into the workforce,
  - The ability to disaggregate student enrollment and success data to analyze the effectiveness of specific programs and interventions,
• The ability to leverage economic data and regional industry intelligence to inform better decision making about pathway priorities (i.e. should we have 18 health care pathways and only one Transportation and Logistics pathway?)

• **Industry Engagement:** in the Northeast Consortium, we have 12 colleges, 6 workforce investment boards, multiple economic development intermediaries, small business development centers, and dozens of K12 districts seeking to have similar or overlapping conversations with business and industry to strengthen programs and improve outcomes for students. This is problematic in multiple ways:
  o It creates competition between systems and institutions that should be aligned institutionally and strategically,
  o It makes poor use of the limited space and time that employers have work with education, dis-incentivizing them from coming to the table,
  o It focuses on what we need from industry rather than presenting a coherent, user friendly environment where employers can both give of their time and realize the benefits of working with education and training institutions.

If the new funding sources such as Career Pathways Trust have any hope of realizing broader goals to implement work based learning as a coherent and scale-able strategy, it will be important to develop very coherent, regionally coordinated strategies for engaging employers and industry as partners with the education system.

• **Identify and Replicate Effective Practices (Professional Development):**
  While the colleges and our K12 partners are highly innovative and entrepreneurial, there are no institutionalized mechanisms to identify and replicate strategies that actually "move the needle" for successful student transitions and student success. This includes:
  o Lack of a system that evaluates student data and outcomes so that we can replicate practices and frameworks that support effective pathways,
  o Develop regional agreement about the metrics of effective practice as a basis for replication of processes and programs across our institutions and partnerships,
  o Offer professional development for administrators, faculty and teachers on a regional basis to ensure that when new programs are developed, our institutions and practitioners are building upon what works and has been proven elsewhere.

• **Systems and Policy Alignment:** The cascading requirements of the Student Success Act, Local Control Funding, Common Core, Linked Learning, Career Pathways Trust, and regional EWD initiatives are creating ripple effects for colleges, K12 districts, and other regional stakeholders. These include:
- Gaps in knowledge about systems changes and their impact such as
  common core, student success, AB 790, and other policy shifts, which
  impact the work and expected outcomes from our systems,
- Limited ability to scale systems alignment practices such as articulation,
  which have heretofore been implemented through local partnerships and
  initiatives, despite initiatives such as Statewide Career Pathways lead by
  the Academic Senate,
- Limited impact of local discovery and effective practices on State policy
  and systems development,
- Development of broad based understanding about how effective
  implementation of SB 1070, Career Pathways Trust and other initiatives
  should be aligned with on the ground changes in matriculation, A&R,
  assessment, and other local/institutional practices.

**Marketing and Branding:** While pathways development dominates much of our
regional systems discussion, parents, students, and employers have very limited
understanding of the missions and initiatives of our systems that are specifically
designed to address future workforce needs. Gaps include:

- Many families, view career pathways as remnants of old tracking systems
  that pushed low income students and students of color into vocational
  programs with limited chance of advancement,
- Employers have limited understanding of how to interact with the
  educational system(s) in order to increase the viability of their own
  businesses and the regional economy in which they operate,
- Most students enter community college from high school with limited
  understanding of their educational choices and the impact of those
  choices on their future viability in the workforce.
Response to Need

Key Assumptions and Timing:

This proposal is based on three underlying assumptions:

1) That SB 1070 focuses on regional systems development rather than direct funding of programs or local initiatives (similar to SB 70);

2) The timing of SB 1070 with the Career Pathways Trust (CPT) requires a layered strategy where SB 1070 funding builds regional systems that support and strengthens local pathway development and programs funded under CPT;

3) That SB 1070 is the seed funding for development of intermediary systems and processes that support more coherent pathway development and bridges between secondary and post-secondary CTE pathways across the region.

In response to these assumptions and the needs identified earlier, the Northeast Bay Pathways Collaborative (NBPC) will implement regional systems and infrastructure to support a coherent, effective body of practice to successfully transition of K12 students in CTE pathways into post-secondary programs of study. It will bring coherence to disparate and fragmented initiatives across the Bay Region, and implement a data driven and action research agenda to identify and institutionalize effective practices that improve post-secondary enrollment and completion for K12 students.

The 12 colleges in NBPC have met three times in regional convening led by the Bay Area Community College Consortium (BACCC) to create a three year action plan focused on five key systems development issues:

- **Identifying and Supporting Effective Practices:** Aggregation of secondary/postsecondary CTE alignment activities and identifying coherent program models which can be replicated through professional development,

- **Inter-segmental Industry Partnerships:** Developing a model for K12 and colleges/universities to work collaboratively to support regional interaction with employers that increases industry participation with the educational system and builds models for scaling work-based learning and other key industry-driven strategies,

- **Systems Alignment:** Identification of key systems alignment issues that inhibit cross system pathway development and the successful transition of students from K12 into community college CTE programs of study and the identification local, regional and state policies that could be changed to drive a more coherent and comprehensive system,

- **Data Systems:** Development of mechanisms among the 12 colleges and their K12 partners to comprehensively track the progress of students from high school into college and ultimately into the workforce and the development of better metrics for using labor market and local industry data to drive data driven decision-making and pathway development,

- **Marketing and Branding:** Building a regional marketing strategy that on one hand identifies for students and families the centrality of career development and CTE families for educational success and secondly, identifies the value
proposition for employers to engage with and support regional career pathway development through participation in work-based learning and other activities.

The two lead districts for the Bay Area Region SB 1070 grants have agreed to organize our work around these five issues to ensure that SB 1070 funding is used to support key levers of change across the Bay Region. Upon funding, we intend to coordinate and blend our planning and implementation activities to support this regional vision. Secondly, we are working collaboratively with our regional consortium to leverage current state investments including the Deputy Sector Navigators, Centers of Excellence and regional BACCC led Marketplace convening processes. Finally, we have agreed to work across the regions to convene the Statewide SB 1070 projects at CCCAOE twice a year to share what we have learning, disseminate effective practices, and identify common policy issues that could drive change at a statewide level.

While our three year plan anticipates a planning phase that will drive the work plans for years 2 and 3 of SB 1070 funding, we anticipate that the work of our consortium, and the broader coalition of Northeast and Southwest SB 1070 consortia, will include three layered phases of work:

1) **Planning (Year 1):** Aggregation of data, practices, and issues for analysis to build detailed work plans for each of the five systems/infrastructure areas identified above,

2) **Systems Implementation (Year 2):** Implementation of priority activities in each of the five systems/infrastructure areas with attainment of key implementation objectives and primary outputs by the end of year 2,

3) **Sustainability and Institutionalization (Year 3):** Based on key measurements of success for year 2 activities, convene and organize the regional colleges and K12 districts around institutionalization of regional systems, layering other key systems investments to maintain the work beyond grant funding.

While each initiative phase has a distinct starting point, we anticipate that planning occurs throughout the term of the grant and that systems building continues past year two into year three. This supports an iterative development process in which outcomes and experience with systems building stimulate ongoing and additional planning and that sustainability issues are both presupposed by and feed back into planning and ongoing systems implementation. This represents the layering of processes that both inform the overall grant implementation process and remain in place as components of the regional system once SB 1070 funding ends.

**Consortium Development and Research Design:**

NBPC will implement three primary areas of work in year one of SB 1070 funding:

1) **Consortium Development:** Defining the broader Northeast Consortium, including college, K12, and other stakeholders and a process for managing the consortium and initiative,
2) **Primary Research Design:** Implementation of primary research strategies to inform the development of the years 2 and 3 work plans across the five systems development initiatives: 1) Effective Practices/Professional Development; 2) Inter-segmental Industry Partnerships; 3) Systems Alignment; 4) Data; and 5) Marketing/Branding.

3) **Initiative Planning and Development:** Allocation of staffing and leveraged resources to develop implementation strategies for each of the five systems development initiatives.

Of these, the development/refinement/expansion of our regional consortium and the definition of a primary research design are critical for effective planning and work plan development for the five systems development initiatives. Obtaining clear consent from our regional stakeholders, identifying clearly what we want to measure and how are preliminary steps to ensuring that specific systems initiatives are responding to commonly understood baseline data and that research requirements for initiative development are incorporated into the broader regional research agenda.

**Consortium Development:** Currently the consortium includes 12 of the 14 Northeast Bay Region colleges, each of which have identified 18 K12 districts as partners in this consortium effort. However, this application is closely aligned with other regional initiatives such as the DBS TAACCCT grant, Career Advancement Academies, Community College Linked Learning Initiative, the CSU East Bay Gateways initiative, and the regionally identified AB 790 consortia. Additionally, there are multiple initiatives or funding streams in the Bay Region targeting in or out of school youth, WIA youth contracts, and state funding streams with special provision for at risk youth.

As a regional systems development initiative, NBPC will build a broad constituency for the regional consortium that includes systems alignment with workforce boards, community based organizations, economic development agencies, and other key regional constituencies. In addition to the Bay Region colleges, the preparation for this application has included 4 workforce boards, CSU East Bay, UC Berkeley, Connect Ed, the Career Ladders Project, the College and Career Academy Support Network (CCASN), the Bay Area Council, East Bay Economic Development Alliance, and two County Offices of Education.

During the first two months of implementation, the EBCP college consortia will convene regional stakeholders to share the work plan from the SB1070 application to accomplish three strategic goals:

1) Solicit additional feedback from our regional stakeholders to inform refinement of the work plan for the first year planning process;

2) Identify who from the regional partnership wants to participate in specific systems development initiatives;

3) Identify additional leveraged funds from regional grants (TAACCCT, CAA, WIA youth funds, other) which can be used to support the year one research and planning activities.

This convening will not only include the consortia colleges and their K12 partners but will include a broader range of stakeholders including the DSN's, Centers of Excellence,
WIBs, Economic Development and others. Based upon this initial round of convening, EBCP will finalize the constituency of each systems initiative planning group, refine our primary first year research questions and process, and adjust the objectives of each systems initiative process.

**Primary Research Design:** Parallel to the five systems development initiatives, EBCP will initiate a primary research design to capture baseline information critical for systems development, identify primary obstacles to regional data integration, and identify additional research need to support each systems development planning process.

- Aggregate/asset map existing K12 and CTE pathway strategies, systems alignment issues and strategies, and programs across the bay region;
- Analyze existing IT capacities of K12 systems and colleges for upload of core/custom data sets to CalPASS plus and the Launch Board, with identification of additional metrics required for local implementation of SB 1070 systems alignment strategies;
- Build protocols for inclusion of additional outcome measurement instruments such as the CTE outcomes survey;
- Aggregation of existing labor market data and regionally defined industry field intelligence gathered by WIBs, DSN’s, and economic development agencies.
- Identification of specific research needs from the five systems development workgroups.

For the purpose of this application, this primary research is distinct from the regional data systems development initiative identified earlier. In practice these tasks work may fall to the same workgroup, but the key for this element of the work is to collect the initial baseline data sets and capacity issues that characterize the region. The task for the regional data systems group is to identify protocols and regional plans to utilize and modify the launch board as an ongoing platform used by K12 districts and community colleges for analysis of student outcomes and data-driven decision-making.

**Systems Development Initiatives:**

During the Consortium implementation process, the NBPC consortium will identify sub-groups of the colleges and other regional partners who will participate in planning groups for each of the five regional initiatives: 1) Effective Practices/Professional Development; 2) Inter-segmental Industry Partnerships; 3) Systems Alignment; 4) Data; and 5) Marketing/Branding. Each of these workgroups will have specific planning objectives and deliverables, the most significant of which includes the creation of implementation workplans for years 2 and 3 of SB 1070 funding. Each of these, with the specific deliverables and responsibilities are identified in the grant workplan. In addition to the SB 1070 Project Director who will participate in all the working groups, each workgroup will include two community college co-leads and key talent from other organizations such as the Career Ladders Project, WestEd, Connect Ed, CCASN or other technical assistance entities.

**Lifting Up Effective Practices/Professional Development Workgroup:** The project director and volunteers from the consortium leads from key colleges will work with the
research group to identify and map practices in the region intended to facilitate successful transition of K12 CTE students into post-secondary CTE programs of study, collate best and effective practices validated by existing research and use that information to drive regional professional development strategies for K12 instructors and community college faculty. The kinds of activities targeted for mapping will include but are not limited to course or program articulation, dual enrollment, bridged K12/CC CTE pathways, work-based learning, employer engagement, contextualized basic skills, expanded student support, linked learning, different or multiple assessment measures, and data driven program design.

Based the outcomes of the regional strategy mapping, the group will prioritize practices that are either existing evidence based practices or are practices in which there is emerging data and evidence that makes it a promising practice. In all cases the group will focus on strategies where there is the clear potential of both implementing the practice and measuring the effects of it on successful post-secondary enrollment and progression along a career path.

Finally, the outcomes of this work will be the identification of professional development strategies for K12 and community college faculty aligned to effective practices that have been commonly identified and are supported by both the research and the general consortium. In addition to the identification of priority professional development strategies, the group will identify leveraged resources at each of the consortium colleges and K12 districts or other partners that can be leveraged to support and sustain a regional professional development platform after the end of SB 1070 funding.

**Inter-segmental Industry Partnerships Workgroup:** With expanded development of career pathway programs and work-based learning strategies in K12 systems, it is likely that more local K12 districts will be reaching out to the same employers now working with Workforce Boards, community colleges, or Deputy Sector Navigators. The impact is that it will make existing fragmented industry engagement practices even more so and may drive employers away from working with the educational system at any level.

In the East Bay, through the TAACCCT funding administered by the Contra Costa Community College District, who is also the lead for this SB 1070 application, the regional systems (WIBs, DSN’s, economic development, SBDC’s, etc) are having cross system industry engagement discussions that are focused on building a common regional approach to working with employers that can disaggregate the kinds of services we can offer to employers and the kinds of information we need to gather and collect from them.

For the SB 1070 initiative we will expand that working group to include K12 districts with the intent of expanding our conversations with industry to include ways employers can work directly with K12 educational systems without precluding their ability to benefit from skilled workers being supplied directly from the regional community colleges and 4 year post-secondary systems. Leveraging TAACCCT funding, WIA, Perkins and other funding resources, the industry partnerships group will conduct the following activities:

- Building off the TAACCCT DBS cross systems planning group, identify and aggregate industry engagement and strategies across the region to support the inclusion of K12 systems in the broader industry engagement dialogue;
- Convene and survey employers to identify specific mechanisms to expand employer engagement with bridged K12/CC pathway programs and identify scalable work-based learning (WBL) strategies that can be implemented across the region;
- Identify sector based WBL strategies that are specific to individual industries, small or mid-size employers, or other specific subsets of employers in the region;
- Identify common marketing materials, strategies, and technical assistance materials to support increased employer participation in educational pathway development, work-based learning, or technical support to specific programs.

**Systems Alignment Workgroup:** As regional and systemic dialogue increases between K12 systems and post-secondary institutions it will become possible to more systematically identify systems alignment issues that inhibit pathway development and successful student transitions. Through this workgroup we intend to identify, catalogue, and prioritize systems alignment issues that make it difficult to build effective transition strategies from K12 CTE pathways into post-secondary CTE programs of study. This includes systems issues in the development of bridged or conjoint pathway programs, program articulation practices, increased involvement of colleges with preparation of students for college level CTE pathway programs, identification of better diagnostics and assessments, and development of more institutionalized mechanisms for K12 and college faculty to work collaboratively on a regular, rather than an episodic basis.

NBPC will identify and aggregate systems alignment issues, exploring their impact on successful student CTE transitions, identifying in particular where colleges and K12 districts have been able to identify solutions to increase successful student transition. This workgroup will evaluate both obstacles and solutions to identify specific practices or policy issues which can be replicated across the region, including the possibility of identifying specific systems issues which can be resolved by changes to state policies or which can be shared with the other regional consortia to inform statewide practices on a grass roots level.

**Data Systems Workgroup:** Central to identifying successful student transition strategies is the development of shared data protocols for tracking students from K12 into post-secondary systems and into the workforce, identifying specific experiences which seem to accelerate or support success, and using that data to inform ongoing pathway development and improvement. Currently, even with the advent of CalPASS Plus and the Launchboard, there are significant IT and systems challenges for getting K12 data moved seamlessly into the system and for using the Launchboard to analyze success patterns for specific subsets of students in CTE pathways or career academies at the high school level as they transition into college. This data is critical to analyzing successful strategies in pathway programs and can help us cross walk student performance in K12 with later performance in college and the ramifications for completing career appropriate degrees or certificates and transitioning into the workforce.

The NBPC Data Systems workgroup will develop a plan to organize the K12 Districts and colleges around the use of the Launch Board as a common data platform for analyzing successful student transitions from secondary to post-secondary pathway
programs, including the use of the Launch Board to disaggregate specific cohorts of students in K12 and analyze their data for program review and pathway development. Secondly, the workgroup will identify key IT capacity issues faced by K12 districts for flagging students in pathways and uploading that data into CalPASS Plus, including the development of common protocols for defining which students are or are not in the pathway and how we can track which students have received specific interventions that may reveal effective practices for replication.

Finally, the workgroup will assess and analyze the applicability for using the CTE Outcomes Survey or other supplemental tracking mechanisms to assist in obtaining student outcomes data, especially where use of UI Wage data may be misleading or uninformative. This builds upon customized uses of post-completion surveys being prototyped in the East Bay TAACCCT grant.

**Marketing:** NBCP will convene a marketing workgroup whose purpose is twofold: 1) Building regional marketing strategies to families and students to increase the focus on career pathways as a primary mechanism college and workforce success, in particular for lower income students with barriers to educational success; and 2) Creation of marketing materials for business and industry that increase industry engagement with the educational system and pathway programs. Core activities include:

- Assessment of family, student, and industry perspectives on career pathway programs through surveys and focus groups;
- Development and identification of marketing and branding for families that remove the stigma from CTE and career pathway programs—specifically that alleviate the fear of tracking and the important of career pathway education to post-secondary success;
- Development of social media and digital infrastructure to help students and families coherently navigate career pathway programs, stackable certificates, and regional labor market data to help them self-identify their own career journey;
- Development of marketing and branding strategies for business and industry that build a coherent value proposition for industry to partner with education;
- Development of key infrastructure elements that support industry engagement including technical assistance materials, common business assessment materials, cross system referrals for businesses to obtain services from SBDC’s, local government or WIB’s while working with education.
OBJECTIVE NUMBER*: 1

Develop regional governance system and consortium for planning and implementation phases of SB 1070 funding

<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>
</table>
| 1.1 | Identify and convene Bay Region career pathways leadership team/SB 1070 steering committee | Monthly mo's 1-6 Quarterly thereafter | Project Director(s) BACCC Chair | 1. Identification of regional committee members and schedule  
2. Identified mission and role of committee  
3. End of year one identified list of regional policy recommendations and systems fixes  
4. Process for sharing out with other regional consortia | QS2, QS3, QS4 |
| 1.2 | Convene major K12, CC, and additional stakeholders for refinement and approval of year one planning process, identification of strategic areas workgroups, responsibilities, and approval of leveraged SB70, Perkins, and other resources for planning year. | February, 2013 | Project Director Indiv. Consortium Leads | 1. Full preliminary stakeholder list identified and assigned to workgroups  
2. Initial workgroup meetings scheduled  
3. Year one research process identified, responsibilities assigned, and plan approved  
4. Year one outcomes/deliverables confirmed/approved | QS2, QS4 |
| 1.3 | Development of five workgroups aligned to the strategic areas of the project - Data, Systems Alignment, Best Practices/Professional Development, Intersegmental Industry Partnerships, and Marketing/Branding | 2/2013 to 12/2013 | Project Director Workgroup lead colleges | 1. Convening schedules, creation of planning tools for each group, and identification of group deliverables  
2. Development of year 2 and 3 workplans for each strategic area  
3. Development of resource needs and leveraging plans for each workgroup and workplan | LI-All, MP-All |
| 1.4 | Ongoing regional consortia meetings to monitor workgroup progress, analyze data and asset mapping results, assess grant implementation, and approve year two and three implementation workplans and resource maps | 2/2013 to 12 2013 Monthly in person or web conference | Project Director Workgroup lead colleges | 1. Smooth and consistent progress on each workgroup planning process  
2. Full set of deliverables and integrated workplan for years 2 and 3 of the project  
3. Fully developed plan for resource allocation and leveraging across consortium | QS2, QS4 |

* 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, etc.)
### OBJECTIVE NUMBER*: 2

Research - Implement a regional research agenda to inform the planning and workplan development processes.

<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>Implement comprehensive asset map of K12 and CTE pathway strategies and secondary/postsecondary transition strategies across the Bay Region</td>
<td>2/2013 to 5/2013</td>
<td>Project Director</td>
<td>1. Aggregate database of continuum of practices supporting successful transition of K12 CTE students 2. Identify practices that are evidence-based 3. Identify promising practices that need additional outcome validation 4. Identify key metrics to validate promising or new practices supported by the grant</td>
<td>LI-All, MP-All</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Randal Tillery, 4CD</td>
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<td></td>
<td></td>
<td></td>
<td>Gregory Stoup, 4CD</td>
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<td></td>
<td>June Bayha, WestEd</td>
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<tr>
<td>2.2</td>
<td>Implement regional data sharing/upload process to analyze current and historical K12 pathway data through CalPASS Plus and the Launchboard tracking success of students from K12 to postsecondary and if possible in the workforce</td>
<td>2/2013 to 8/2013</td>
<td>Randal Tillery, 4CD</td>
<td>1. Generation of regional data sharing agreements for direct data sharing or sharing through CP+ 2. General survey of K12 and CC consortia members to assess IT capacities for flagging and data sharing 3. Regional professional development sessions delivered to all K12/CC partners on Launchboard</td>
<td>LI-All, MP-All</td>
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<td></td>
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<td>Ken Sorrey, CalPASS +</td>
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<td>Kathy Booth, WestEd</td>
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<td>Project Director</td>
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<tr>
<td>2.3</td>
<td>Build protocols to implement additional outcome measurement processes using the CTE Outcomes Survey or other locally defined instruments</td>
<td>2/2013 to 12/2013</td>
<td>Randal Tillery, 4CD</td>
<td>1. Identification of protocol for use of existing CTE outcome survey or other locally defined use 2. Assessment of post completion survey tools utilized by ROP systems to measure student outcomes 3. Identification of 4 sub-regional projects to beta test use of post completion survey tools and upload of that data into the Launchboard</td>
<td>LI-All, MP-All</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Kathy Booth, WestEd</td>
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<td>Project Director</td>
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<tr>
<td>2.4</td>
<td>Aggregate existing labor market data sources and regionally defined industry field intelligence gathered by WIBs, DSN's, Econ Dev, BACCC, COE's and economic intermediaries to support pathway development using Career Pathways Trust or other resources.</td>
<td>2/2013 and ongoing</td>
<td>Allyson Greenlee, 4CD</td>
<td>1. Report analyzing alignment of regional K12 pathway programs with labor market needs 2. Identification of key elements of regional industry not captured by LMI or public labor mkt resources 3. Identify a communication process to share data with districts pursuing Career Pathways Trust funding for new pathway development</td>
<td>LI-All, MP-All</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>John Carrese, Bay COE</td>
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<td>DSN's, WIB BSR's, etc</td>
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<td>Project Director</td>
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</tbody>
</table>

* Limit one (1) objective per page. List objectives according to numerical order; i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)
Identify and Replicate Effective Practices/Professional Development - Identifying data validated effective practices and dissemination of these through regional professional development and replication strategies.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Aggregate and collate existing national and international research about effective models and practices that support student progression and success along a career path through momentum points between K12/CC/4 yr/Workforce</td>
<td>2/2013 to 5/2013</td>
<td>Beth Pratt, Lead Vicky Shipman, Lead Workgroup Laurie Scolari, CLP</td>
<td>1. Production of a summary research database that organizes existing research in the field  2. Identification of priority strategies aligned to or adaptable to Bay Region context</td>
<td>LI-all MP-All</td>
</tr>
<tr>
<td>3.2</td>
<td>Prioritize practices and strategies identified through regional asset mapping by evidence of outcomes that illustrate improved student progress and better transitions of students to post-secondary CTE pathways</td>
<td>5/2013 to 8/2013</td>
<td>Beth Pratt, NVP-Lead Vicky Shipman, LPC Workgroup Laurie Scolari, CLP</td>
<td>1. Prioritized list of regional strategies and evidence of success that supports their continuation or expansion 2. Identification of key talent in region that can be leveraged for professional development 3. Set of summary recommendations for adoption</td>
<td>LI-All MP-All QS4</td>
</tr>
<tr>
<td>3.3</td>
<td>Identification of curricula or professional development platforms that could be leveraged, adapted or used as part of a regional professional development strategy aligned to effective practices research</td>
<td>8/2013 to 11/2013</td>
<td>Beth Pratt, NVP-Lead Vicky Shipman, LPC Workgroup Laurie Scolari, CLP</td>
<td>1. Report with recommendations of key professional development curricula that can be adopted by region. 2. Identification of new professional development curricula that needs to be developed 3. Identification of individual leads for implementation of specific training elements</td>
<td>Ll6 QS4</td>
</tr>
<tr>
<td>3.4</td>
<td>Development of years 2 and 3 professional development implementation plan</td>
<td>9/2013 to 12/2013</td>
<td>Beth Pratt, NVP-Lead Vicky Shipman, LPC Workgroup Laurie Scolari, CLP</td>
<td>1. Production of 2 year professional development plan with key recommendations, timelines, identification of talent, resource needs, and leveragable assets resources.</td>
<td>Ll6 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, . .)
**Objective Number**: 4

**Industry Engagement**: Use the scale of the 28 Bay Region Colleges, our K12 partners, and other stakeholders to engage with regional scale employers to better align our programs with their workforce development needs and to involve them in supporting our programs.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Aggregate Industry engagement strategies and resources in the region that can be aligned to support broader, integrated industry engagement efforts</td>
<td>2/2013 to 4/2013</td>
<td>Deborah Mann-Lead Tammeil Gilkerson-Lead Workgroup BSR's, DSN's, BACCC</td>
<td>1. Identified list of resources and key players in region that can support a regionalized industry engagement strategy 2. Development of Customer Relationship Management solution to mapping and tracking industry relationships and industry engagement with education, in WBL, etc</td>
<td>LI-All</td>
</tr>
<tr>
<td>4.2</td>
<td>Convene/survey employers to explore 1. specific limitations and opportunities for broader employer engagement work such as regional advisories, 2. clearer strategies for increasing WBL within specific industries, 3. targeted strategies for different industries</td>
<td>4/2013 to 8/2013</td>
<td>Deborah Mann-Lead Tammeil Gilkerson-Lead Workgroup BSR's, DSN's, BACCC</td>
<td>1. Recommendations on regional strategies for increasing scale of employer involvement in regional education and workforce strategies 2. Summary report on findings from focus groups and employer surveys 3. Identified sector specific strategies, including WBL</td>
<td>LI-All MP13</td>
</tr>
<tr>
<td>4.3</td>
<td>Identify common marketing and strategic materials/infrastructure that can be used with employers to support increased participation in work-based learning - i.e. web platforms, technical assistance materials, use of FCCC as employer of record, support for broad continuum of WBL practices</td>
<td>6/2013 to 12/2013</td>
<td>Deborah Mann-Lead Tammeil Gilkerson-Lead Workgroup BSR's, DSN's, BACCC</td>
<td>1. Defined marketing and outreach campaign strategies 2. Recommendations for technical assistance resources for employers and educators that support scaling WBL practices</td>
<td>LI-All MP13</td>
</tr>
<tr>
<td>4.4</td>
<td>Development of years 2/3 implementation plan</td>
<td>9/2013 to 12/2013</td>
<td>Deborah Mann-Lead Tammeil Gilkerson-Lead Workgroup BSR's, DSN's, BACCC</td>
<td>1. Production of 2 year industry engagement plan that supports pathway development and increase of workbased learning strategies with key recommendations, timelines, identification of talent, resource needs, and leveragable assets resources.</td>
<td>LI-All MP13</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

**Systems Alignment**: Replicate most effective K-14 system alignment policies and practices to increase student K12/CC/4 yr/workforce successful transitions, and identify regional or state policy solutions to improve alignment

<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>
</table>
| 5.1 | Conduct interviews, focus groups, and surveys of K12/CC systems to identify challenges in the alignment of K12 and CC pathways and existing effective practice where local policies or practices have increased alignment | 2/2013 to 6/2013 | Kim Schenk-Lead Karen Engel-Lead Workgroup Project Director | 1. Database/aggregate list of challenges identified by K12/CC/other stakeholder partners  
2. Prioritization of alignment strategies in play throughout the region  
3. Identification of best practices in other regions or states in alignment of K12 and CC pathways | QS3, L1, L2, MP10, MP11 |
| 5.2 | Based on system challenges - disaggregate potential policy/strategic changes at different levels - i.e. what can be accomplished in a specific pathway, at an individual institution level, at a regional systems level and at a state systems level | 6/2013 to 8/2013 | Kim Schenk-Lead Karen Engel-Lead Workgroup Project Director | 1. Disaggregated list of policy and program strategies to increase systems alignment  
2. Identified list of specific local or state policies which discourage or inhibit alignment | QS3, L1, L2, MP10, MP11 |
| 5.3 | Develop and disseminate recommended policy changes and systems changes to the region and that can be shared across the State Consortia to look at broader levels of systems and policy change | 8/2013 to 11/2013 | Kim Schenk-Lead Karen Engel-Lead Workgroup Project Director | 1. Development of report that summarizes and makes recommendations based on the outcomes of activities 5.1 and 5.2  
2. Sharing out of report and recommendations with other regional consortia | QS3, L1, L2, MP10, MP11 |
| 5.4 | Development of years 2/3 implementation plan                                                                                                                                                               | 11/2013 to 12/2013 | Kim Schenk-Lead Karen Engel-Lead Workgroup Project Director | 1. Production of 2 year strategy to work with districts and implement local policy changes and program alignment strategies across the consortia and region with key recommendations, timelines, identification of talent, resource needs, and leveragable assets resources. | QS3, L1, L2, MP10, MP11 |

* 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**

**Data:** The greater Bay Region will work with the Chancellor's Office and the California Department of Education to develop and use shared data systems that enable us to measure our success at matriculating students through our K-12 and community college systems into transfer institutions and the workplace.

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Convene K12 and CC Districts around the use of the Launchboard as a common data platform to measure successful transition of students from HS CTE pathways into CC/4 years and the workforce</td>
<td>2/2013 to 5/2013</td>
<td>Randal Tillery, CCCCD, Kathy Booth, WestEd, Project Director</td>
<td>1. Bay Region local professional development events on the Launchboard, CTE Outcomes Survey, and other measurement mechanisms. 2. General Data Sharing agreement for data sharing. 3. Identification of data metrics not included in Launchboard</td>
<td>LI-All, MP-All</td>
</tr>
<tr>
<td>6.2</td>
<td>Identify critical K12 IT issues for flagging and uploading student data into CalPASS Plus and develop common protocols for identifying pathways and student groups at K12 level</td>
<td>2/2013 to 5/2013</td>
<td>Randal Tillery, CCCCD, Kathy Booth, WestEd, Project Director</td>
<td>1. Identification of systems and policy issues for K12 districts and CCs for sharing student data. 2. Master plan for assisting K12 districts with segmenting and uploading appropriate student data. 3. Identification of additional data points for analyzing student success</td>
<td>LI-All, MP-All</td>
</tr>
<tr>
<td>6.3</td>
<td>Identify leverage points for use of ROP, CTE Outcomes, and TAACCT funded tracking mechanisms to develop additional student outcome metrics for tracking through the Launchboard.</td>
<td>5/2013 to 8/2013</td>
<td>Randal Tillery, CCCCD, Kathy Booth, WestEd, Project Director</td>
<td>1. Identification of all potential additional data collection instruments/efforts related to this project. 2. Development of leveraged resource/system integration effort that captures parallel efforts</td>
<td>LI-All, MP-All</td>
</tr>
<tr>
<td>6.4</td>
<td>Development of years 2/3 implementation workplans</td>
<td>9/2013 to 12/2013</td>
<td>Randal Tillery, CCCCD, Kathy Booth, WestEd, Project Director</td>
<td>1. Production of 2 year strategy to work with districts and implement broad based tracking and outcome management systems with key recommendations, timelines, identification of talent, resource needs, and leveragable assets/resources.</td>
<td>LI-All, MP-All</td>
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* Limit one (1) objective per page. List objectives according to numerical order, i.e., 1.0. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, ...)
### ANNUAL WORKPLAN

**OBJECTIVE NUMBER**: 5

**Marketing**: Leverage the scale of our 28-college partnership to more effectively market career pathways to high school and community college students, our broader community, and industry

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
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<th>Performance Outcomes</th>
<th>Metric(s) No.</th>
</tr>
</thead>
</table>
| 7.1| Assessment of family, student, and industry perspectives on career pathway programs across educational systems; evaluate relevance for individuals, employers, and regions | 2/2013 to 6/2013 | Project Director - Lead Tim Leong - 4CD-Lead Romeo Gardia - Merritt Maeve Bergman - BCC | 1. Implementation of survey processes with students, families and employers  
2. Implementation of follow-up focus groups with groups of students and families  
3. Aggregation of survey and focus group results for interpretation and marketing development | All MP All LI  |
| 7.2| Development of marketing/branding strategies for students and families that position career pathways as a fundamental mechanism for post-secondary success | 6/2013 to 10/2013 | Project Director - Lead Tim Leong - 4CD-Lead Romeo Gardia - Merritt Maeve Bergman - BCC | 1. Identification of key messaging and themes for regional marketing campaign  
2. Identification of marketing channels including social media, traditional media, and print  
3. Creation of graphics and branding standards  
4. Development of digital access platforms | All MP  |
| 7.3| Development of marketing/branding strategies for businesses and industry that increase industry engagement with K12/CCs, including infrastructure for gathering industry needs data, increasing involvement in WBL strategies, and participation in regional advisory mechanisms | 6/2013 to 10/2013 | Project Director - Lead Tim Leong - 4CD-Lead Romeo Gardia - Merritt Maeve Bergman - BCC | 1. Identification of key messaging and themes for regional marketing campaign  
2. Identification of marketing channels including social media, traditional media, and print  
3. Creation of graphics and branding standards  
4. Development of digital access platforms | All LI  |
| 7.4| Development of years 2/3 implementation workplans                           | 11/2013 to 12/2013 | Project Director - Lead Tim Leong - 4CD-Lead Romeo Gardia - Merritt Maeve Bergman - BCC | 1. Production of 2 year strategy to implement marketing strategies with key recommendations, timelines, identification of talent, resource needs, and leveragable assets/resources. | All MP All LI   |

* 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>$93,000</td>
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<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
<td>2</td>
<td>$0</td>
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<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
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<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
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<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
<td>5</td>
<td>$62,080</td>
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<td>6000</td>
<td>CAPITAL OUTLAY</td>
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<tr>
<td>7000</td>
<td>OTHER OUTGO</td>
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<td>$0</td>
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<td><strong>TOTAL DIRECT COSTS:</strong></td>
<td>8</td>
<td><strong>$192,308</strong></td>
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<td><strong>TOTAL INDIRECT COSTS</strong> (Not to exceed 4% of Direct Costs):</td>
<td>9</td>
<td><strong>$7,692</strong></td>
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<tr>
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<td><strong>TOTAL COSTS:</strong></td>
<td>10</td>
<td><strong>$200,000</strong></td>
</tr>
</tbody>
</table>

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

Project Director:

Name: Tina Dodson
Authorized Signature: [Signature]
Title: Senior Program Manager
Date: 12/2/2013

District Chief Business Officer (or authorized designee):

Name: Arzu Smith
Authorized Signature: [Signature]
Title: Director of District Financial Svs
Date: 12/2/2013
## 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>110 Academic Salaries, Instructional, Contract, or Regular Status</td>
<td>$200,000</td>
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<tr>
<td></td>
<td>Tina Dodson, Senior Program Manager</td>
<td>$93,000</td>
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<tr>
<td></td>
<td></td>
<td>$0</td>
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<tr>
<td>2000</td>
<td></td>
<td>$0</td>
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<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td>$34,875</td>
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<tr>
<td></td>
<td>Tina Dodson, Senior Program Manager, 37.5%</td>
<td>$34,875</td>
</tr>
<tr>
<td>4000</td>
<td>Non-instructional supplies and materials</td>
<td>$2,353</td>
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<tr>
<td></td>
<td>Meeting and convening supplies and materials</td>
<td>$2,353</td>
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<td></td>
<td></td>
<td>$0</td>
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<tr>
<td>5000</td>
<td>Travel</td>
<td>$62,080</td>
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<td>Mileage: .54 x 2000 miles year one = $1080</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Conference Expenses = $3000</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Training/Professional Development</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Regional training for lead college/K12 administrators and lead faculty = $15000</td>
<td>$0</td>
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<tr>
<td></td>
<td>Technical Assistance</td>
<td>$0</td>
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<tr>
<td></td>
<td>Inclusion of content experts in work group processes = $10,000</td>
<td>$0</td>
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<tr>
<td></td>
<td>Research</td>
<td>$0</td>
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<tr>
<td></td>
<td>Development and implementation of regional surveys/mapping = $25,000</td>
<td>$0</td>
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<td></td>
<td>Development of regional/subregional metrics for inclusion in custom views in Launch Board = 10,000</td>
<td>$0</td>
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<tr>
<td></td>
<td>Development of supplemental post-completion survey tools and protocols = $8000</td>
<td>$0</td>
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<tr>
<td>6000</td>
<td></td>
<td>$0</td>
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<td>7000</td>
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<td>$0</td>
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</tbody>
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**TOTAL DIRECT COSTS:** $192,308

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

**TOTAL COSTS:** $200,000
Consortia Structure and Governance:

Oversight of this project will be provided by the Contra Costa Community College District (4CD), who will be the organizational and fiscal lead for the project, including the housing of the SB 1070 Project Director.

Currently the 4CD division of Economic and Workforce Development administers over $17 million in educational and workforce development projects, nearly all of which are multi-college consortia initiatives involving multiple systems and other stakeholders including workforce boards, economic development agencies, 4 year IHE’s, and community based organizations. These include one of four Career Advancement Academy demonstration sites, a 14.9 million dollar TAACCCT consortium grant, and houses one of three hub sites for the Irvine Foundation California Community College Linked Learning Initiative.

NBPC is a consortium driven initiative that, while housed within 4CD, is led through a collaborative and consensus driven process that builds upon the capacities of the 12 community colleges and 18 K12 districts identified in this application. Each one of the five regional systems initiatives identified in this application is co-led by the NBPC Project Director, two additional consortium participants, and in many cases additional content experts directly engaged in work related to the goals of the workgroup.

Northeast Bay Pathways Collaborative

The SB 1070 Project Director operates under the direct supervision of the 4CD Senior Dean of Workforce and Economic Development, Randal Tillery, however EBPC is led by the NBPC Leadership Team which includes key representatives of the EBPC Consortium, the Bay Region Consortium, County Offices of Ed, and at least 2 K12
District and Community College representatives. The 4CD Senior Dean participates in the Leadership Team. Additionally the Leadership Team and Project Director regularly convene the EBPC Consortium, which is a representative body of the 12 colleges, K12 Districts and other key stakeholders. The Leadership Team will meet at least monthly for the duration of the project while the consortium will meet quarterly over the three year funding period.

Each systems initiative group will meet as needed during the planning year. The constituencies for the each initiative workgroup will be finalized during the initial convening immediately upon funding. Specific colleges have stepped forward to be co-chairs as a result of initial convening led by the BACCC and are reflected in the organizational chart above. In addition to specific college leadership, each work group will include representatives from K12 districts, County Offices of Education, ROP, WIB’s and content experts as appropriate. These additional representatives will be identified during the initial convening.

The Bay Region Consortium colleges met three times for the preparation of this proposal and have meet sub-regionally with key K12, WIB, Labor, and Industry partners in discussions regarding SB 1070 and Career Pathways Trust. 4CD will provide the key organizational, fiscal, and administrative support for this application based on our existing regional capacity administering regional initiatives with 10 colleges participating in this application.

**Key Staffing:**

**Administrative Lead:** Randy Tillery, Senior Dean of Workforce and Economic Development for the Contra Costa Community College District, will be the primary administrative lead for the Northeast Bay Pathways Collaborative. Randy has 16 years of experience in the development and implementation of workforce development and education initiatives, including multiple projects funded by the Department of Labor, State Chancellors Office, and California Department of Education. He is the current Project Director for 4CD’s Career Advancement Academies project and for the East Bay’s Design it – Build it – Ship it TAACCCT funded consortium initiative.

**Project Director:** NBPC Project Director will be Tina Dodson, Senior Program Manager for Workforce and Economic Development at Diablo Valley College (DVC). Tina is currently assigned as the primary administrative lead for multiple grant funded initiatives at DVC including DVC’s current SB 70 CTE Collaborative Project, Career Advancement Academy Pathways, and TAACCCT funding programs.

- **Experience:** Tina has 14 years of experience in project management, counseling, student services, and client case management in the fields of education, career planning and workforce development. She was formerly the Director of CTE and WIA programs at Ohlone College in Newark, managing Ohlone’s coordination of education and training activities for displaced workers laid off when the NUMMI automotive plant closed in Fremont. Tina was on the leadership team that implemented the SparkPoint Self Sufficiency Center in Fremont, serves on the DVC Integration Council, and convenes the DVC led C5CTE collaborative that includes three colleges five K12 districts, the Contra Costa Economic Partnership and other regional Contra Costa stakeholders.
• **Convening and Leveraging Resources:** Tina currently convenes K12 Districts and colleges across Contra Costa County for the purpose of increasing systems alignment and the successful transition of students in K12 CTE pathways into post-secondary CTE programs of study at Diablo Valley College, Contra Costa College, or Los Medanos College. This includes work with K12 Districts on early assessment, CTE transition strategies, and K12 based career exploration and college readiness activities. Tina was Ohlone College’s primary representative to the Alameda County Blue Team that build a regional collaborative to serve displaced NUMMI workers, including bridges that linked organized labor, community colleges across multiple county’s, and regional Workforce Investment Boards. Tina’s leadership and participation in this process helped transition NUMMI workers into Ohlone training programs, leveraging WIA and TAA resources to support these workers during the retraining process.

• **Experience in Outcome-Centric Environments:** As a Project Director managing a variety of Department of Labor, TAA, and community college funded projects, Tina has direct experience administering initiatives with strong outcome expectations, including outcomes related to not only enrollment and training completion, but also successful employment and retention. This includes detailed participant tracking, identification of comparison cohorts to evaluate successful student/job seeker intervention strategies, and compliance with federal and state monitoring and reporting processes.
SUMMARY
- Over fourteen years of experience in providing program management, counseling and student services, and client case management, in education and workforce development.
- Six years experience in community college counseling including academic, career and personal.
- Effective community outreach and partnership building to support local area workforce development activities and programs.
- Proven results in building programs involving workforce development and student services to support student success.
- Served as Tech Prep Director building strong partnerships, facilitating all articulation agreement and program of study activities with the local high schools and ROP’s.
- Strong communication skills, excellent organizational and time management skills.

EDUCATION

Master of Arts: Education Counseling and Student Services, San Jose State University, San Jose, CA

Bachelor of Arts: Psychology, San Jose State University, San Jose, CA

PROFESSIONAL WORK EXPERIENCE

Diablo Valley College, Pleasant Hill, CA                 Aug 2013-present

Workforce Development Manager
- Provide leadership and oversight for all grant funded Career and Technical Education programs including managing budgets, coordinating funded activities, monitoring regulatory guidelines and reporting.
- Develop strong working relationships with a variety of stakeholders to ensure that representation is diverse and representative of the students we serve.
- Assist faculty to meet program guidelines, stay within budget, move curriculum through the system, develop meaningful advisory committees that inform program development and provide overall support and encouragement.

Ohlone College, Newark, CA                2002-2013

Director, CTE and WIA programs                2007-2013
- Successfully managed multiple programs meeting or exceeding all performance goals, developed and managed operating budgets for categorically funded programs while ensuring compliance with county, state and federal regulations.
- Provided leadership to a diverse team at multiple sites where collaboration and open communication was encouraged and supported.
- Demonstrated experience building and enhancing networks and partnerships to advance the college mission, vision, and goals.
- Effectively developed strategic partnerships across departments that provided strong supportive service programs to a diverse student population. These programs increased student success and matriculation in goal development and program completion.
- Provided partner representation as part of the design team and steering committee for the Fremont Sparkpoint Center, where the mission is to cut poverty by 50% by the year 2020. This United Way project involves a multi-agency collaboration to provide counseling, financial education and support to families under the poverty line to lead to self-sufficiency.
Career Center Case Manager and Career Counselor 2002-2007
- Provided intensive case management, career, academic and career counseling and job development for students and unemployed adults serving several hundred individual/year.
- Assisted students in the development of effective resumes, creating job search strategies and provided coaching in interviewing skills.
- Developed curriculum for and taught courses in career planning and job search strategies.

Peralta Colleges, Oakland, CA

Academic Counselor (Adjunct)
Merritt College (Oct 2005-April 2006)

Laney College (June 2002-Feb 2003)
- Counseled and advised a diverse population of students in all aspects of academic planning and matriculation. Conducted college orientations for new and ESL students introducing them to the college, matriculation process, guidance in course selection, campus overview, etc. at Laney College.
- Assisted students in career planning and creating strategies to become competitive candidates for admission into the RN and Radiology Technician programs at Merritt College. Developed workshops and assisted students with the application process into the various healthcare CTE programs.

PROFESSIONAL ASSOCIATIONS AND ACTIVITIES

ACCCA Mentor Program, 2008-2009

Administration 101 graduate, Summer 2008

Board Member:
Newark Chamber of Commerce, 2007-08
Alameda County Youth Policy Council, 2007-2010

Advisory Committee Member:
DVC Integration Council, current member
Sparkpoint Steering Committee, 2012-present
Ohlone College CTE programs, 2007-present
Mission Valley ROP, CTE and Budget Advisory Committee, 2006-present
Las Positas Workforce Learning Alliance, 2008-2011

Membership:
ACCCA
CCCAOE
NCDA

Collaboration Committee Member:
Accreditation Self-Study team: Student Services Standards, 2012-13
Sparkpoint Design Team, 2010-12
Workforce and Economic Development Committee-Ohlone College, 2009-present
Ohlone College Council, 2008-09
Bay Area Regional Tech Prep Consortium, 2007-present
Bay Area Community College Consortium, 2007-present
Student Services Committee-Ohlone College, 2005-06
November 22, 2013

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

Dear Vice Chancellor:

This is a letter of support for the Northeast and Southwest Bay Consortia SB1070 applications. Both proposals are the product of a collaborative effort of the 28 colleges in the Bay Area Community College Consortium (BACCC) region. Over a series of three meetings representatives of all of the colleges, as well as our region’s Deputy Sector Navigators, k-12 and ROP representatives, sketched the outlines of a regional strategy for aligning career pathway policies and practices on a regional scale with the goal of increasing the number of students that successfully move from the k-12 system to higher education and into careers. Both of these proposals have incorporated the five areas of focus that the participants in the planning sessions committed to working as a region to advance.

The proposals also include the following elements as proposed by all seven state Regional Consortias.

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

BACCC has reviewed the proposals and the key talent the applicants intend to use to staff these efforts. We enthusiastically support the proposals and very much look forward to working closely with the two consortia over the next three years as they implement key policy changes to better connect secondary and post-secondary career and technical education.

Respectfully,

Rock Pfotenhauer, Chair, BACCC
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:

**Berkeley 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 **Bay Region North East Consortium**.

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

**Berkeley Unified School District**

Sincerely,

[Signature]

Deborah Budd, Ed.D.  
President  
Berkeley City College

**Our Mission:** Berkeley City College’s mission is to promote student success, to provide our diverse community with educational opportunities, and to transform lives.

**Our Vision:** Berkeley City College is a premier, diverse, student-centered learning community, dedicated to academic excellence, collaboration, innovation and transformation.
November 13, 2013

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

Dear Vice Chancellor:

Contra Costa 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 Bay Region Northeast Consortium.

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

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

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

West Contra County Unified School District

Sincerely,

[Tammeil Y. Gilkerson]
Vice President of Academic and Student Affairs
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, Van Ton-Quinlivan:

Chabot 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 Bay Region Northeast Consortium.

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.

We are including our current East Bay CTE partners. The following ROP and high school districts will be our partners in the development of new pathways, course sequences and articulation.

Castro Valley Unified School District (CVUSD)
Eden Area Regional Occupational Program (EAROP)
Hayward Unified School District (HUSD)
New Haven Unified School District (NHUSD)
San Leandro Unified School District (SLUSD)
San Lorenzo Unified School District (SLZUSD)

Sincerely,

[Signature]

Susan Sperling, Ph.D.
President
November 18, 2013

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

Dear Vice Chancellor:

Diablo 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 Bay Region Northeast Consortium.

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

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

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

San Ramon Valley Unified School District

Sincerely,

Rachel Westlake  
Vice-President, Instruction (Interim), Diablo Valley College
November 22, 2013

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

Dear Vice Chancellor:

Laney 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 Bay Region (Northeast or Southwest) Consortium.

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

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

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

Oakland Unified School District

Sincerely,

[Signature]

Peter L. Crabtree
Dean of Academic and Student Affairs for Career and Technical Education
November 21, 2013

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

Dear Vice Chancellor Ton-Quinlivan:

Los Medanos 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 Bay Region Northeast Consortium.

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

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

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

Antioch Unified School District
510 G Street
Antioch, CA 94509
925-779-7500

Sincerely,

Kevin Horan, Ed.D.
Vice President of Instruction and Student Services
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:
Las Positas 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 Bay Region Northeast Consortium.

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

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

As is required as a consortium member, a minimum of one high school district will also be included per college in the consortium. The following high school district(s) are our partners in the development of new pathways, course sequences and articulation: Dublin Unified High School District; Livermore Unified High School District; Pleasanton Unified High School District; and, the Tri-Valley Regional Occupational Program.

Sincerely,

[Signature]
Dr. Janice Noble, PhD
Interim 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 95811-8549

Dear Vice Chancellor:

Napa 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 Bay Region Northeast Consortium.

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

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

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

Napa Unified School District

Sincerely,

[Signature]
Ronald Kraft, Ph.D.
Superintendent/President
November 19, 2012

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:

Ohlone 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 Bay Region Northeast Consortium.

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

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

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

Fremont Unified High School District
Newark Unified High School District
New Haven Unified High School District

Sincerely,

[Signature]

Dr. Leta Stagnaro  
Vice President/Deputy Superintendent, Academic Affairs
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:

College of Alameda is pleased to become a member of a consortium for RFA 13-164, the SB 1070 Career Technical Education Pathways Program Grant for the Bay Region Northeast Consortium.

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

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

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

Alameda Unified School District

Sincerely,

Eric Gravenberg, Ph.D.  
Interim President  
College of Alameda
Dissemination

NBPC is one of two SB 1070 applications coming from the Bay Region. In October and November the Bay Area Consortium convened the 28 Bay Region colleges three times to discuss how to frame a regional response to the SB 1070 opportunities and challenges. The selection of the two regional leads and the five primary workgroup areas framed in this proposal were what emerged from that convening.

The intent of the regional planning process was to identify points of convergence and shared interests across the Bay Region. This intent pre-supposed that whatever was learned in either project would be shared and disseminated across the region, effectively merging the two projects into a region-wide body of work that would focus on lifting up effective, evidence based practices, developing shared protocols for measuring outcomes and data integration, regionalizing our conversations with industry, developing shared marketing strategies, and identifying common systems alignment issues that may impact regional or state educational policy.

Additionally, the BACCC has crafted reciprocal agreements with the other regional consortia to convene the regional SB 1070 projects on a yearly basis at CCCAOE in order to share progress and engage in common exploration about what is working in different regions that can be disseminated or replicated across the state. In this sense, the Bay Region has intentionally designed our projects to be scalable, including formal mechanisms for sharing and replication. This builds off of our project workplans, which not only identify activities, but products that will be produced through mapping of strategies, obstacles, and resources, research into effective practices, and prioritization of effective practices which are supported by research and outcomes. All of these activities will produce products which will be shared at Bay Region convenings and at statewide convening when we bring the regional consortia together.