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July 1, 2014

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

Dear Vice Chancellor:

Mt. San Antonio College is pleased to support the grant application for **RFA 14-320**,
Technical Assistant Provider for Contract Education

As indicated in the instructions in the RFA, we are providing the following requested
information:

Mt. San Antonio College
1100 N Grand Ave
Walnut, CA 91789
(909) 274-7500

President/CEO and Designee:
Dr. Bill Scroggins, President/CEO
Dr. Irene Malmgren, Vice President of Instruction

Project Administrator:
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Dean of Continuing Education
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Project Director:
Sandra Sisco
Director
(951) 264-0889 (cell)
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Sincerely,

Dr. Irene M. Malmgren
Vice President of Instruction

BOARD OF TRUSTEES

Dr. Manuel Baca • Rosanne M. Bader • Judy Chen Haggerty, Esq. • Fred Chyr • Dr. David K. Hall • Robert F. Hidalgo • Laura Santos

COLLEGE PRESIDENT & CEO: Dr. William T. Scroggins

PROJECT: Technical Assistance Provider for
Contract Education

COLLEGE: Mt. San Antonio College

RFA Number: 14-320

CONTACT PAGE

District:	<u>Mt. San Antonio CCD</u>		
Address:	<u>1100 N Grand Ave</u>		
City:	<u>Walnut</u>	State: <u>CA</u>	Zip: <u>91789</u>

District Superintendent/President *(or authorized designee)*

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

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

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APPLICATION ABSTRACT

The abstract should concisely summarize the entire application and must not exceed one page. Include statements on the objectives, procedures, expected contribution or impact on the funding priorities of the RFA specifications, and deliverables (products/services/outcomes).

The proposed TAP for Contract Education, hosted by Mt. SAC, will provide guidance and technical assistance at the local, regional, and statewide level in order to expand and improve contract education for employers and promote student success. Ms. Sandra Sisco is the proposed key talent for this application. She has over 18 years' experience driving significant growth through new client acquisition and development of strategic partnerships. She will use her extensive background and expertise to inform and assist the California Community Colleges in developing, expanding, and improving contract education programs throughout the state, particularly focusing on emergent and priority industry areas and employers by region.

The TAP will work closely with California Corporate College and the statewide and regional sector navigators to ensure two-way communication and a common understanding of the needs and direction of contract education throughout the state. Participation in the semiannual CCCAOE conferences, Deep Dive and extended operations quarterly meetings, planned meetings at each economic region throughout the state, meetings hosted at Mt. SAC, one-on-one consultations with community colleges, and monthly "Contract Education Briefing" webinars will ensure ongoing communication and feedback.

Important activities during this 10-month grant period will include updating the Contract Education Handbook, collaborating with ETP on "critical proposals" that address the ever-changing needs of the state (e.g., a large-scale project to address water management issues), participating in industry and workforce councils and local and state Workforce Investment Board meetings, establishing mentor/mentee relationships among veteran and novice contract education programs, developing guidance documents and toolkits for contract education programs, delivering professional development in a variety of formats, engaging employers, and promoting contract education among community college CEOs.

Mt. SAC is committed to the success of the TAP for Contract Education and has devoted in-kind resources to support the project, including space, furniture, equipment, management and staff support, and other indirect costs. Dr. Bill Scroggins, President/CEO, is fully committed to the project and will leverage his advocacy for economic and workforce development, particularly contract education, in engaging other community college CEOs. The college is enthusiastic about hosting such a project that will significantly benefit all California Community Colleges and promote the Doing What Matters™ initiative in assisting community colleges to become catalysts in California's economic recovery and jobs creation through contract education.

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NEED

Describe the local, regional, and statewide landscape for contract education in the California Community Colleges including shortcomings of current regulation/practices that inhibit responsiveness and timeliness by colleges and the system.

Mt. San Antonio College (Mt. SAC) is a large, urban campus located in the southeastern portion of Los Angeles County, serving diverse students from Los Angeles, Orange, San Bernardino, and Riverside Counties. The college has a strong history of working closely with industry, both in for-credit programs, non-credit programs, and contract education. Mt. SAC's Contract Education provides customized performance-based training, assessment, and consulting services designed to assist business, industry, agencies, and other organizations to improve the quality of their products and services and to increase their competitiveness within domestic and international markets. The department continuously gathers feedback from employers to inform training offerings.

On the local level, Mt. SAC has experienced as increasing need for contract education, particularly among small businesses. The college has developed training options that address local employers' needs, including dozens of workshops on various topics within the areas of business skills, continuous improvement, manufacturing skills, work processes, advanced technology, and literacy and computer skills.

On a regional level, Mt. SAC is located very near the converging point of the Los Angeles, Orange County, and Inland Empire regions. The priority industries in these regions include advanced manufacturing, advanced transportation and renewables, global trade and logistics, and health. The emergent industries include energy (efficiency) and utilities and ICT/digital media. Mt. SAC is also the host college of the LA-Orange Region's Center of Excellence. These priority and emergent industries are in need of not only more workers but those who are highly skilled and adaptable.

On a statewide level, the priority and emergent industry needs may vary among the 15 regions, but the common need for highly skilled workers cuts across all of these areas. Contract education is a fast, efficient, and customized way to improve the skills of incumbent workers in priority and emergent industries and boost the California economy in the years to come.

While expanded contract education to address immediate employer and workforce needs is evident, some regulatory hurdles exist to addressing these needs in a timely and responsive manner. Title 5 is ambiguous about the following issues:

- AB1725 does not make a clear distinction between credit or non-credit courses and not-for-credit classes (i.e., classes that are not listed in the college catalog), which complicates offering contract training of not-for-credit classes if the local or state Academic Senate demand curriculum approval.
- Title 5 does not clearly state that instructors/trainers teaching not-for-credit classes (i.e., classes that are not listed in the college catalog), are not subject to faculty minimum qualifications.

- Title 5 does not clearly state that courses offered through contract education do not count toward faculty load limits.

These three issues alone make it difficult for contract education programs to be truly responsive to industry needs in a timely manner.

Identify interests and need for contract education in relationship to working adults, employers, industry sectors, and the public workforce system.

Working adults, employers, industry sectors, and the public workforce system are increasingly in need of training opportunities that address their needs quickly and effectively. Contract education programs at community colleges are a logical way to address these needs. The Doing What Matters™ initiative has given the charge for community colleges to become catalysts in California's economic recovery and jobs creation. While the credit and noncredit programs at colleges also have a vital role to play in creating a highly skilled workforce, contract education offers a fast, customized way to address emergent and priority industry needs, particularly in relation to skills upgrades for incumbent workers and the unemployed or underemployed. These interests and needs vary by region, and the Regional Labor Market Profiles developed by the Centers of Excellence are an excellent starting point for each economic region to seek out partnerships that could boost the economy in critical industries by providing flexible training opportunities for in-demand occupations.

Identify interests and need for contract education unique to instructional programs in the California Community Colleges.

The need for contract education frequently arises in colleges out of needs identified by employers during advisory committee meetings for instructional programs. Incumbent workers do not always need extensive training in the form of credit or noncredit coursework but instead need skills upgrades in a not-for-credit environment. Communication among instructional programs and contract education is critical for this reason. Contract education can provide training to satisfy employer needs in a much more timely and responsive manner.

Analyze opportunities associated with developing and implementing contract education programs consider also the impact of regionalization.

Contract education programs should be a vital part of every community college district. The challenges to managing and marketing a contract education program will vary depending on geographic region. In densely populated areas, with many colleges serving the same economic region, strategic alliances and effective use of resources are vital. Effectively marketing opportunities to employers to encourage their use of contract education can also be a challenge, particularly among small businesses that may not have the need nor the resources to pay for an entire class full of employees. Rural areas may face the same kind of problems, particularly if they are serving a large geographic area that is sparsely populated. These reasons, among others, emphasize the need for a centralized TAP for Contract Education, not only providing resources to

colleges to develop, expand, and/or improve contract education, but also providing strategies for managing these opportunities in the most effective ways, focusing on the ultimate goal of benefiting employers, increasing the skilled workforce, and improving the economy. These reasons also call for innovative ways to think about training delivery, whether by pooling small business needs into a single training program, offering online or hybrid training delivery, collaborating for referrals among contract education programs, or other strategies.

Discuss the linkage between contract education measures of effectiveness and the Launchboard. Provide and assess available quantitative and qualitative data that demonstrates the need for effective contract education programs.

LaunchBoard provides data for CTE and training/educational professionals on how to access and understand college data, how to choose “momentum points,” how to upload data, and how to use the additional tracking tool. Important data and measures of effectiveness for contract education, including industry sectors, job placements, and certificate completions, are also important aspects of LaunchBoard. This data will help contract education programs understand the needs, gaps, and services among colleges statewide, as they relate to enrollment, milestones, credentials, employment, and alignment with regional labor market demand. Two data categories in the Community College Transition to Workforce Cluster are: (1) participated in an internship or workplace learning program in the same occupational area as the educational pathway and (2) certificate acquisition. This data gives direction to contract education training in a given region. Under the Workforce Progress Cluster, the data indicates: participated in incumbent worker training or contract education in a CTE pathway. This illustrates the need for effective contract education.

Two Momentum Points (MP) of the Launchboard, in particular, align with contract education measures of effectiveness: (1) MP 32, wage gain above standard-of-living wage band and (2) MP 33, layoff aversion, meeting heightened occupational credentialing requirements, transitioning employees whose occupations are being eliminated, or up-skilling existing employees.

One very significant demonstration of need for effective contract training is California’s Employee Training Panel, which funds employer-driven training to help workers keep their jobs and gain better skills, particularly in high unemployment areas. The goals of ETP align directly with MP33, with activities carried out through performance-based contracts in which the businesses, trainers, and employees all have a stake.

Businesses, public agencies, and other entities that contract with education providers are motivated to have higher-skilled employees who can demonstrate what they have gained through training. These gains can be quantified through such metrics as industry or state certificates earned (i.e., occupational credentialing) or eligibility for wage gain based on job skills, and should be incorporated into contract education planning. Additionally, qualitative data gained through interviews and meetings with industry advisory boards, for example, should be a component of contract education planning.

RESPONSE TO NEED

Describe your approach to systematically building field knowledge in the domain of contract education.

Mt. SAC understands the role of the TAP for Contract Education as representing the Chancellor's Office in serving as the statewide liaison for contract education recommending legislative and regulatory policies and procedures, and identifying and disseminating best practices that will improve contract education statewide, including providing guidance and technical assistance at the local, regional, and statewide levels in order to expand and improve contract education for employers and promote success.

Mt. SAC is well-positioned to serve as a host college for the TAP for Contract Education grant. Geographically, the college is located in the densely populated Los Angeles Region. Its location in the southeastern portion of Los Angeles County makes it accessible to students and employers not only in Los Angeles County but also Orange, San Bernardino, and Riverside Counties. The location is ideal for hosting meetings or training workshops for colleges in the macro region of the Los Angeles and Orange County Regions as well as the Inland Empire Region. The Director of TAP for Contract Education would also be able to easily drive a significant number of colleges in Southern California for consulting, training, information gathering, and sharing of best practices. In addition, Mt. SAC is in adequate proximity to three airports (LAX, ONT, SNA), making travel to other parts of the state easy and cost-effective. Mt. SAC's proposed key talent, Sandra Sisco, is prepared and eager to travel to Sacramento on a regular basis as well as each region of the state to build field knowledge in the domain of contract education among California's 112 community colleges.

As described in the following section of this "Response to Need," the TAP for Contract Education will work toward refining Title 5 regulations with the end goal of enabling colleges and regions to be more timely and responsive to industry needs. Parts of Title 5 can be ambiguous in regard to contract education. Providing additional clarity to the language will make it easier for colleges to offer contract education programs that address the ever-changing needs of their regional employers.

The TAP for Contract Education will also develop and disseminate guidance documents to assist the field in navigating the execution of contract education. As described later in this "Response to Need," these guidance documents and promising practices will be available to colleges wishing to develop, expand, and/or improve contract education on their campuses. These guidance documents would be distributed through the TAP for Contract Education website, through print on an as-requested basis, through participation in conferences and meetings (local, regional, and statewide), and directly with the Chancellor's Office.

In addition, the TAP for Contract Education will be a liaison for employers, industries, and businesses interested in working with community colleges for contract education. Through marketing and outreach efforts, employers, industries, and businesses will

become aware of the TAP for Contract Education and the various contract education opportunities available among the 112 community colleges. The Director will be able to refer employers to the contract education programs that best fit their needs, geographically and programmatically. By gathering information from employers, industries, and businesses, the TAP for Contract Education will also be able to reach out to community colleges to address gaps in industry needs and existing contract education availability.

Working closely with the regional Centers of Excellence, the TAP for Contract Education will continuously analyze data from environmental scans to be ever-aware of the growing and emerging industries throughout the state. Spreading awareness to community colleges in each region of the high-growth industry sectors, reaching out to employers in these sectors, assisting colleges in developing contract education opportunities to address workforce needs in these sectors, and connecting appropriate colleges with employers will be an ongoing focus of the TAP for Contract Education. Also through these outreach efforts to community colleges and employers on a region by region basis, the TAP for Contract Education will encourage regions to be well-poised for future grant opportunities that could become available at the state and federal levels, as well as through private funding agencies.

The TAP for Contract Education will also identify and/or develop professional development opportunities in contract education for both Chancellor's Office staff and community college faculty and staff. Professional development materials may also be shared with colleges through the semiannual CCCAOE conferences, Deep Dive, and extended operations quarterly meetings, as well as regional consortia or one-on-one meetings with colleges, to stay abreast of the evolving needs in contract education at local, regional, and statewide levels.

While much of the Director of TAP for Contract Education's time will be spent in the field, Mt. SAC has allocated office space for director and her part-time administrative secretary. In addition, plenty of conference and classroom space is available for meetings and training opportunities. Building 40 is easily accessible and has abundant parking for visitors, making the hosting of meetings among regional colleges and employers easy and convenient. Mt. SAC is supportive of this project, excited about the opportunity to host the project, and enthusiastic about what it will mean for contract education among community colleges throughout the state.

Describe the two to five title 5 regulations that you would refine/update to enable colleges and regions to be more timely and responsive to industry needs.

Being able to respond quickly to industry needs through contract education offerings is hindered by lack of clarity in some areas of Title 5. The TAP for Contract Education would work to refine/update the following Title 5 regulations that specifically relate to timely and responsive contract education to meet industry needs:

- Refine Title 5 to clarify that AB1725 refers to college courses, whether credit or non-credit, but not to class offerings or training sessions offered as not-for-credit. Any contract training of not-for-credit classes (i.e., classes that are not listed in the college catalog) are not under the purview of the local or state Academic Senate in terms of curriculum approval.
- Refine Title 5 to clarify that instructors or trainers teaching not-for-credit classes (i.e., classes not listed in the college catalog) are not subject to faculty minimum qualifications; rather, they may be hired by the contract education or community services unit at the local level.
- Update Title 5 to clarify that courses offered through contract education do not count toward faculty load limits. Currently, courses listed in the college catalog that are offered on a contract basis must use faculty that meet the minimum qualifications for those courses. The assignment counts toward their total load. The load limit for part-time faculty is 67% of a full-time faculty assignment. This creates difficulty in finding qualified faculty to teach contract education courses listed in the college catalog (either for credit or noncredit).

List the five to 10 guidance documents you would author to assist the field in navigating the execution of contract education.

The following is a list of guidance documents that the TAP for Contract Education will develop and disseminate to assist the field in navigating the execution of contract education. These documents will be available on the program's website and on a requested basis by print or electronically. The documents, along with PowerPoint presentations, will be shared at local, regional, and statewide meetings, conferences, and work groups, as well as directly with the Chancellor's Office.

1. Understanding California Education Code Pertaining to Contract Education at Community Colleges – This guide will discuss the education code that establishes contract education in community colleges as well as the education code that affects contract education, including Ed Code §78020-78023, Title 5 §55170, and Ed Code §76300(e)(3).
2. What Is Contract Education: A Guide for Beginners – This guide will include basic information on contract education, including purpose and function (e.g., delivery system of training and services, not-for-credit customized programs for employers, credit and noncredit programs, performance improvement, cost recovery units) and the benefits of contract education (e.g., increased revenue, great visibility, employer engagement, strategic partnerships, increased access for students, positive impact on the community).
3. Recognizing and Overcoming Challenges to Contract Education – This guide will discuss challenges that community colleges may face in developing, expanding, and/or improving contract education programs, including, but not limited to, regulatory restrictions, lack of institutional support, internal processes that impede service delivery, staff turnover, economic development infrastructure, lack of incentives for participating in economic development, and insufficient marketing.

4. How to Garner Campus Support for Contract Education – This guide will summarize best practices among successful contract education programs that are embraced and supported by their colleges. Pulling from concepts outlined in the “Tools and Templates for Contract Education Practitioners” document recently published on the Doing What Matters™ website, as well as practical and experiential knowledge from the key talent, best practices may include, but not be limited to, supportive executive administration, contract education that is closely connected to the college mission, a director with strategic authority to operate contract education like a business, adequate staffing to provide return on investment, and complementary marketing efforts.
5. Contract Education Models: Which Model is Right for Your College? – This guide will discuss various contract education program models, including advantages and disadvantages to each, including the program developer model, the sales model, and contract administration.
6. Pricing Strategies for Contract Education – This guide will discuss the factors involved in setting a pricing structure for contract education. Topics covered will include, but not be limited to, direct and indirect costs, other costs of doing business, understanding regional pricing, the cost of curriculum development, the cost of needs analysis, the cost of potential performance interventions and student support services, and the cost of instructional supplies and materials.
7. Tips for Developing a Contract with Employers for Educational Services – This guide will discuss the important aspects of a contract with an employer, including purpose of the contract, scope of work, target audience, learning objectives, cost elements, location of training, training schedule, cancellation policy, payment schedule, etc. Samples will be provided.
8. How to Grow Your Contract Education Program – This guide will outline successful marketing strategies in developing partnerships with local employers and customizing training opportunities to meet their needs. It will discuss outreach strategies in identifying emerging and priority industry areas, engaging employers in the identification of incumbent worker needs, and establishing programs that quickly and efficiently address the evolving needs of employers.

List the five to 10 promising practices in colleges that, if highlighted, would help the field better understand possible practices.

The “Tools and Templates for Contract Education Practitioners” document recently published on the Doing What Matters™ website includes a list of twelve features of a high-performance operation on campuses serving employers, borrowed from The Enterprise Ohio Network. With these features in mind, as well as pulling from the vast experience of the key talent identified in this grant application, Sandra Sisco’s extensive background in contract education, the TAP for Contract Education will highlight the following promising practices in colleges that would help the field better understand possible practices in contract education:

1. Flexible contract education programs that adapt to the evolving needs of industry and offer a full range of training options in a variety of formats.
2. A systematic sales and marketing approach that is closely aligned with the campus marketing strategy to increase visibility and promote a positive image to the business community.
3. Continuous dialogue with employers to determine evolving needs and identify appropriate training solutions to address those needs.
4. Continuous process improvement to evaluate effectiveness of training programs and employer client satisfaction.
5. Development of strategic partnerships that position colleges to address emerging needs quickly and effectively, as well as become poised to compete successfully for grant opportunities.
6. A funding model that strives for self-sufficiency while maintaining fiscal responsibility.
7. Alignment of contract education planning processes with campus-wide strategic planning processes.
8. Development and maintenance of strong relationships across the campus community to gather insight from career technical education and academic programs as well as communicate the accomplishments of contract education to various college constituents.
9. Strong, change-oriented leadership overseeing the contract education program, as well as support from executive leadership at the college.

Describe your familiarity with existing resources (e.g. contract education handbook, corporate college) and how you plan to integrate or not.

Sandra Sisco, the proposed project director, has several years' experience in contract education. She participated in the last two Contract Education Summits; at the 2013 summit, Ms. Sisco delivered a presentation, "How to Grow Your Contract Education Department." Sandra has partnered with California Corporate College on various training opportunities for the past four years, totaling approximately \$300,000 in contract revenue. Additionally, she referred a large-scale training project with Southern California Edison to California Corporate College.

Ms. Sisco has found the contract education handbook useful; however, she recommends it be enhanced and updated. For example, in the Marketing to Business and Industry section, the following items could be added: (1) How to Start an Industry Council, (2) How to Partner with Your Local WIB, (3) How to Partner with Training and Consulting Companies, (4) How To Partner with Human Resources Network Groups, and (5) the Association for Talent Development (formerly American Society for Training and Development). Additionally, the Job-Training Grants section should be updated to include current information. Both California Corporate College and the Contract Education Handbook are excellent resources for any contract education department. Potentially, the TAP could deliver a 30-minute training session on these resources during a monthly conference call for contract education professionals. Additionally, this workshop could be presented at the Contract Education Summit.

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 1					
Serve as the first point of contact for contract education with the intent of assisting California community colleges and districts to develop, expand, and/or improve contract education programs.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
1.1	Contact every contract education provider personally by email and phone.	Oct 2014	Sandra Sisco	100% of college personnel responsible for contract education will be contacted.	
1.2	Gain current qualitative and quantitative data on current programs and needs.	Oct 2014	Sandra Sisco	Initial status report and needs analysis will be completed.	
1.3	Develop a monthly "Contract Education Briefing" webinar with a detailed agenda for contract education professionals statewide. Allow up to 15 minutes of each webinar for contract education training.	Sep 2014-Jun 2015	Sandra Sisco	Minimum of 10 webinars to inform and train the contract education professional community.	
1.4	Establish a travel schedule to meet with contract education professionals across the state.	Sep 2014-Jun 2015	Sandra Sisco	Training and outreach schedule established for all economic regions of the state.	

* 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, . . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 1					
Serve as the first point of contact for contract education with the intent of assisting California community colleges and districts to develop, expand, and/or improve contract education programs.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
1.5	Establish a schedule to present at regional meetings.	Sep 2014-Jun 2015	Sandra Sisco	Outreach and training for all 15 economic regions will occur.	
1.6	Deliver training and/or consulting for individual contract education departments as requested.	Sep 2014-Jun 2015	Sandra Sisco	Individual colleges seeking to develop, expand, or improve their contract education programs will have access to training and tools.	
1.7	Participate in sector navigators' statewide and regional meetings.	Sep 2014-Jun 2015	Sandra Sisco	TAP for Contract Education and all sector navigators' will have ongoing communication to ensure mutual understanding of needs, data, and the future direction of industry-driven contract education by region.	
1.8	Deliver presentation and facilitate discussions regarding contract education case studies, best practices, and the impact of contract education on the workforce, the economy, and colleges.	Jan-Jun 2015	Sandra Sisco	Community college CEOs will be aware of best practices in contract education and the benefits to colleges in growing their programs.	

* 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, . . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 2					
Provide contract education technical assistance and logistical support to local, regional, and statewide employers, industries, and businesses.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
2.1	Provide training and collaboration events for contract education providers by region and macro-region.	Oct 2014	Sandra Sisco	100% of college personnel responsible for contract education will be contacted.	
2.2	Provide training to contract education providers in the use of the Launchboard specific to contract education metrics.	Oct 2014-Jun 2015	Sandra Sisco	Population of Launchboard Momentum Points (MP) 32 and 33. All contract education providers will be using the Launchboard.	MP 32, MP 33
2.3	Collaborate with California Corporate College.	Sep 2014-Jun 2015	Sandra Sisco	Contract education opportunities statewide will be identified and secured.	
2.4	Participate in industry and workforce councils that align with priority and emergent industries for the California Community Colleges.	Sep 2014-Jun 2015	Sandra Sisco	Employers in priority and emergent industries will be actively engaged in contract education efforts on a regional and statewide basis.	

* 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, . . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 2					
Provide contract education technical assistance and logistical support to local, regional, and statewide employers, industries, and businesses.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
2.5	Participate in local and state Workforce Investment Board meetings.	Sep 2014-Jun 2015	Sandra Sisco	Partnerships with the Workforce Investment System will be strengthened, providing for cross-referrals and leveraged resources.	

* 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, . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 3					
Align California contract education programs with the Doing What Matters for Jobs and the Economy Framework, including recommendations on policy and process changes.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
3.1	Contact key WED personnel by region and college to identify needs and interests.	Oct-Dec 2014	Sandra Sisco	Training needs will be determined by region.	
3.2	Establish a coaching relationship with colleges	Oct 2014-Jun 2015	Sandra Sisco	Regular schedule of phone and email contact will be established.	
3.3	Establish mentoring relationships between new and experienced contract education providers by region.	Oct 2014-Jun 2015	Sandra Sisco	Minimum of one (1) mentor-mentee relationship per region.	
3.4	Collaborate with contract education departments statewide, California Corporate College, and Sector & Deputy Sector Navigators regarding Doing What Matters for Jobs and the Economy; recommend policy or process changes where necessary.	Sep 2014-Jun 2015	Sandra Sisco	Contract education training programs are aligned with the Doing What Matters for Jobs and the Economy Framework.	

* 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, . . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 4					
Serve as the technical assistance expert staying current with industry contract education needs, trends, and funding opportunities in order to provide guidance to the Chancellor's Office and the California Community Colleges.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
4.1	Survey contract education providers about their awareness and use of the tool kit.	Oct 2014	Sandra Sisco	Initial status report and needs analysis will be completed.	
4.2	Develop new tool kit tools as needs are identified by the field.	Jan-Jun 2015	Sandra Sisco in collaboration with field experts	Priority tool kit tools, as identified by the field, will be created and posted.	
4.3	Establish a Contract Education Handbook committee to review and provide recommendations for the handbook.	Oct 2014-Jun 2015	Sandra Sisco	Contract Education Handbook is up-to-date with the most relevant information.	
4.4	Attend Association for Talent Development (formerly American Society for Training & Development) national conference.	May 2015	Sandra Sisco	TAP will be current with industry contract training needs.	

* 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, . . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 4					
Serve as the technical assistance expert staying current with industry contract education needs, trends, and funding opportunities in order to provide guidance to the Chancellor's Office and the California Community Colleges.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
4.5	Participate in ETP and WIA meetings at the state level.	Sep 2014-Jun 2015	Sandra Sisco	TAP will stay current with funding opportunities and upcoming changes to contract training.	

* 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, . . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 5					
Identify and provide a rationale for the common metrics and accountability measures that relate to contract education and will provide measurable outcomes for this grant.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
5.1	Present at conferences and workshops such as CCCAOE and ACCE.	Oct 2014-Jun 2015	Sandra Sisco	Provide workshop/breakout at minimum two (2) conferences.	
5.2	Present at existing DWM regional meetings.	Oct 2014-Jun 2015	Sandra Sisco	Attend and present (briefly or longer) at least one (1) regional meeting per economic region, for a total of at least 15 presentations.	
5.3	Partner with employers and contract education departments to impact: Community College Transition to Workforce Cluster MP 27-29, which are viable points for contract education to impact and track.	Sep 2014-Jun 2015	Sandra Sisco	Population of Launchboard MP 27-29. All contract education providers will be using the Launchboard.	MP 27, MP 28, MP 29
5.4	Partner with employers and contract education departments to impact Workforce Progress Cluster MP33 (layoff aversion) to meet the immediate needs of employers and their employees to avert a potential layoff.	Sep 2014-Jun 2015	Sandra Sisco	Population of Launchboard MP 32 and 33. All contract education providers will be using the Launchboard.	MP 32, MP 33

* 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, . . .)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 6					
Identify professional development opportunities for the TAP for Contract Education, Chancellor's Office staff, and California Community College faculty and staff.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
6.1	Develop and provide a two-hour training for CCC faculty and staff and Chancellor's Office staff: The Impact of Contract Education.	Sep 2014-Jun 2015	Sandra Sisco	Contract education professionals and Chancellor's Office staff will be aware of the role and impact of contract education and poised to develop, expand, or improve their programs.	
6.2	Enroll TAP into a professional skills training program to improve webinar facilitation and presentation skills.	Sep 2014-Jun 2015	Sandra Sisco	TAP for Contract Education will be able to deliver effective presentations in a variety of formats.	

* 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, ,)

PROJECT: Technical Assistance Provider for Contract Education
DISTRICT: Mt. San Antonio CCD
COLLEGE: Mt. San Antonio College
RFA NUMBER: 14-320

ANNUAL WORKPLAN

OBJECTIVE NUMBER*: 7					
Attend CCCAOE conference, Deep Dive, and extended operations quarterly meetings so that the TAP for Contract Education can interact with Sector Navigators and Deputy Sector Navigators to stay on top with what local, regional, and statewide needs in contract education are.					
#	Activities	Timelines	Responsible Person(s)	Performance Outcomes	Metric(s) No.
7.1	Attend CCCAOE conference, Deep Dive and extended operation quarterly meetings.	Sep 2014-Jun 2015	Sandra Sisco	TAP will be continuously up-to-date on contract education needs at the local, regional, and statewide levels; contract education professionals in the field will have various venues for communicating their needs or concerns to the TAP.	

* 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, . . .)

PROJECT: Technical Assistance Provider for
Contract Education

DISTRICT: Mt. San Antonio CCD

COLLEGE: Mt. San Antonio College

RFA NUMBER: 14-320

APPLICATION BUDGET SUMMARY

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

Object of Expenditure	Classification	Line	TOTAL PROGRAM FUNDS REQUESTED	
			\$	
				237,525
1000	INSTRUCTIONAL SALARIES	1	\$	7,104
2000	NONINSTRUCTIONAL SALARIES	2	\$	133,029
3000	EMPLOYEE BENEFITS	3	\$	23,797
4000	SUPPLIES AND MATERIALS	4	\$	6,508
5000	OTHER OPERATING EXPENSES AND SERVICES	5	\$	57,952
6000	CAPITAL OUTLAY	6	\$	0
7000	OTHER OUTGO	7	\$	0
TOTAL DIRECT COSTS:		8	\$	228,390
TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):		9	\$	9,135
TOTAL COSTS:		10	\$	237,525

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: Sandra Sisco

Project Director, TAP for
Title: Contract Education

Authorized Signature: 

Date: 7-6-14

District Chief Business Officer (or authorized designee):

Name: Rosa Royce

Associate Vice President,
Title: Fiscal Services

Authorized Signature: 

Date: 7/3/2014

PROJECT: Technical Assistance Provider
for Contract Education

DISTRICT: Mt. San Antonio CCD

COLLEGE: Mt. San Antonio College

RFA NUMBER: 14-320

APPLICATION BUDGET DETAIL SHEET

Object of Expenditure	Classification	FUNDS REQUESTED	
		\$	
	Instructional Salaries: Adjunct instructors to develop and facilitate training activities at 100 hours x \$71.04/hour	\$	237,525
1000		\$	7,104
		\$	-
		\$	-
		\$	-
2000	Noninstructional Salaries: Full-time (100%) Director of TAP for Contract Education, Special Projects Administrator, Range 3 on Mt. SAC management salary schedule	\$	105,288
	Noninstructional Salaries: Part-time (50%) Administrative Secretary, 88 (Step 3) on Mt. SAC CSEA 262 salary schedule	\$	27,741
		\$	-
		\$	-
3000	Employee Benefits: Adjunct instructors (1.45% Medicare, 0.05% SUI, 1.48% WC, 3% ARP) = \$425 Employee Benefits: Director of TAP for Contract Education (11.442% PERS + 6.2% OASDI + 1.45% Medicare + 0.05% SUI + 1.48% WC) = \$21,713 Employee Benefits: Administrative Secretary (1.45% Medicare, 0.05% SUI, 1.48% WC, 3% ARP) = \$1,659	\$	23,797
4000	General office supplies to support the grant project (\$5,008) Cell phone and contract (\$1,500)		
		\$	6,508
5000	Travel to CCCAOE Fall 2014 Conference on 10/21-24: Mileage for 4 days x 51.5 miles/day x \$0.56/mile PLUS parking for 4 days x \$35/day PLUS meals/incidentals for 4 days x \$71/day (\$539.36) Travel to CCCAOE Spring 2015 Conference on 3/24-27: Mileage to SNA at 60.5 miles x \$0.56/mile PLUS parking for 4 days x \$20/day PLUS roundtrip air travel PLUS ground transportation PLUS lodging for 4 nights x \$250/night PLUS meals/incidentals for 4 days x \$71/day (\$1,679.88) Travel to Deep Dive and extended operations quarterly meetings: 6 trips at mileage to OMT at 38.2 miles x \$0.56/mile PLUS parking for 2 days x \$18/day PLUS roundtrip air travel PLUS ground transportation (\$100) PLUS lodging for 2 nights x \$200/night (\$400) PLUS meals/incidentals for 2 days x \$61/day (\$5,492.34) Air travel and lodging to visit colleges throughout the state at 10 visits x \$750/visit PLUS mileage to local/regional colleges and meetings at 4,000 miles x \$0.56/mile (\$9,740) Publication costs for dissemination of informational guides and other materials (\$5,000) Hosting meetings at the Mt. SAC to share best practices, provide professional development to regional colleges, and engage employers at \$250/meeting x 20 meetings (\$5,000) Independent contractors to provide training and marketing (\$10,000) Facilities rental, catering, and related services for Contract Education Training Summit (\$18,000) Postage (\$500) Computer and printer for Director of TAP for Contract Education (\$2,000)	\$	57,952
6000		\$	-
7000		\$	-
TOTAL DIRECT COSTS:		\$	228,390
TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):		\$	9,135
TOTAL COSTS:		\$	237,525

PROJECT: Technical Assistance Provider for
Contract Education

DISTRICT: Mt. San Antonio CCD

COLLEGE: Mt. San Antonio College

RFA NUMBER: 14-320

APPLICATION BUDGET DETAIL SHEET MATCH

Object of Expenditure	Classification	Match
1000	Management support (Dean of Continuing Education)	\$ 16,345
2000	Clerical Assistance (\$22,230) Account Clerk Assistance (\$4,000)	\$ 26,230
5000	Office space: 100 sq ft x \$2.53/sq ft/month x 10 months (\$2,530) Conference space (50% time): 200 sq ft x \$2.53/sq ft/month x 10 months (\$2,530)	\$ 5,060
5000	Partner in-kind commitment from Deputy Sector Navigator - Advanced Manufacturing - SEE ATTACHED SIGNED LETTER	\$ 20,000
5000	Partner in-kind commitment from San Bernardino County Workforce Investment Board and the Department of Workforce Development - SEE ATTACHED SIGNED LETTER	\$ 75,000
5000	Partner in-kind commitment from Statewide Director & Sector Navigator - Energy Efficiency & Utilities - SEE ATTACHED SIGNED LETTER	\$ 5,000
5000	Partner in-kind commitment from Manufacturers' Council of the Inland Empire - SEE ATTACHED SIGNED LETTER	\$ 100,000
5000	Partner in-kind commitment from California Steel Industries, Inc. - SEE ATTACHED SIGNED LETTER	\$ 21,000
		\$ -
TOTAL DIRECT COSTS:		\$ 268,635
TOTAL INDIRECT COSTS (Not to Exceed 4% of Direct Costs):		
TOTAL COSTS:		\$ 268,635

I certify the items listed above are valid match funding that is not being used as a match for another program requiring match funding and in total are equal, or greater than, the funds requested from CCCCCO.

Project Director:

Name: Sandra Sisco

Project Director, TAP for
Title: Contract Education

Authorized Signature: _____

Date: _____

District Chief Business Officer (or authorized designee):

Name: Michael Gregoryk

Vice President,
Title: Administrative Services

Authorized Signature:  _____

Date: 7/7/14

PROJECT MANAGEMENT PLAN

Explain the key talent's professional experience including direct work experience, specific expertise, existing networks and partnerships, major accomplishments in both the public and private sector work, and recognition or awards that serve as a testimony to subject matter expertise.

Sandra Sisco has over 18 years' experience driving significant growth through new client acquisition and development of strategic partnerships. She is a dynamic, results-driven leader who has been recognized for innovative ideas, embracing change, and sales performance. Focused on achieving exceptional results in highly competitive environments with multiple stake holders and partners, Sandra has developed a powerful ability to continually think "win-win-win."

While employed by Automatic Data Processing (ADP) for ten years, Sandra successfully held several positions in varying departments: accounting, client services, production, regional training, and sales. However, it was in the sales department where she excelled as District Manager and sold payroll and human resources information systems and services. Sandra achieved the prestigious award "President's Club" several years in a row and was awarded for selling the "most units" of a new human resources product in national accounts. While at ADP, Sandra participated in Miller Heiman's "Strategic Selling" training program and was voted "most-likely to succeed." Additionally, as a way to market to new prospective clients, Sandra was responsible for coordinating seminars, direct-mail campaigns, telemarketing sessions, and cold-calling events. Sandra was recognized for contacting the most prospects in a given territory.

More recently, Sandra was the Manager of Contract Education at Chaffey College. Under the direction of Kathy Dutton, Director of Economic and Workforce Development, Sandra ran the day-to-day sales and operations of contract education for four years. During that time, Sandra tripled the size of the department by securing contracts from the State of California Employment Training Panel (ETP) and San Bernardino County Workforce Investment Board (SBWIB). Sandra learned early on, it is much easier to secure new business and industry partners if provided resources to cover the costs of critical training programs that employers so desperately needed. Moreover, she discovered that state and local agencies were elated to partner with local community colleges, as they were confident that the training programs would be high-caliber, have good outcomes, and the contracts would administrated timely and efficiently.

Describe the key talent's past successes in promoting, supporting, and implementing contract education and policy modifications or practice modifications to enable better performances.

While at Chaffey College, Sandra quickly learned the value of building strong multi-party partnerships to help grow and sustain Chaffey College's Contract Education Department (CCCED). Each party brings to the table valuable areas of expertise, networks and resources. For example, in October of 2012, CCCED partnered with the

U.S. Commercial Service and the City of Chino to host a B2B event titled "Exporting to the Maquiladora Industry." The U.S. Commercial Service had representatives from the Inland Empire, San Diego, El Paso, Texas, and Tijuana, Mexico; they brought with them Mexican companies who were looking to purchase or import products and services from local California manufacturers and suppliers. CCCED invited their manufacturing clients and prospects and hosted this event at the Chaffey Chino Community Center. Due to the statewide marketing efforts CCCED ultimately received free press, a few new prospects, and one new client. This is just one example of many multi-partner events and conferences with whom CCCED worked collaboratively; the most complex event had a total of 14 partners.

CCCED developed on-going collaborative relationships with many agencies and organizations: ETP, San Bernardino WIB/WDD, California Corporate College, Manufacturers' Council of the Inland Empire, Distribution Management Association, Chino Valley Unified School District, Chambers and or Cities of Chino, Ontario & Fontana, AST&D, SCORE, Small Business Development Center, and HR Network Group. Additionally, CCCED developed long-term or on-going training projects with: Kaiser Permanent, SCE, California Steel Industries, Plott Healthcare, Northrop Grumman, Technical Services, Celestica Inc., Coca-Cola, Sears/Kmart, and Nestle Water, to name a few.

Some of Sandra's major accomplishments at CCCED were related to her ability to analyze a need and then look for solutions to meet that need. As employers were preparing for the economy to recover, they were looking for ways to eliminate waste, improve production, and reduce costs. Sandra saw a training opportunity, but not just any training; it needed to be the right training, with the right trainer at the right time for the right price.

Sandra also recognized that the more resources she made available to employers, the more likely they were to choose to partner with CCCED. For example, Sandra sought out subject matter experts who were highly-qualified, credentialed, and had several years of experience in certain industries. She created a pool of approximately 20 trainers and would strategically match a trainer by subject matter and industry to a particular client. In most cases, these trainers were not college faculty, as it was difficult for college faculty to meet the demanding training schedule of the clients. Having this pool of trainers made it easy to respond to the needs of employers in a timely and effective manner. This process was so successful that clients became very enamored with the trainers, and in one case a client hired one of CCCED's best trainers. Immediately thereafter, Sandra modified the client agreement to include the following clause: "Should client hire a CCCED trainer/consultant, client shall owe a \$10,000 finder's fee to Chaffey College."

Two of Sandra's most successful training projects were with Northrop Grumman, Technical Services (NGTS), and Celestica, Inc. Ken Eaves of Barstow College (at the time) reached out to CCCED to request funding for a large-scale training project for NGTS. In April of 2011, the program launched a lay-off diversion training project to

provide vehicle HVAC EPA certification training for 300 NGTS employees in Fr. Irwin, California. CCCED provide ETP funding, and Barstow College delivered the training. They had a 98% certification success rate. The project was such a success that 18 months later NGTS requested another round of training. It was at this time that Sandra suggested that CCCED help NGTS secure their own ETP contract and CCCED would administer it for them. Thus, a new service was born at CCCED.

The Celestica, Inc. project trained and certified 30 employees in Six Sigma Green Belts. In order receive certification, each trainee had to successfully complete a green belt level project, pass a 100-question exam by 70%, and complete 90% of the 96 training hours. Six teams of five trainees were created, and each team identified a six sigma green belt project. Their projects were approved by the plant manager. On the last day of training, each team presented the outcomes of their projects and the results were astounding. In total, the teams identified opportunities for \$1 million in additional annual revenues and \$1 million by reducing waste. Needless to say, this project was a huge success.

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

Just before leaving CCCED, Sandra was delighted that she secured the first ever \$1 million ETP contract for a community college. During her four years at CCCED, she secured, implemented, and/or administered the following resources: \$2.7 million ETP, \$326,000 WIB, \$300,000 California Corporate College, and \$75,000 employer direct pay contracts, for an estimated total of \$3.4 million in contract education contracts. These training dollars impacted several thousand trainees and over 50 employers in the greater Inland Empire and Tijuana, Mexico.

In order to be a 100% self-sustaining department, turn a profit, and withstand rapid and substantial growth, Sandra identified and implemented several policies and practices for the department. When implementing ETP funded training, there are opportunities for contract education to earn enough money to cover their administration costs, overhead, and realize a profit. One way to do this is to establish class size minimums. ETP establishes a reimbursement rate that is earned per person per hour of training. In general, the class size minimum for CCCED allowed for approximately 40% of the ETP funding earned to be retained by CCCED and 60% to cover the expenses related to training delivery. Therefore, if CCCED expended \$1 million in ETP funding in 12 months (the average time), CCCED retained \$400,000 for overhead, seed monies, match monies, marketing, etc. Additionally, approximately 15% went to Chaffey College to help cover the costs of resources or facilities used by CCCED. Ultimately, it is critical to the sustainability and long-term success of any contract education department to retain the majority of the surplus in their budgets in case of another economic downturn.

Trainers/consultants/subject matter experts typically operated on-site at the client location more than anyone else; therefore, it was critical that they had a good

understanding of contract education. The “Trainer Success Binder” was a tool that Sandra developed to train the trainers about ETP, contract education, and CCCED policies and procedures, while maintaining optimal organization. It covered detailed information about the ETP guidelines, rosters, and monitoring visits. It also included extra evaluation forms, enrollment forms, sign-in sheets, and a sample invoice with due dates.

The training launch process was another good practice that allowed Sandra and/or CCCED staff to successfully launch the first day of each training program. Delivering a ten-minute presentation to all trainees at the beginning of each new training program proved to be critical to the success of the overall training program, the employers’ and trainees’ satisfaction with the training program, and the success of CCCED. The presentation included a high-level overview of CCCED’s mission and vision and cited the CDE’s code regarding contract education. Additionally, since they had a captive audience, an overview of all of the training programs was offered; this practice helped to generate more business. Lastly, the support of each trainee was solicited; if they were pleased with the outcomes of their training program, they were asked to write a “review” on their evaluation and give permission to use it in marketing materials, newsletters, etc. In terms of identifying cross-organizational opportunities, Sandra partnered with the DSN for Manufacturing, Ken Eaves, to identify a pool of ETP funding that would cover the costs to deliver a stackable certificate training program for manufacturing. Additionally, she partnered with the Statewide Sector Navigator, Jim Caldwell, to provide funding for two faculty members to meet with four employers and conduct a training needs assessment as it related to energy and utilities, in order to modify curriculum to meet the goals of the energy and utilities sector navigator.

Sandra also identified an in-demand and highly successful training program in CCCED and presented it to the Community Education Department as a good way to generate additional revenue for community education and meet the needs of community members. Additionally, she identified a subject matter expert who delivered training in the Community Education Department and invited them to deliver training programs through CCCED as well.

As a leader in the community, Sandra has been on the board of directors for The Leadership Connection since 2011 and was recently voted in as Vice President. She has been a member of the Manufacturing Council of the Inland Empire Summit planning committee since its inception in 2012. As a leader in her church, she has lead and coached small group leaders in student, women’s, and college/career ministries for seven years.

Describe the key talent's experience in outcome-centric environments/projects with strong emphasis on data collection, performance baselining, measurement, reporting, and analysis.

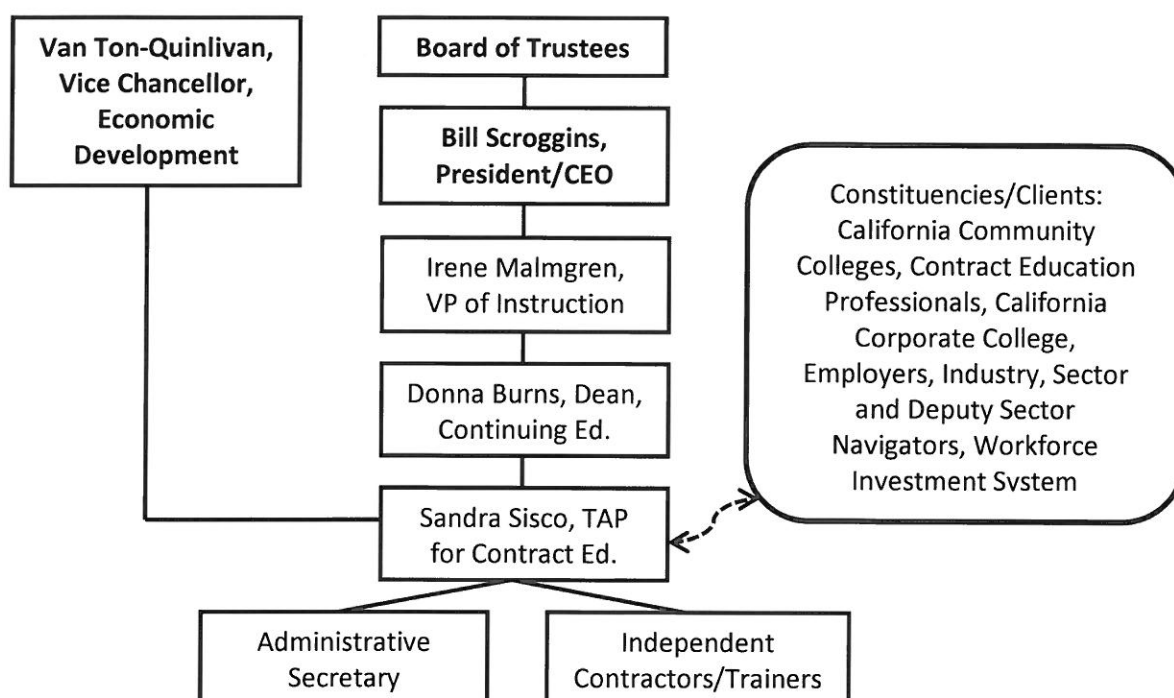
For most of Sandra's professional career she has been assigned specific goals, quotas, and benchmarks. In her four years at CCCED she defined her own goals and then established metrics to benchmark and track them. Sandra developed the following monthly reports to track the performance and activities of CCCED: Activities, Pipeline, Estimated Billing & Profit, Contract Expended, and Training Tracking. She utilized these metrics as tools to communicate with her director the overall performance of the department and the need for additional resources. Additionally, Sandra developed critical agreements, contracts, and proposals to ensure that clients understood the ETP trainee guidelines, class size minimums, and cancellation or reschedule policies. These agreements helped to clarify expectations for all parties and proved to be very successful.

ORGANIZATIONAL CHART

Provide an organizational chart for operating the project.

Mt. SAC will host the TAP for Contract Education by providing office space, conference space, management and clerical support, furniture, equipment, utilities, and other indirect costs. The key talent, Sandra Sisco, will be an employee of Mt. SAC, reporting directly to Donna Burns, Dean of Continuing Education. Ms. Sisco will be invited to participate in key meetings across campus and will be an active participant in the management team, which meets formally on a quarterly basis. She will also be invited to participate in monthly CTE administrators meetings, as well as other pertinent meetings that occur on campus.

Within Mt. SAC, the organizational structure will look as follows. However, the college fully understands that Ms. Sisco's performance outcomes will be measured by the Chancellor's Office, and she will be working under the direction of Vice Chancellor Van Ton-Quinlivan.





CALIFORNIA STEEL INDUSTRIES, INC.

June 19, 2014

14000 San Bernardino Avenue, P.O. Box 5080
Fontana, California 92335
(909) 350-6200
Fax (909) 350-6223

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

Dear Ms. Ton-Quinlivan:

On behalf of California Steel Industries, Inc., I am pleased to support the proposal for Sandra Sisco as the statewide liaison for contract education. Over the last 15 years, California Steel (in conjunction with the Manufacturers' Council of the Inland Empire) has utilized nine training programs ranging from 8 hours to 460 hours in duration through the collaboration with Chaffey College, San Bernardino Community College District and the San Bernardino County Workforce Investment Board (WIB). In addition to training hundreds of California Steel employees, the programs which provide training to thousands of manufacturing and distribution employees in the region include: Intermediate and Advanced Electrical and Mechanical Craft Development, Welding, Entry Level Manufacturing Skills, Management Training, Computer Skills, and Lean Manufacturing/5S Training.

For the last four years, Sandra has played an integral role in synchronizing many of the aforementioned programs. She demonstrates responsiveness to employers' needs and excels at securing state and local training funds, qualified trainers and contracts administration. Additionally, Sandra is very resourceful. Last year, when resources were scarce, the local WIB was not able to fund a very critical training program for our manufacturers. Sandra took it upon herself to prepare a special proposal and presented it to the State of California Employment Training Panel (ETP) in Sacramento. Her proposal was successful and Chaffey College was able to continue their 460-hour training program for approximately 20 trainees. This was a tremendous benefit to California Steel and other local manufacturers.

Furthermore, Sandra is a founding planning committee member for our annual Inland Empire Manufacturers' Summit. Her contributions have been essential in securing participants at our "sold-out" events. Last year, she partnered with the cities of Chino and Ontario and created a joint direct mail piece which targeted all manufacturers and logistics companies in those respective cities. Additionally, Sandra personally contacted her clients and not only encouraged them to participate in the Summit but asked them to apply for one of the Innovation Awards. Ultimately, several of Chaffey's clients were recognized with innovation awards.

Letter of Support
June 19, 2014
Page 2

Should Sandra Sisco serve as the statewide liaison for contract education, California Steel is committed to the following:

- Participate in needs assessment, planning and program evaluation (\$75/hour for 40 hours = \$3,000)
- Participate in discussions relative to recommending legislation that supports workforce and economic development (\$75/hour for 20 hours = \$1,500)
- Participate in committees to discuss "for-credit" contract training for incumbent workers (\$75/hour x 80 hours = \$6,000)
- Share our "best practices" should other contract education departments across the state wish to initiate a "council" or an annual summit in their respective regions (\$75/hour x 40 hours = \$3,000)
- Deliver presentations regarding the tremendous success we have had partnering with the local community colleges (\$75/hour x 20 hours = \$1,500)
- Participate in advisory committees to link education with business, industry and labor (\$75/hour x 80 hours = \$6,000)

I estimate the in-kind contribution for the above mentioned activities to be \$21,000 per year.

We look forward to working with Sandra Sisco on this important initiative. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Rod Hoover", with a stylized, flowing script.

Rod Hoover
Manager – Human Resources



CALIFORNIA COMMUNITY COLLEGES

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www.doingwhatmatters.cccco.edu



June 28, 2014

Van Ton-Quinlivan
Vice Chancellor, Workforce & Economic Development
California Community Colleges Chancellor's Office
1102 Q Street, Suite 554
Sacramento, CA 95811

Re: Sandra Sisco

Dear Vice Chancellor Ton-Quinlivan,

It is a pleasure to provide this letter of support for Sandra Sisco for Statewide Liaison for Contract Education. Over the last several years, I have had the pleasure to work with her on several large contract education projects. Every time we worked together I was impressed on her ability to listen to the employer and come up with a solution to their workforce needs.

As Dean of Workforce and Economic Development, Sandra was instrumental in helping put together the ETP funding that allowed Barstow Community College to provide EPA certification training to nearly 600 mechanics at Northrup Grumman. Her professionalism in working with me and the employers was outstanding. Her knowledge and ability to work with the various entities was demonstrated every time.

I believe Sandra would be a great benefit to the Chancellor's Office in providing technical assistance for contract education around the state. She will provide the leadership to provide guidance and technical assistance at the local, regional, and statewide level. She has the ability to expand and improve contract education by:

- being responsive to the needs of employers, workers, and students.
- collaborating with other public institutions,
- aligning resources to foster cooperation across workforce education and service delivery systems,
- working educational institutions in building well-articulated career pathways.

Sandra has the skills and understanding of the importance of making decisions based off data and evidence. She has shown she understands investing resources and adopting practices on the basis of what works.



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www.doingwhatmatters.cccco.edu



Ms. Sisco has developed strong partnerships with the private sector. She was a driving force in making the Manufacturer's Council of the Inland Empire the success that it is today. While she was very active in the MCIE, she made sure that industry took the lead and were involved in needs assessment, planning, and program evaluation.

Sandra is very outcome oriented and accountable. She is very strong in measuring results for program participants, including students, employers, and workers.

All of the contract training projects I was involved in with Sandra, she made sure that it was accessible to employers, workers, and students or any one that might benefit from the training being provided. Student success was always a priority.

I believe that Sandra Sisco would be an excellent individual for the Statewide Liaison for Contract Education position. She has the requisite skills to assist in providing leadership across the state in this area. She works well with education, industry, and government organizations. She has the ability to fit in quickly and become a team member to assist in the attainment of the outlined goals.

Since part of my work plan involves working with contract training and knowing the level of experience Sandra would bring to these efforts, I would:

- Participate in advisory committees for the purpose of developing educational programs to benefit business and industry, their employees, students and the community at large
- Discuss programs or classes to be offered for credit
- Share "best practices" to promote education in business and industry
- Collaborate with Sandra to promote statewide the contract education successes we have experienced in this region
- As Sponsor Representative for the California Community College System Accredited Training Sponsor for the National Center for Construction and Education Research (NCCER), provide assistance in establishing nationally recognized industry certification for qualifying training provided as contract training where possible,
- Assist in working with regional colleges to obtain units for specific contract training where possible,
- Assist Registered Apprenticeship programs using NCCER's federally approved curriculum.

I estimate the in-kind value of my contributions to be \$20,000



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Please consider her the Statewide Liaison for Contract Education.

Respectfully,

Ken Eaves

Deputy Sector Navigator-Advanced Manufacturing



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July 2, 2014

Ms. Van Ton-Quinlivan
Vice Chancellor, Workforce and Economic Development Division
California Community Colleges
1102 Q Street
Sacramento, CA 95811

Dear Ms. Ton-Quinlivan:

I am pleased to support Sandra Sisco as the statewide liaison for contract education. Ms. Sisco was instrumental in the success of a number of projects in her prior role with Chaffey College, and was very helpful in developing a regional framework for the Energy Efficiency and Utilities (EE&U) Sector in the Inland Empire.

The EE&U Sector has a major challenge with up-skilling incumbent workers, an area where contract education is vital to success. For example, an estimated 58,000 HVAC workers require new skills to meet the state's energy efficiency mandates. Additionally, several thousand commercial HVAC contractors require new knowledge and skills to implement the state's 2013 Title 24 Energy Efficiency Building Code which went into effect July 1, 2014. Programs are now in development to address these needs, and contract education is an essential component of the funding stream to deliver training for this very large workforce.

The EE&U Sector commits \$5,000 in in-kind services to support Ms. Sisco, including industry participation in labor market analysis, program development, and training delivery for contract education programs.

Ms. Sisco has my complete confidence as the facilitator of contract education programs necessary for success in the EE&U Sector. She has the skills, knowledge, and relationships that I believe set her apart from other candidates for this position.

Best regards,

Jim Caldwell
Statewide Director and Sector Navigator
Energy Efficiency & Utilities



Manufacturers' Council of the Inland Empire

620 South Rancho Ave., Colton, CA 92324

June 20, 2014

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

Re: Sandra Sisco

Dear Ms. Ton-Quinlivan,

We are grateful for your attendance at our Inland Empire Manufacturers' Summits in past years and first want to express our appreciation for your support for our efforts.

On behalf of the Manufacturers' Council of the Inland Empire (MCIE), we are pleased to support the proposal for Sandra Sisco as the statewide liaison for contract education. Over the last eight years, the Manufacturers' Council has grown to include manufactures in both Riverside and San Bernardino Counties. Our Manufacturers' Summit has grown each year, topping 500 attendees last February. In collaboration with our local colleges and WIB boards, we have assisted in the development of nine new employee training programs. These programs have provided training to thousands of manufacturing employees and students in the Inland Empire region.

Sandra Sisco has played a major role in the development of the training programs offered to our members by Chaffey College. As a knowledgeable liaison between the Manufacturers' Council and Chaffey, she has worked to find funding to enable the development and continuation of training programs that were specific to manufacturing and benefitted our members.

For the past three years, Sandra has worked diligently to assist in the planning and production of the Manufacturers' Summit of the Inland Empire. As one of the founding committee members of the Summit, she contributed to programming ideas and, with her intimate knowledge of local manufacturing companies, was able to personally and successfully market the event to manufacturers. She also encouraged manufacturers to submit entries to the Innovation Awards which resulted in awards and recognition for several of Chaffey's client manufacturers.

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Singh**
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Based on the strong and trusted relationship the MCIE has with Sandra, the MCIE and our various members will be able to contribute in the following ways:

- Participate in advisory committees for the purpose of developing educational programs to benefit manufacturers, their employees, students and the community at large.
- Participate in needs assessment, for the purpose of developing educational programs.
- Discuss programs or classes to be offered for credit.
- Share our “best practices” ideas with other organizations who wish to promote education in manufacturing in their regions.
- Promote the successes that we have experienced in partnering with the local community colleges.

Note that because of our non-profit status as an organization with the purpose of promoting education, we would not be able to promote legislation that supports workforce and economic development.

We estimate the in-kind value of the MCIE members’ commitment to be \$100,000 per year.

We hope to work with Sandra Sisco on this important initiative because we think highly of her accomplishments, knowledge, and enthusiasm for manufacturing.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Molly Burgess".

Molly Burgess
Executive Director

DEPARTMENT of WORKFORCE DEVELOPMENT

ADMINISTRATION

215 North D Street, #301, San Bernardino CA 92415-0046
FAX (909) 387-9870



COUNTY OF SAN BERNARDINO
Economic Development Agency

Toll Free (800) 451-JOBS
California Relay Service 711

July 1, 2014

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

Dear Ms. Ton-Quinlivan:

On behalf of the San Bernardino County Workforce Investment Board (WIB) and the Department of Workforce Development (WDD), I am pleased to support the proposal for Sandra Sisco as the statewide liaison for contract education, Technical Assistance Provider.

The WIB is charged with addressing major workforce issues in the County. The WIB's role is to convene appropriate parties around these issues. The WIB creates dialogue among relevant parties, and generates creative innovative solutions through consensus and enlists community commitments to action, in order to achieve a competitive advantage.

Creating these competitive advantages requires the community to be more strategic. Acting to facilitate this approach, the WIB is engaging other community leaders in carefully crafting strategies to identify and build these competitive advantages within each of the major regions in the county. These strategies will capitalize on industries that already exist, help broker innovative workforce solutions between public and private sectors, engage business in the strategies needed for long term workforce solutions, and in general, change the paradigm in regards to business investment in employment development. In part, our strategy concentrates on collaborating with educators to support an effective and articulated education system and to clearly define accessible career pathways.

To this regard, during her four years at Chaffey College, Sandra Sisco successfully secured, implemented and administered several WIB contracts on behalf of employers in this region. These valuable training contracts upgraded and enhanced the skills of over 300 trainees and had an estimated total contract value of \$326,000 and included:

- Kaiser Permanente: Phlebotomy Certification
- Kaiser Permanente: Continuous Improvement
- Manufacturers' Council of the IE: Advanced Manufacturing Skills
- Waterman Convalescent: Basic Cardiac Care & Telemetry Technician Monitoring
- Medical Insurance Billing & Coding: Dislocated Workers
- Vocational English as a Second Language (ARRA)

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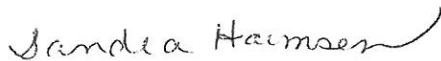
Should Sandra Sisco serve as the statewide liaison for contract education, the San Bernardino County WIB and WDD is committed to the following:

- Participate in needs assessment, planning and program evaluation
- Participate in discussions relative to recommending legislation that supports workforce and economic development
- Participate in committees to discuss "for-credit" contract training for incumbent workers
- Share our "best practices" should other contract education departments across the state wish to secure contracts or partner with their local WIB
- Deliver presentations regarding the tremendous success we have had partnering with the local community colleges in this region
- Participate in advisory committees to link education with business, industry and labor

I estimate the in-kind value of the WIB's commitment to be \$75,000.

We look forward to working with Sandra Sisco on this important initiative. Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Harmsen".

Sandra Harmsen
Executive Director, Workforce Investment Board
Director, Department of Workforce Development

SH/ep

DISSEMINATION

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

The TAP for Contract Education will create a variety of grant materials and products, including, but not limited to, the following:

- Various guidance documents on navigating the execution of contract education, such as Understanding California Education Code Pertaining to Contract Education at Community Colleges, What Is Contract Education: A Guide for Beginners, Recognizing and Overcoming Challenges to Contract Education, How to Garner Campus Support for Contract Education, Contract Education Models: Which Model is Right for Your College, Pricing Strategies for Contract Education, Tips for Developing a Contract with Employers for Educational Services, and How to Grow Your Contract Education Program.
- Policy and process recommendations
- Updated Contract Education Handbook
- Various presentations in a variety of formats
- Archived monthly webinars
- Tool kits for contract education

A large aspect of the grant will be dissemination of materials and training of contract education professionals throughout the state. The TAP for Contract Education will disseminate products through scheduled informational webinars, contract education briefings, one-on-one meetings with colleges (upon request), regional meetings throughout the state, participation in Sector and Deputy Sector Navigator meetings, the CCCAOE semiannual conferences, Deep Dive and extended operations quarterly meetings, at other professional conferences, the Contract Education Summit, meetings hosted at Mt. SAC, newsletter, email, and the website, among other strategies that may be identified as the program is implemented.

In addition to dissemination of best practices and other grant materials, the TAP for Contract Education will actively solicit feedback and analyze needs of colleges, employers, and the Workforce Investment System throughout the state. This two-way communication will be vital to ensuring that the TAP stays up-to-date on trends and needs among all constituents in order to better serve the contract education community at large.