## Kern CCPT Pathways
### California Career Pathways Trust Grant
#### July 2015 through June 2019

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January 23, 2015

John Means  
Associate Chancellor  
Kern Community College District  
2100 Chester Avenue  
Bakersfield, CA 93301

Dear Mr. Means:

This letter affirms the support and commitment of the West Kern Community College District (WKCCD) for the California Department of Education’s Career Pathways Trust (CCPT2) grant application. We are excited about this partnership that will build upon our inter-segmental work-based learning infrastructure through an innovative career pathway regional partnership focused on improving career pathways programs throughout the region.

The WKCCD/Taft College focused career pathways are: Energy Technology and Welding. The identified pathways serve a significant need for industry in Kern County. The energy sector is a leading primary industry for the Kern County regional economy. The energy sector contributed $8.3 trillion (34 percent) to Kern’s private sector gross domestic product. Kern County is the largest oil producing county in the State, with an estimated 70 percent of all California’s oil reserves. (2012 Kern County Labor Market Study, Kern Economic Development Corporation.) Ensuring a Welding workforce is essential for this sector as well as for Agriculture.

There are over 600 annual job openings and career opportunities in the energy and related sectors in Kern County that typically do not require a four year college degree. These positions range from engineering technicians and petroleum technicians to operators and occupational health and safety specials (EMSI, Occupational Report, March 2014.) However, even with these annual job openings, these positions are often unfilled due to lack of a skilled workforce. The education attainment in the county is among the lowest in the state and nation. Approximately 25 percent of Kern County’s population have a high school diploma with close to 14 percent with less than a 9th grade education and only 6.6 percent with an associate’s degree (EMSI, Economy Report, March 2014.)

Funding of $304,000 will cover the infrastructure needed to support articulation of services across the region. WKCCD/Taft College will commit to working closely with the key partners each year of the grant to implement, achieve the intended outcomes, and sustain progress achieved after the grant term ends.
As a partner in this project, WKCCD/Taft College commits to:

- Expanding our collaborations with secondary educational agencies, local workforce boards, business entities, and any other community partners, or human service agencies.
- Targeting linking employers and educational institutions with work opportunities for students;
- Identifying appropriate credit-bearing college courses and dual enrollment courses in a career pathway to prepare students to enter postsecondary without need for remediation;
- Collaborating with our secondary partner(s) to determine course offerings, leveraging dual enrollment, credit recognition on e-transcript, and credit-by-exam policies, and negotiating agreements with participating secondary agencies to support dual enrollment and early admission to aligned pathway programs;
- Collaborating with business partners to tightly align college coursework with relevant technical skills and workplace competencies, as defined by industry;
- Maintaining student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;
- Leveraging, connecting, and building upon existing investments in education and workforce development (e.g., local workforce investment board programs.)

The WKCCD/Taft College is committed to the success of this redesign of the intersegmental relationship between secondary and post-secondary institutions. The WKCCD/Taft College is committing $172,000 of in-kind and cash match, and to sustaining these pathways in years 4 and 5. We look forward to building upon existing partnerships and expanding career pathways that will support career pathways throughout the region.

Sincerely,

Dena P. Maloney, Ed. D.
Superintendent/President
MEMORANDUM OF UNDERSTANDING

Kern California Career Pathways Trust Consortia (Kern CCPT Consortia) has been established to focus on the career technical education regional needs of secondary and postsecondary students and identified needs of regional businesses. The Kern CCPT Consortia includes the Kern High School District, McFarland Unified School District, Delano Joint Union High School District, and Westside ROP- Local Educational Agencies (LEA); Bakersfield College, Porterville College and Taft College, Post-Secondary Education (PSE) California Community Colleges within the region of Kern County. The Kern CCPT Consortia members are committed to the purpose, intent, and scope of work contained in and submitted on its behalf through the California Department of Education’s California Career Pathways Trust (CCPT) grant application. This Memorandum of Understanding (MOU) sets out the term, purpose, scope of work, roles, responsibilities, accountability and outcome measures to which we voluntarily bind ourselves.

WHEREAS, the underlying agreement was made and entered into on the 26th day of January, 2015, by the Chief Executive Officers of the Kern CCPT Consortia members; and

WHEREAS, a comprehensive analysis of the economic conditions and labor market of the Kern CCPT Consortia region has identified a need for career pathways, as defined by Perkins IV pathways leading to the high-wage and high-growth occupations specified in the attached Scope of Work for each partner.

WHEREAS, Kern CCPT Consortia members are dedicated to the objective of implementing Perkins IV career pathways featuring industry-recognized certificates and degrees in partnership with its business and industry partners within the region;

NOW THEREFORE the Kern CCPT Consortia members, the parties, agree as follows:

1. The parties agree to join together to accomplish the scope of work as specified in the grant application incorporated by reference as though fully set out herein.

2. The parties agree to adhere to all of the rules, responsibilities, reporting, and coordination required by the underlying Request for Applications issued by the California Department of Education and each and every rule, regulation, or other guideline specified therein, incorporated by reference as though fully set out herein.

3. The Kern Community College District (KCCD or Fiscal agent) will serve as fiscal agent for the purposes of grant management, fiscal compliance, reporting, and communication among the parties.
4. Fiscal Agent responsibilities
   a. The fiscal agent is responsible for convening a partnership consisting of multiple local educational agencies (LEAs), community colleges, and business partners formed to address the employment needs of a specific economic region.
   b. The applicant agent/fiscal agent must set aside funding within its own budget and obtain funding commitments from program partners sufficient to support the ongoing costs of the program.
   c. Prepare the application in the name of the applicant agency/fiscal agent, not the partnership/consortia, since the group is not a legal entity.
   d. Confirm that all partners meet the following requirements:
      1. Agree and provide all responsibilities set out in the Request for Application on pages 10-12 and repeated below for convenience.
      2. Sign a partnership agreement that specifically outlines all services each consortium member agrees to provide and for what period of time those services will be provided (submitted as part of Section V of narrative).
   e. Confirm that the applicant agency/fiscal agent:
      1. Will receive and administer the grant funds and submit the required reports to account for the use of grant funds.
      2. Will be responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.

5. Secondary Educational Consortia Members:
The Kern CCPT Consortia members who are secondary educational institutions agree to the following responsibilities, set out in the Request for Application at pages 9-11 and restated here for convenience:
   • Commit to fully implement a career pathway program(s);
   • Form a strong collaboration, documented in a formal agreement, with postsecondary educational agencies, local workforce boards, business entities, and any other community partners, or human service agencies. Develop a method or intermediary to link employers and educational institutions with work opportunities for students;
   • Develop a formal decision-making structure including identifying key leaders from each sector;
   • Recruit a student cohort broadly representative of the overall school population, including all student subgroups, for enrollment in the career pathway;
   • Identify potential school leaders who have demonstrated the ability to drive student outcomes; can provide the leadership skills essential for program success; and can integrate high school, college, and work-based learning experiences, and can represent the needs of all student subgroups;
   • Provide dedicated staff to work on the career pathway program who have the authority to coordinate with postsecondary education on the LEA’s behalf;
   • Work with higher education, workforce development entities, and industry partners to develop seamless transitions for students into postsecondary education, employment, and or training;
   • Establish opportunities for all pathway students to:
     o Accelerate into community college courses while still in high school.
Participate in appropriately sequenced work-place experiences to make informed choices among postsecondary options.

Develop personal career readiness skills such as time management, collaboration, problem-solving, leadership, study skills, communication, and analytical skills, which are required for success in the workplace.

- Provide relevant and ongoing professional development for administrators, and all participating teachers/instructors, including support and frequent opportunities for reflection and collaboration during the school year; and
- Maximize available funding streams (in addition to the grant funding, to support the needs of participating students within the career pathway.

6. Post-Secondary Education Consortia Members

The Kern CCPT Consortia members who are post-secondary educational institutions agree to the following responsibilities, set out in the Request for Application at pages 9-11 and restated here for convenience:

- Form a strong collaboration, documented in a formal agreement, with secondary educational agencies, local workforce boards, business entities, and any other community partners, or human service agencies. Develop a method or intermediary to link employers and educational institutions with work opportunities for students;
- Identify appropriate credit-bearing college courses and dual enrollment courses in a career pathway to prepare students to enter postsecondary without need for remediation;
- Collaborate with the secondary partner(s) to determine which courses will be taught by college faculty, by high school teachers with adjunct status, or by a combination of the two (ensuring the appropriate college-level rigor of courses taught by adjunct faculty) leveraging dual enrollment, credit recognition on e-transcript, and credit-by-exam policies in support thereof;
- Collaborate with high school faculty to ensure that course content will prepare students for college level work;
- Negotiate agreements with participating secondary agencies to support dual enrollment and early admission to aligned pathway programs;
- Collaborate with business partners to align college coursework with relevant technical skills and workplace competencies, as defined by industry;
- Maintain student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;
- Commit to maximize available funding streams (in addition to grant funding), to support the needs of all participating students;
- Provide dedicated staff to work on the career pathway program(s) who have the authority to coordinate with the LEA on the college/university partner’s behalf; and
- Leverage, connect, and build upon existing investments in education and workforce development (e.g., local workforce investment board programs).
7. Additional Member responsibilities

Each Kern CCPT Consortia Member (party) agrees to the following implementation responsibilities:

a. All partners must commit to participate in statewide CCPT Network meetings, and to become members of a virtual learning community to share expertise and experiences on the development of career pathway programs, as well as pertinent resources, tools, and strategies.

b. All partners will be obligated to collect, analyze, and submit data to a data collection repository designated by the CDE.

c. Each member will assign faculty, administration and staff to attend and participate in performance trainings as required by the fiscal agent and/or the California Department of Education (funder) including but not limited to: fiscal and procurement, data collection, and best practices.

d. Each member (party) is responsible for the timely submission of documentation regarding the deliverables under the grant, including all technical, programmatic, and fiscal reports and supporting documentation related to the project as requested by the Fiscal Agent. Billings are due by the 5th day of each month, or as hereafter negotiated between the parties. Progress reports are due 5 days after the end of each month or quarter as hereafter required by the grantor and negotiated between the parties. Subsequent negotiations on submittals will be done by email between the parties without requiring a modification of this MOU.

e. Each member (party) will assign faculty, administration and staff to attend and participate in project-related working groups, communications, and activities.

f. Each member (party) will assign executive level administration to serve on the project advisory council, including but not limited to CEO involvement.

g. Each member (party) agrees and commits to implement their respective scope of work as fully set out in Attachments A and B to this agreement during the four year performance period 2015-16 through 2018-19 academic school years. Each member (party) acknowledges that grant funds are only distributed during the 2015-16 and 2016-17 school years subject to satisfactory performance. Each consortium member assumes the responsibility for fully funding and sustaining their respective scope of work with non-CCPT funds in years 2017-18 and 2018-19, as specified in the Request for Application, earlier fully incorporated by reference into this agreement.

h. Each member agrees to the fiscal and programmatic reporting, accountability and outcome measures as set out in the Request for Application, and the Kern CCPT Consortia Application, both documents which have earlier been fully incorporated by reference into this agreement.

8. ENTIRE AGREEMENT This agreement, and each and every document made a part of this agreement by reference as thought fully set out herein, constitutes the entire Agreement between the Kern CCPT Consortia members with respect to the subject matter hereof.
9. COUNTERPARTS. This document may be executed in any number of counterparts and by different parties in separate counterparts. Each counterpart when so executed shall be deemed to be an original and all of which together shall constitute one and the same agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of 26th day of January 2015.

FISCAL AGENT
KERN COMMUNITY COLLEGE DISTRICT
And also on behalf of CCPT consortia partners Bakersfield and Porterville Colleges

_________________________________________  ____________________________________________
Sandra V. Serrano, Chancellor                      Date

Bakersfield College                                Porterville College

_________________________________________  ____________________________________________
Sonya Christian, President                        Rosa Carlson, President
Date: ___________________                      Date: ___________________

CONSORTIA PARTNERS
Delano Joint Union High School District

_________________________________________
Rosalina Rivera
Superintendent

Date
Attachment A.1. SCOPE OF WORK:
Kern (Union) High School District (KHSD)

This statement of the scope of work details additional elements of the work that the partners intend to do under this Memorandum of Understanding (MOU).

The KHSD will implement the career pathways as stated on the attached Form B during the years stated thereon. KHSD will work with Kern Community College District, as fiscal agent and with project partners Kern Community College District, Bakersfield College, Porterville College and Taft College as well as other project and industry stakeholders.

In the years following the specified grant term, the KHSD will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
Attachment A.2. SCOPE OF WORK:
Kern County Superintendent of Schools (KCSOS)

This statement of the scope of work details additional elements of the work that the partners intend to do under this Memorandum of Understanding (MOU).

The KCSOS will implement the career pathways as stated on the attached Form B during the years stated thereon. KCSOS will work with Kern Community College District, as fiscal agent and with project partners Kern Community College District, Bakersfield College, Porterville College and Taft College as well as other project and industry stakeholders.

In the years following the specified grant term, the KCSOS will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
Attachment A.3. SCOPE OF WORK

Kern Community College District (KCCD) / Bakersfield College

Bakersfield College will implement the career pathways as stated on the attached Form B during the years stated thereon. Bakersfield College will work with Kern Community College District, as fiscal agent and with project partners Kern Community College District, Porterville College and Taft College as well as other project and industry stakeholders.

In the years following the specified grant term, Bakersfield College will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
Porterville College will implement the career pathways as stated on the attached Form B during the years stated thereon. Porterville College will work with Kern Community College District, as fiscal agent and with project partners Kern Community College District, Bakersfield College and Taft College as well as other project and industry stakeholders.

In the years following the specified grant term, Porterville College will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
Attachment A.5. SCOPE OF WORK
West Kern Community College District
Taft College

Taft College will implement the career pathways as stated on the attached Form B during the years stated thereon. In implementing these career pathways, Taft College will work with Kern Community College District, as fiscal agent and with project partners Kern County Superintendent of Schools, and Kern Community College District, Bakersfield College, and Porterville College as well as other project and industry stakeholders.

In the years following the specified grant term, Taft College will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
Attachment A.6. SCOPE OF WORK:

Delano Joint Union High School District

This statement of the scope of work details additional elements of the work that the partners intend to do under this Memorandum of Understanding (MOU).

The DJUHSD will implement the career pathways as stated on the attached Form B during the years stated thereon. DJUHSD will work with Kern Community College District, as fiscal agent and project partners Kern Community College District, Bakersfield College, Porterville College and Taft College as well as other project and industry stakeholders.

In the years following the specified grant term, the DJUHSD will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
Attachment A.7. SCOPE OF WORK:

**McFarland Unified School District**

This statement of the scope of work details additional elements of the work that the partners intend to do under this Memorandum of Understanding (MOU).

The McFarland Unified School District will implement the career pathways as stated on the attached Form B during the years stated thereon. McFarland Unified School District will work with Kern Community College District, as fiscal agent and with project partners Kern Community College District, Bakersfield College, Porterville College and Taft College as well as other project and industry stakeholders.

In the years following the specified grant term, the McFarland Unified School District will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
Attachment A.8. SCOPE OF WORK:
Westside ROP

This statement of the scope of work details additional elements of the work that the partners intend to do under this Memorandum of Understanding (MOU).

The Westside ROP will implement the career pathways as stated on the attached Form B during the years stated thereon. Westside ROP will work with Kern Community College District, as fiscal agent and with project partners Kern Community College District, Bakersfield College, Porterville College and Taft College as well as other project and industry stakeholders.

In the years following the specified grant term, the Westside ROP will work with project partners to sustain these career pathways unless and until local labor market conditions no longer indicate a need for employees with these skills sets.
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<td>Spring</td>
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<td>2</td>
<td>Using Cognos, there are only 2 students who declare themselves welding majors</td>
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<td>Fall</td>
<td>2015</td>
<td>10</td>
<td>12</td>
<td>Because of the instability of the Welding program in the past, I believe students will be leary to jump right in. We can work with TUHS to create articulation agreements or 2+2’s for welding courses, to create some traffic, as well as inform current students that the program is up and running</td>
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<td>Spring</td>
<td>2016</td>
<td>5</td>
<td>17</td>
<td>I don't anticipate much growth in the Spring</td>
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<tr>
<td>Fall</td>
<td>2016</td>
<td>15</td>
<td>32</td>
<td>As students see stability, they will be more likely to join the program.</td>
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<tr>
<td>Spring</td>
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<td>7</td>
<td>39</td>
<td>Happy students are our best free marketing!</td>
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<td>Fall</td>
<td>2017</td>
<td>17</td>
<td>56</td>
<td>At this point, I anticipate TUHS Welding program being a strong feeder for our program.</td>
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<td>2018</td>
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In order for this program to be successful we must:

1) Advertise for an instructor as soon as possible. Post by March, with start date of 7/1/2015
2) Create a solid two year schedule, offering 15 units of Welding per semester, preferably in a structure where students earn a certificate at the end of each semester
3) Create articulation agreements or 2+2s with TUHS and any other high school ROP etc.
4) Offer internships and job placement for Welding students
5) Have a counselor/advisor available to serve these students