



2025-2026

Kern Community College District

District Office Administrative Unit Review

Public Affairs and Development

Grants and External Funding

Norma Rojas-Mora,
Associate Vice Chancellor Public Affairs & Development

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

Public Affairs and Development continues to commit to providing excellent community engagement and positive public affairs and relations. Our unit supports the district, colleges, the chancellor, and board of trustees. As the division continues to focus on our strategic priorities the goal is to ensure that the district and colleges have the resources that are needed to implement an effective media and community engagement strategy. This division will increase focus on establishing strong community ties and positive media attention.

Public Affairs and Development will refocus services to increase each college's engagement in participating in regional initiatives and strengthen community partnerships and engagement. The division will work with college campuses to support their communication and engagement efforts.

During this evaluation period the division will complete the following goals:

- 1) Establish the Community, Environmental Impact and Social Mobility Center
- 2) Expand Public Affairs Engagement with Community Stakeholders
- 3) Facilitate the development and submission of Board Media reports
- 4) Ensure compliance and implementation of CERF Regional plan
- 5) Implement HEAL regional summit

The Grants Office, staffed by the Director of Programs and Compliance and the Director of Grants and Resources Development, facilitates the development of grants, investment proposals, and supports the development of external partnerships and funding opportunities. In the 2021-2022 and 2022-2023 academic years, the grants office directly or indirectly supported acquisition of over \$100M each year in external funding. Funding acquired supports College and District progress toward achievement of the 2022-2024 Strategic Directions #1-3 adopted by the Kern Community College District Board of Trustees. The Grants Office is committed to excellent service to our internal and external stakeholders and partners. New unit goals, activities, and AUOs were established and are the focus of the Grants Office evaluation for the next cycle.

Future Directions of the Unit

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

Public Affairs and Development serves the colleges primarily through collaboration with the Presidents and PIOs to develop and implement a comprehensive public and government affairs program on behalf of the Chancellor who is designated for these responsibilities by the Board of Trustees. The priorities of the district are student access, student success, student equity, workforce and economic development that responds to industry needs, and organizational effectiveness which are priorities of this unit.

The Public Affairs and Development unit will focus on legislative advocacy, community outreach, and development. This unit will continue to identify opportunities for cross-collaboration amongst the colleges, the community and develop regional partnerships. The Public Affairs and Development unit will focus on effective communication and development of relationships with key community groups and external agencies to advance districtwide initiatives.

The Grants Office serves the Kern CCD colleges through collaboration with the Vice Presidents of Instruction, Vice Presidents of Student Services, and Deans of Instruction, as well as the appropriate Vice Chancellors who have responsibility for oversight of certain instructional and student services on behalf of the Chancellor who is designated for these responsibilities by the Board of Trustees. The number one priority of the colleges is student success and student equity. This unit supports these priorities by helping to secure funding for programs and services to make progress toward achieving these objectives.

Section One: Unit Overview

a) What is the purpose of the unit and what populations (internal and external) are served by the unit? *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit]*

Public Affairs and Development exists to support the Chancellor and the colleges. The unit's purpose is to provide support and leadership for external relations and provide highly complex professional assistance to the Chancellor regarding current and potential public relations, legislative and communication issues and identifies opportunities for collaboration and resource development. The unit develops and implements regional and community initiatives to advance Districtwide community initiatives and outreach. Public Affairs and Development is committed to serving our students, faculty, professional classified, the Chancellor, Board of Trustees, and the public.

The unit's purpose is to provide professional leadership in grant resources and program development. The unit serves both internal collegiate stakeholders and collaborates with external college/district partners. Unit activities include: i) identification and analysis of current and future relevant grant opportunities; ii) maintaining current awareness of funding agencies' interests, requirements, and competitiveness levels; and iii) promoting awareness of current district data, research findings, educational and student success approaches and initiatives for their relevance and inclusion in competitive grant applications. The unit will maintain grant seeking and grant awards records for the use of district and college leadership.

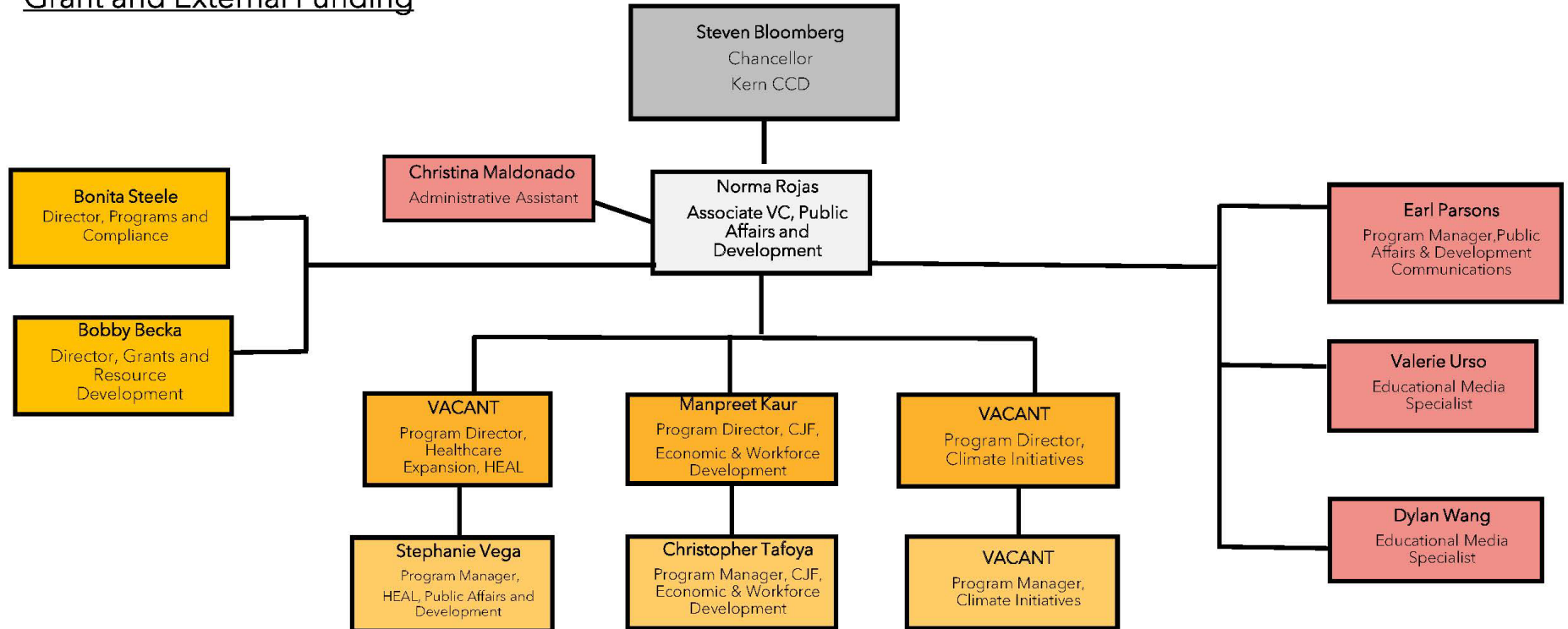
b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

The Associate Vice Chancellor provides overall leadership and utilizes data in planning, organizing, reviewing, coordinating, and evaluating district-wide communication and community engagement strategies for the District. The Public Affairs and Development unit supports communication strategies and legislative advocacy for the Chancellor and the three colleges. In particular, the unit meets monthly with the college PIOs to develop and evaluate the board media report. In addition, the unit meets with special program areas (CREL) to discuss community engagement strategies and support. The unit engages with CERF and supports project development, implementation, and oversight of partnerships. The Associate Vice Chancellor meets with community stakeholders to identify opportunities to support student success and learning.

The unit utilizes data in providing leadership, planning, organizing, reviewing, coordinating, and evaluating district-wide and college-specific support for the development of non-credit and credit programs, and grants to provide seed funding while new programs are self-sustaining through the funding metrics of the Student-Centered Funding Formula, or any subsequent state or federal funding model.

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.

PUBLIC AFFAIRS AND DEVELOPMENT
Grant and External Funding



Section One: Unit Overview *(continued)*

d) For the positions included in the unit’s organizational chart, please provide a brief description of what primary processes or areas each position is responsible for as it relates to the work of the unit, district and colleges.

Position	Primary Functions/Processes	Supplemental Functions/Processes	Additional notes
Associate Vice Chancellor Public Affairs and Development	Organizes and implements a comprehensive public and government affairs program for the District. Coordinates and communicates districtwide and regional initiatives, development activities and community partnerships.	Administers HEAL and CERF collaboratives, and CREL Community Outreach and Engagement. Develops special initiatives and community partnerships to support the Chancellor	
Administrative Assistant	Supports the Associate Vice Chancellor	Monitor, control and process expenditures and budget accounts. Organize and maintain filing. Coordinate and participate in a variety of meetings.	
Program Director, Community and Climate Initiatives, CREL	Plans, assists, and develops the framework for implementation of community and climate initiatives.	Ensures grant compliance and implementation of state and federal guidelines for special initiatives. Provides support for Community Benefits Agreements and Environmental Justice Outreach	Focus on supporting CREL community outreach, engagement and CBP planning processes
Program Director Community and Climate Initiatives, CJF	Plans, assists, and develops the framework for implementation of community and climate initiatives.	Ensures grant compliance and implementation of state and federal guidelines for special initiatives.	Focus on supporting Associate Vice Chancellor with CERF project management, implementation and reporting as fiscal agent and co-convener

Program Manager, Community and Workforce Development	Manages assigned program activities for community and development initiatives including assisting with program coordination and grant support.	Supports the Program Director, Community and Climate Initiatives Supports the AVC Public Affairs and development	
Program Manager, Communications and Outreach	Manages assigned communications activities and provides writing support for public and media relations.	Supports the Associate Vice Chancellor with Communications and Outreach Supports the Chancellor's Office with communications and outreach	
Program Director, Title V, HEAL, Healthcare Initiatives	Plans, assists and develops framework for implementation of healthcare initiatives	Supports the Associate Vice Chancellor in developing HEAL and community collaboration for health initiatives and healthcare expansion Supports the HEAL Collaborative	
Education Advisor, Title V, Healthcare Initiatives	Advises students in areas related to academic careers	Supports HEAL with community outreach and student success programs	
Program Manager, HEAL, Community Outreach and Development	Manages assigned program activities for healthcare initiatives including regional engagement	Supports the HEAL team and the AVC Public Affairs and Development. Works with HEAL Collaborative	
Education Media Specialists (3)	Produces, modifies, and evaluates multimedia, digital marketing, web-based presentations and technical support to develop marketing materials for districtwide initiatives.	Support the AVC Public Affairs and Development Support the Public Affairs and Development Team Support the Chancellor's Office with website, marketing, communications and social media	

<p>Director, Grants and Resources Development</p>	<p>Plans and assists in writing grants for the Kern CCD and its colleges: Bakersfield, Cerro Coso, and Porterville. Provides technical assistance on grant opportunities, assistance in understanding grant application guidelines, and technical assistance on guidelines for effective grant writing. Assist with the grant approval process.</p>	<p>Directs grant opportunity notices to appropriate colleges' staff. Provides assistance and support in analyzing and evaluating grant opportunities.</p>	<p>Provides technical assistance regarding grant development, budgeting, match/leverage, grant-related MOUs and procurement, programmatic and fiscal reporting.</p>
<p>Director, Programs and Compliance (COF)</p>	<p>Provides oversight to various grant funded projects and implements operational systems to ensure contractual, fiscal and operational compliance with all department, district, state and federal grants management and reporting policies and procedures.</p>	<p>Provides program and fiscal support and technical assistance. Prepares program reports, manages fiscal expenditures, and prepares program data reports.</p>	<p>Provide support / professional development regarding fiscal process, federal & state grant policies, career pathways, and component elements.</p>

Section Two: Administrative Unit Outcomes (AUOs)

a) **List all the AUOs for the unit.** AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
1. Communication occurs through monthly reporting and engagement with College PIOs	Strategic Direction #3: Strengthen Organizational Effectiveness	2024-2026	Monthly media report is submitted to the Chancellor for board report.	Media engagement thresholds are set for each campus with a set minimum of press engagements per campus: <ul style="list-style-type: none"> • BC-2 per week • PC-1 per week • CC-1 per week
2. HEAL Advisory Committee, Healthcare Oversight Committee, and instructional program support and community outreach are reviewed and updated and outreach plans developed to support healthcare expansion.	Strategic Direction #3: Strengthen Organizational Effectiveness	2025-2026	Meeting reports and outreach activities will be monitored.	Monthly HEAL Advisory Committee meetings and Quarterly meetings with Healthcare Oversight Committee.

<p>3. Increased information to colleges regarding state and federal legislation that affects community colleges and increased advocacy back to our state and federal legislators and decision-making entities is provided.</p>	<p>Strategic Direction #3 Strengthen Organizational Effectiveness</p>	<p>2025-2026</p>	<p>Develop a districtwide legislative advocacy plan to assist in planning and outreach for district initiatives.</p>	<p>District staff and college staff have knowledge of state and federal legislation and understanding of potential impacts.</p>
<p>4. State reporting requirements for CERF are submitted timely and accurately.</p>	<p>Strategic Direction #3 Strengthen Organizational Effectiveness</p>	<p>2025-2026</p>	<p>Complete an assessment of colleges and district in compliance with state agency's reporting requirement, and that the District office and College staff understand the reporting process.</p>	<p>Districts stay in compliance with state reporting requirements. District Staff and College Staff are aware of their role in the collection of information for accurate reporting for the state compliance process.</p>
<p>5. Community Climate Initiatives/CBP state and federal reporting requirements are implemented and submitted timely and accurately.</p>	<p>Strategic Direction#3: Strengthen Organizational Effectiveness</p>	<p>2025-2026</p>	<p>Complete an assessment of colleges and district in compliance with state agency's reporting requirement, and that the District office and College staff understand the reporting process.</p>	<p>Districts stay in compliance with state reporting requirements. District Staff and College Staff are aware of their role in the collection of information for accurate reporting for the state compliance process.</p>
<p>6. Increased information to the community regarding Districtwide and regional initiatives.</p>	<p>Strategic Direction #3: Strengthen Organizational Effectiveness</p>	<p>2025-2026</p>	<p>Monitor and track media outreach and engagement through monthly media reports.</p>	<p>Increased community participation in districtwide and regional initiatives.</p>

1. Facilitate timely submission of College and District grant applications that address student educational and service needs.	2022-24 Strategic Directions #1-3	2025-2026	Maintain records, provide interim reports, and complete a year end summative assessment of the status of grants attempted, completed, submitted, and awarded.	Colleges and the District acquire needed funding to better serve and address the needs of students, incumbent workers, and employers.
2. Provide grant applications, legislative investment proposals, and grant implementation support to college staff, faculty and administrators	2022-24 Strategic Directions #1-3	2025-2026	Maintain records for inclusion in the year end summative assessment of support provided to college and district staff, departments, and divisions.	Annual survey to assess college and district grant funding needs and assess stakeholders' satisfaction with the grants office services.
3. Serve as a liaison and staff support for grant project partners, and between the awardee and funding organizations.	2022-24 Strategic Directions #1-3	2025-2026	Maintain records for inclusion in the year end summative assessment of support provided relating to federal, state, and private grant projects.	Summative Report will provide examples such as: TCC pre-award site visit, CCPHIT Convening, and Investment Proposals

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

AUOs are ongoing.

Unexpected turnover of executive leadership and staff has presented both opportunities and challenges.

Current staffing levels have been and are currently inadequate and lack flexibility to respond to priority grant opportunities.

The current manual grant intent to apply and approval to submit forms are an administrative burden that impacts grant development & completion. Attempts to modernize and automate the grant intent to apply and approval to submit forms have been languishing.

Section Four: Progress on Unit Goals

a) List the unit's current goals. For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other groups (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Provide leadership that ensures public and government relations strategies are effectively communicated.	Strategic Direction #3 Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees

2. Assist progress on Vision for Success goals through facilitating collaboration and coordination among the colleges and the community at large.	Strategic Direction #3 Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College	Chancellor/Board of Trustees
3. Assist progress on HEAL through facilitating collaboration and coordination among the colleges and community partners.	Strategic Direction #3: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal.	Bakersfield College	Chancellor/Board of Trustees
4. Assist District Office with progress on collaboration, implementation and coordination of CERF as regional fiscal lead and co-convener.	Strategic Direction #3: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College	Chancellor/Board of Trustees
5. Increase level of collaboration and participation with community partners and regional initiatives	Strategic Direction #3: Strengthen Organizational Effectiveness	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College Cerro Coso Community College Porterville College	Chancellor/Board of Trustees

6. Assist progress on community engagement in climate initiatives.	Goal #1: Maximize Student Success	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing:	Ongoing unit goal	Bakersfield College	Chancellor/Board of Trustees
1 Acquire external funding to support Colleges and District in achieving 2022-24 Strategic Directions #1-3 and addressing un- and under-funded needs of students, colleges, and District.	2022-24 Strategic Directions #1-3	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: 6/30/26	Continue to work with College and District staff to identify, apply, and submit external funding requests.	Bakersfield College Cerro Coso Community College Porterville College	Associate Vice Chancellor Chancellor Board of Trustees

Section Five: New or Revised Goals

a) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other groups (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Establish the Community, Environmental Impact and Social Mobility Cener	Strategic Direction #3 Strengthen Organizational Effectiveness	2024-25		Chancellor
2. Expand public affairs engagement with community stakeholders	Strategic Direction #3 Strengthen Organizational Effectiveness	Ongoing		Chancellor/Board of Trustees
3. Develop district- wide web standards and social media guidelines. Incorporate continuous reassessment of effectiveness.	Strategic Direction #3 Strengthen Organizational Effectiveness	2024-25		Chancellor/Board of Trustees
4. Lead development of the HEAL Summit	Strategic Direction #3 Strengthen Organizational Effectiveness	2024-25	Bakersfield College	Chancellor/Board of Trustees
5. Lead implementation and compliance of CERF	Strategic Direction #3 Strengthen Organizational Effectiveness	Ongoing		Chancellor/Board of Trustees

<p>6. Conduct iterative assessment and evaluation of Colleges and District educational, program and student support, capital and infrastructure need to achieve the 2022-24 Strategic Directions #1-3 Grants and External Funding</p>	<p>2022-24 Strategic Directions #1-3</p>	<p>Conduct Annual External Funding & Stakeholder Satisfaction Survey.</p>	<p>Bakersfield College Cerro Coso Community College Porterville College</p>	<p>Associate Vice Chancellor Chancellor Board of Trustees</p>
<p>7. Establish College and District External Funding objectives and targets demonstrating progress toward 2022-24 Strategic Directions #1-3. Grants and External Funding</p>	<p>2022-24 Strategic Directions #1-3</p>	<p>Provide interim and annual summative External Funding reports disaggregated by college.</p>	<p>Bakersfield College Cerro Coso Community College Porterville College</p>	<p>Associate Vice Chancellor Chancellor Board of Trustees</p>
<p>8. Review and recommend unit-related Board Policies and Procedures updates to the appropriate district committees for consideration. Grants and External Funding</p>	<p>2022-24 Strategic Directions #1-3</p>	<p>Review BP & AP 3280 at least annually. Provide update recommendations as appropriate.</p>		<p>Associate Vice Chancellor Chancellor Board of Trustees</p>

Section Six: Current Unit Resources

a) List the unit's current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit's current budget.

Resources	Current Level
Staffing (list current staffing levels)	<ul style="list-style-type: none"> ▪ 1.0 FTE Associate Vice Chancellor, Public Affairs and Development ▪ 1.0 FTE Program Director Community and Climate Initiatives, CREL ▪ 1.0 FTE Program Director Community and Climate Initiatives, CERF ▪ 1.0 FTE Program Director Title V, HEAL, Healthcare Initiatives ▪ 1.0 FTE Program Manager Communications and Workforce Development ▪ 1.0 FTE Program Manager HEAL, Community Outreach and Development ▪ 1.0 FTE Program Manager Community and Workforce-CERF and CREL ▪ 1.0 FTE Administrative Assistant, Public Affairs and Development ▪ 2.0 FTE Educational Media Specialist ▪ 1.0 FTE Education Advisor Title V, HEAL, Healthcare Initiatives ▪ 1.0 FTE Director, Programs and Compliance ▪ 1.0 FTE Director, Grant and Resource Development (2)
Technology / Equipment	<ul style="list-style-type: none"> •Laptops/Desktops •Small Color Printer
Space / Facilities	•5 Staff located at BCSW Rm 319 and all staff at District Office
Budget (Unrestricted) Total	\$ 672,711.19 Notes (if any) New Budget
1000 (Academic Salaries)	\$ 0.00
2000 (Classified Salaries)	\$ 289,687.36
3000 (Employee Benefits)	\$ 134,521.32
4000 (Supplies & Materials)	\$ 4,000.00
5000 (Operating Expenses and Services)	\$ 228,502.51
6000 (Capital Outlay)	\$ 16,000.00
7000 (Other Outgo)	\$ 0.00
Budget (Restricted) Total	\$ 21,641,751.02
Budget (Contract/Community Ed) Total	\$ 0.00

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
Positions: <i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i>	<input type="checkbox"/> 1: Classified Staff <input type="checkbox"/> 2: Administrator			
Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i>				
Facilities: <i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i>				
Technology: <i>If your unit receives technology (audio/visual – projectors, TV's, document cameras) and computers, explain how this request or requests</i>				

will impact your unit's service to the colleges.

Section Seven: Resource (cont.)

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested (Include Cost)	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. (Leave blank if no college requests the new resource.)	Rank
<p>Other Equipment: <i>If your unit receives equipment that is not considered audio/visual or computer equipment technology, , explain how this request or requests will impact your unit's service to the colleges.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>			
<p>Positions: <i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i></p>	<p><input checked="" type="checkbox"/> 1: 1.0 FTE Director, Programs & Compliance (2024-25 W&F \$225,720.68) <input checked="" type="checkbox"/> 2: 1.0 FTE Director, Grant and Resource Development (2024-25 W&F \$225,720.68) <input checked="" type="checkbox"/> 3: Classified Staff - Administrative Assistant (2024-25 W&F \$105,506.10) <input checked="" type="checkbox"/> 4: Professional Expert - (2024-25 W&F \$30,000 annual estimate)</p>	<p>1 & 2: Establishing Grants Office budget. The first 2 positions currently exist in the District's budget. 3: Requesting the addition of 1.0 FTE Administrative Assistant to assist current staff with maintaining project tracking, time-consuming administrative tasks, and various office duties that take time away from grant application work. 4: Requesting additional resources to allow for hiring a Professional Expert grant writer (flexible PT / assignment) to address workload and submittal deadline conflicts.</p>	<p>College & District opportunities unable to be addressed due to lack of additional staff support.</p>	<p>1: Existing 2: Existing 3: Rank 4 4: Rank 1</p>

Professional Development: <i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either providing or attending) during the next cycle</i>	<input checked="" type="checkbox"/> 1: Professional Development (Est. \$15,000 for 2 people) <input checked="" type="checkbox"/> 2: Professional Dues & Memberships (Est \$5,000) <input checked="" type="checkbox"/> 3: Local Mileage (est. \$4,000) and Materials & Supplies (\$1,000)	Provide funding for Grants Office staff to attend critical conferences such as: CASE FFTF, CCCCCO, CCCAOE, Foundation for CCC, HACU, WestEd, and others.		1: Rank 3 2: Rank 6 3: Rank 7
Total cost of resource needs over and above current budget allocation:		\$160,506.10		

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

Public Affairs and Development supports both districtwide and college initiatives. As the state vision 2030 goals begin to focus on more outward facing and engagement with community, this unit will be increasingly focused on supporting the goal of outreach to students and adult learners in new and effective ways. Support is needed to engage more community-based organizations and partners to ensure students are supported and engaged in the educational process. A stronger emphasis on our messaging and community engagement will ensure implementation of Vision 2030 is successful and maximizes student success.

The Grants Office continues to support the three colleges and the district developing external funding to support coordinated district-wide existing and emerging instructional programs, student services programs, and student services to maximize student equity, learning, success, and completion outcomes. Instead of relying on ad hoc opportunities, the Grants Office will implement an annual stakeholder survey and grants webpage to better drive external funding priorities, internal and external district wide collaboration, and more effectively communicate across the district. The primary external funding focus is to ensure the colleges have the funding necessary to provide quality instructional and student services programs that result in employment in quality jobs and high paying careers. An equal external funding focus will continue to support the regional economic and workforce transition to a vibrant Kern County net zero economy.

Routing and Review

Submitter's Name: Norma Rojas-Mora

Title: Associate Vice Chancellor, Public Affairs and Development

Submitter's Signature: _____

Date Submitted:

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____ Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

2025-2026

Kern Community College District

District Office Administrative Unit Review

California Renewable Energy Laboratory

Norma Rojas-Mora
Associate Vice Chancellor, Public Affairs and Development

Executive Summary

a) In one paragraph or with bullet points, summarize the key points learned in this evaluation. *[list the highlights of the document]*

The purpose of the California Renewable Energy Laboratory is to connect industry, governmental agencies, and workers, including disinvested communities and high-road training partnerships, with the most up-to-date information regarding carbon management technologies, clean energy innovation and microgrid and energy storage technologies, and clean transportation, including hydrogen fuel and electrical vehicle technologies, that will shape the regional and statewide economy for decades to come.

Three Administrative Unit Outcomes have been identified to measure the effectiveness of the department.

- Clean energy technology will be more visible and accessible to the community;
 - Academia, the community, and industry will be engaged in energy education and training;
 - Educational pathways and access to information, resources, and opportunities in the renewable energy sector will be established through various partnerships with educational leaders, governmental organizations, community-based organizations, employers, and workers.
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- Five goals have been identified to assist in ensuring accomplishment of the Administrative Unit Outcomes.
 - Identify, develop, and implement key technology, including carbon capture sequestration, microgrid and battery storage, clean transportation, agrivoltaics, and hydrogen fuel;
 - Develop educational pathways and curriculum related to climate change, public policy, research, and technological advances in renewable energy;
 - Provide professional development opportunities in instruction and educational administration related to the clean energy sector;
 - Increase academic and community engagement programs with K-12 student populations, industry, and the public through webinars, academies, and seminars on various topics related to renewable energy and clean energy technology;
 - Expand partnerships with academia, industry, government, and non-profit organizations related to the clean energy sector.

 - Five Key Performance Indicators have been identified to measure the effectiveness of the goals.
 - Proposals for demonstration projects will be developed and timely executed.
 - Curriculum, including new degree programs and stackable certificates, will be established and approved through the curricular process.
 - Faculty and Administrators will implement clean energy education throughout their campus communities.
 - Opportunities to engage in climate change mitigation and learning within the clean energy sector will be available to various populations and demographics within the community and industry.
 - Partnerships will be developed throughout Kern County, the State of California, the nation, and even globally to maintain currency, funding, and organizational visibility.

a) Provide a brief abstract of synopsis of your unit's current circumstances and future needs. Please include any college priorities that affect your unit, and the connection to college planning and priorities.

The Kern Community College District (Kern CCD) has over a decade of history in bringing energy education to the region, working with a wide array of over 50 partners, including national laboratories (e.g., the National Renewable Energy Laboratory and the Lawrence Livermore National Laboratory), educational partners, government organizations, community-based organizations, employers, and workers. In addition, the district has partnered with environmental justice groups and worked alongside them to secure various grants, including a High Road Training Partnership (H RTP) and a Community Economic Resilience (CERF) grant. These longstanding partnerships developed through comprehensive and detailed work have been very intentional, as we transition to diverse energy sources to meet net zero carbon emission goals in the San Joaquin Valley.

As a result of past legislative advocacy, Kern CCD is positioned to continue building upon these efforts with the establishment of the California Renewable Energy Laboratory (CREL) with a comprehensive cluster of Centers of Excellence focused on Carbon Management, Clean Energy and Grid Resilience, and Clean Transportation. The projects within the Centers of Excellence have expanded to include Agrivoltaics and will incorporate Hydrogen Fuel in the near future as well. In addition, CREL is working towards a secure and stable energy future through the development of an innovative coalition of public and private partners at both the State and Federal levels. This approach, which combines the research capabilities of national laboratories, governmental policies, and research universities deployed for the workplace and workforce in a broad public/private alliance aims to hedge against short-term volatility and create long-term stability for our future.

Specifically, the lab focuses on Technology Transfer by developing mini-demonstration projects that serve as living laboratories for students and the community. These projects incorporate technologies tested by our research partners and will incorporate opportunities for ongoing student research, workforce training, and community outreach. The Bakersfield College Launchpad and the 21st Century Energy Center also provide inventors, energy innovation start-ups, and industry with access to a wide array of entrepreneurship and business start-up resources and preparation in entry-level employment and technical skills upgrading for those currently employed. Non-credit, tuition-free courses and credit courses in the Modern Energy program are also being made available.

California's 116 community colleges serve the largest and most diverse student body in higher education, making us a pivotal force in developing California's workforce, keeping the economy strong and strengthening our democracy. This past year, the State Chancellor's Vision 2030 reinforced the need for equitable workforce and economic development, particularly within climate change mitigation. Furthermore, Kern CCD's mission is to provide outstanding educational programs and services that are responsive to our diverse students and communities. As technology within the clean energy sector advances, the need to update, develop, and deploy further centers of excellence and educational opportunities, and, therefore leverage additional funding and resources, continues to be a high priority for CREL to maintain academic excellence and community and industry engagement for our district. Today's students and future learners expect more from their educational experience. Communities need a skilled workforce across fast growing career fields. We must reckon with our new climate reality and the impact of new tech on teaching and learning.

a) What is the purpose of the unit and what populations (internal and external) are served by the unit? *[why does the unit exist and how does the unit support the mission and vision of the Kern Community College District; who benefits directly from the services provided by the unit]*

The purpose of the California Renewable Energy Laboratory is to connect industry, governmental agencies, and workers, including disinvested communities and high-road training partnerships with the most up-to-date information regarding carbon management technologies, clean energy innovation and microgrid and energy storage technologies, and clean transportation including hydrogen fuel and electrical vehicle technologies that will shape the regional and statewide economy for decades to come. All colleges and educational centers within the district benefit directly by the services provided by this unit.

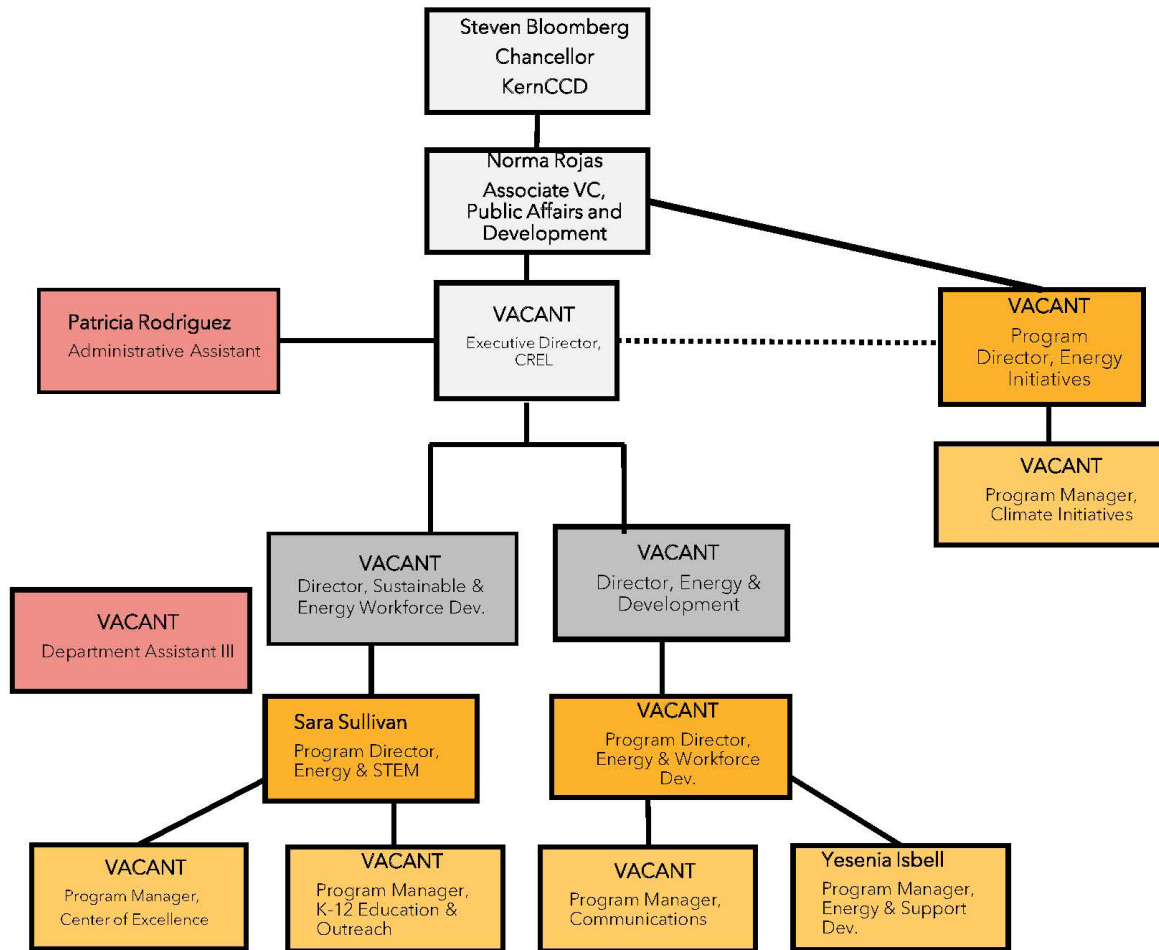
Section One: Unit Overview *(continued)*

b) Describe how the unit supports the colleges in achieving their mission and their efforts to improve student learning and achievement.

The California Renewable Energy Laboratory supports the colleges in achieving their mission of improving student learning and achievement by providing educational resources, establishing partnerships, and facilitating collective participation in project innovation and development. In particular, the unit meets weekly to review all current plans and projects as well as to address any outstanding issues and create solutions. CREL has multiple vacancies that are in the process of being filled as the laboratory continues to grow and implement its unit objectives. CREL also collaborates with members of the colleges within the district on a monthly basis to stay connected with the various campus programs' needs and opportunities for assistance with their projects related to clean energy. In addition, CREL leadership coordinates consultative services with national laboratories, universities and colleges, and governmental and private agencies to stay current in climate change developments and solutions.

Section One: Unit Overview *continued*

c) How is the unit structured within the district? Modify the org chart template below to illustrate the unit's organization.



- Consultants:**
- Linda Parker, Co-Chair, VSEI Steering Committee
 - Tunde Deru, PDS
 - Stu Witt, Aerospace/Cybersecurity
- KCCD Support**
- Valerie Urso, Media Specialist
 - Dylan Wang, Media Specialist
- Professional Experts**
- Ellen Morris, Managing Director, CREL
 - Gbemi Deru, Community Outreach

Section One: Unit Overview *(continued)*

d) For the positions included in the unit's organizational chart, please provide a brief description of what primary processes or areas each position is

<p>Program Manager, Energy & Support Development</p>	<ul style="list-style-type: none"> • Prepare financial and statistical reports. • Track budget and expenditure for accuracy in Banner along with Excel. • Supply financial information to project managers to help manage budgets. • Create Quarterly Reports and expenditure reimbursements for Deputy Chancellor, Dean and Program Director. • Establish org codes for new projects. • Route ICAs and MOUs • Create, monitor, and analyze all project budgets, including budget transfers and revisions as needed. • Prepare expenditure transfers. • Process all invoices received directly from vendors. • Outreach with community colleges and high schools to create partnerships student opportunities related to energy work. • Ensure registration is submitted for any vendor outreach and swag and flyers are printed out for the event. 	<ul style="list-style-type: none"> • Work with Business Services personnel to provide audit requests and documentation. • Assist CREL Managing Director and PD in preparing reports. • Work with Contracts with making sure our ICAs and MOUs are ratified in Board Meetings. • Work with Managing director and PD on Community University outreach for partnership opportunities. • Work with grant manager and budget analyst to better budgeting process. • Work with grant writers in compiling any new grants related to CREL initiatives. • Work with Associate Vice Chancellor on any projects needing assistance. 	<p><i>Yesenia Isbell;</i></p>
<p>Program Manager, Centers of Excellence</p>	<ul style="list-style-type: none"> • Manage multiple projects concurrently at Bakersfield College, The Weill Institute, and the Delano Campus Center and as assigned relevant to agrivoltaics and clean transportation, including project scope, budget, and construction coordination and scheduling. • Manage AWE webinar series, including organization of speakers and topics, technical assistance during webinars, and participant log information. 	<ul style="list-style-type: none"> • Provide overall support and oversight of third-party program managers. • Work with contract department in ensuring ICA completion. • Provide requested updates and documentation to outside regulatory agencies. • Work closely with CREL Program Director and Managing Director. 	<p><i>Sonia Gomez</i></p>

	<ul style="list-style-type: none"> Facilitate team communication system and weekly/monthly team meetings. 		
Project Manager, Communications	<ul style="list-style-type: none"> Write press releases for CREL activities and developments. Capture photos of CREL events for social media and misc. communications. Compose quarterly newsletters. Produce video for CREL projects. Manage CREL website with any new content. Send out constant contact for webinars and other CREL events. 	<ul style="list-style-type: none"> Support CREL team. Support Associate Vice Chancellor Public Affairs and Development and the marketing team at the District. Work with National Renewable Energy Laboratory on joint communications. 	<i>Vacant</i>
Program Director, Energy & STEM	<ul style="list-style-type: none"> Manage multiple projects concurrently, at Bakersfield College, The Weill Institute, and the Delano Campus Center and as assigned, including carbon capture sequestration and microgrid and battery storage as well as agrivoltaics and clean transportation. Manage project development regularly with college personnel, contractors, and architects, from the pre-planning stages through construction completion and project closeout, including the development and management of all construction related contracts, documentation and logs. Work with students on demonstration project research in collaboration with Faculty and Industry. 	<ul style="list-style-type: none"> Support CREL Director on multiple projects and budgets, including committee meetings, conference participation, initiative development and networking. Work with all program managers on various projects, including training and professional development. Provide requested updates and documentation to outside regulatory agencies. 	<i>Sara Sullivan</i>
Executive Director, CREL (Managing Director)-Professional Expert	<ul style="list-style-type: none"> Provide leadership and oversee unit activities. Coordinate with other district college administrators and faculty on project plans supporting their programs. 	<ul style="list-style-type: none"> Make presentations to community agencies, college administrators, industry partners, governmental organizations, and Board of Trustees. 	Vacant

	<ul style="list-style-type: none"> • Meet and take direction from Deputy Chancellor and Chancellor. • Create all plans due to the Chancellors Office. • Manage Board Doc documents due for Board Meetings. • Facilitate team, community, and industry engagement and partnerships. • Develop initiatives for further goal attainment. • Manage incompatible perspectives related to proposed climate change mitigation, and develop problem solving plans for interpersonal cohesion. 	<ul style="list-style-type: none"> • Assist the Chancellor and Associate Vice Chancellor on new initiatives. • Work collaboratively with the California Community College system – State Chancellor and the Foundation. • Coordinate resource development and funding opportunities with State and National lobbyists. • Participate in the National Energy Innovation Consortium as the lead for the Western Region. 	
Program Coordinator	<ul style="list-style-type: none"> • Community outreach with high schools and Early College team • Air Quality Monitoring • Student Engagement such as presentations on air quality in local high schools • Assist with the student research projects. • Create flyers for outreach. • Assist in organization of CREL events. 	<ul style="list-style-type: none"> • Work closely with Program Director. 	<i>Vacant</i>
CREL Project Coordinator	<ul style="list-style-type: none"> • Coordinate Community Benefit Plans. • Serve as administrative support on grant writing related to CREL initiatives. 	<ul style="list-style-type: none"> • Work closely with the Program Director Climate Initiatives and Public Affairs team. 	<i>Vacant</i>

Section Two: Administrative Unit Outcomes (AUOs)

a) **List all the AUOs for the unit.** AUOs describe what a customer or end-user will understand, experience or obtain as a result of the service the unit provides to the colleges and other internal stakeholders. Describe the method of assessment and the criteria used to determine success in the service provided. The assessment method should include some way of measuring college, internal or external stakeholders' demand or need for and satisfaction with the service (add additional rows as necessary.)

Administrative Unit Outcomes (AUOs)	Strategic Plan Alignment	Review Period	Method of Assessment	Criteria for determining success in service provided
1. Clean energy technology will be more visible and accessible to the community	Goal 3 – Strengthen organizational effectiveness	2024-25	An individual evaluation by the appropriate administrators will be requested to gain feedback.	Administrators will feel confident that their required plans are being completed on time and approved.
2. Academia, the community, and industry will be engaged in energy education and training	Goal 2 – Provide workforce and economic development programs that respond to local and regional industry	2024-25	An individual evaluation by the appropriate administrators will be requested to gain feedback.	Administrators will feel confident that the clean energy construction projects are being managed efficiently and effectively to ensure appropriate training and education opportunities exist and are being utilized by the public.
3. Educational pathways and access to information, resources, and opportunities in the renewable energy sector will be established through various partnerships with educational leaders, governmental organizations, community-based organizations, employers, and workers	Goal 1 – Maximize student success, ensure student access, and reduce equity gaps	2024-25	An individual evaluation by the appropriate administrators will be requested to gain feedback.	Administrators will feel confident that the educational pathways and available resources line with the laboratory technology.

b) Summarize the results from any AUOs evaluated during the past year, including feedback on services rendered during the past year. Provide details regarding findings and plans for change or improvement of service, if needed.

The California Renewable Energy Laboratory recently began development this past year. An AUR is not available for prior review. All plans at this point have been submitted and approved by the Chancellors Office.

Section Three: Key Performance Indicators (KPIs)

a) List the KPIs for the unit along with the relevant outcomes for the last 3-5 years. KPI data tracks process efficiency and demand for services. Examples of KPIs include a count of customers served, a count of services performed, the average time to complete a service, etc. They are closely related to the AUOs and should reflect the unit’s core function or purpose.

Key Performance Indicators (KPIs)	2022-23	2023-24	2024-2025
1. Projects in budget currently in progress	2	4	13
2. Energy specific courses submitted and approved	6	3	0
3. Conferences attended	11	8	13
4. Partnerships established	6	5	6
5. Webinars Offered	5	8	1
6. Community Outreach Participation	6	5	13
7. CREL Presentations	4	3	6
8. Steering Committee Meetings	1	3	3
9. Advisory Committee Meetings	1	2	0

b) What unexpected changes or challenges did your unit encounter this cycle? How does your trend data impact your decision-making process for your unit?

The California Renewable Energy Laboratory is in development, therefore, baseline measures have not been established. Our goal is to continue work on the construction of the “mini” demonstration laboratories, increase the number of courses related to clean energy or clean energy topics, offer more informational sessions, and increase the visibility and accessibility of CREL resources and partnerships.

Section Four: Progress on Unit Goals

a) **List the unit's current goals.** For each goal, discuss progress and changes. Provide an action plan for each goal that gives the steps to completing the goal and the timeline. If unit goal is for service to a group outside of the unit, indicate which group in the last column. (Add additional rows as necessary.)

Unit Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Progress on goal achievement (choose one)	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)
1. Clean energy technology will be more visible and accessible to the community	Goal 3 – Strengthen organizational effectiveness	<input type="checkbox"/> Completed: <input type="checkbox"/> Revised: <input checked="" type="checkbox"/> Ongoing:	Project planning still in development; Implementation not expected for 1-2 years	District requested to supplement college instruction at Bakersfield College and BC Centers	Community & Industry will also have access to technology as agreed upon with District
2. Academia, the community, and industry will be engaged in energy education and training	Goal 2 – Provide workforce and economic development programs that respond to local and regional industry	<input type="checkbox"/> Completed: <input type="checkbox"/> Revised: <input checked="" type="checkbox"/> Ongoing:	Currently in collaborations with various partnerships	District requested to supplement college instruction at Bakersfield College and BC Centers; District expansion in progress	Community & Industry will also have access to technology as agreed upon with District
3. Educational pathways and access to information, resources, and opportunities in the renewable energy sector will be established through various partnerships with educational leaders, governmental organizations, community-based	Goal 1 – Maximize student success, ensure student access, and reduce equity gaps	<input type="checkbox"/> Completed: <input type="checkbox"/> Revised: <input checked="" type="checkbox"/> Ongoing:	Currently in collaborations with various partnerships	District requested to supplement college instruction at Bakersfield College and BC Centers; District expansion in progress	Community & Industry will also have access to technology as agreed upon with District

organizations, employers, and workers					
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Section Five: New or Revised Goals

2) List new or revised goals, if applicable. (Add additional rows as necessary.)

Replacement Goal	Which institutional goals from the KCCD Strategic Plan will be advanced upon completion of this goal?	Status Update — Action Plan	Colleges requesting accomplishment of this goal or colleges' planning indicating this need. (Include supporting documentation.)	Other group (besides ones of the colleges) requesting accomplishment of this goal. (Include supporting documentation.)

Section Six: Current Unit Resources

a) List the unit’s current resource levels by outlining existing staff, listing (major) technology/equipment the unit uses, describing the space the unit occupies, and the unit’s current budget.

Resources	Current Level	
Staffing (list current staffing levels)	•1.0 FTE Dean, 1.0 FTE Program Director, 3 1.0 FTE Program Manager, 1.0 FTE Administrative Assistant, 1.0 FTE Department Assistant III, .500 FTE Professional Experts	
Technology / Equipment	•Each staff member uses a PC, laptops, 5 office phones, most use a cell phone.	
Space / Facilities	• The department occupies 1 desk in the front lobby by Chancellor’s office, the mono room is being occupied by the Managing Director, Program Director, Profession Expert, and an extra sitting for an NREL staff. We also occupy space in the IT area with four cubicles for three Program Managers, and our Outreach Coordinator.	
Budget (Unrestricted) Total	\$0.00	Notes (if any) Fiscal 2024/25
1000 (Academic Salaries)	\$0.00	
2000 (Classified Salaries)	\$0.00	
3000 (Employee Benefits)	\$0.00	
4000 (Supplies & Materials)	\$0.00	
5000 (Operating Expenses and Services)	\$0.00	
6000 (Capital Outlay)	\$0.00	
7000 (Other State)	\$0.00	
Budget (Restricted) Total	\$23,329,814.55	
Budget (Contract/Community Ed) Total	\$	

Section Seven: Resource Request Analysis

Discuss the impact of new resources your unit is requesting for next year's cycle that are in addition to what your unit currently has in this cycle. Indicate the expected cost along with the rationale. If a college is not requesting the new resource, leave the "College(s) requesting" column blank. Rank the proposals in order of their importance to the unit ("1" is most important; "5" is least important)

Resource Category	Resource Requested <i>(Include Cost)</i>	Discuss how the new resource will impact your unit's effectiveness in providing service to the colleges or other groups and what college planning reflects or suggests this need.	College(s) requesting this new resource to your unit. <i>(Leave blank if none)</i>	Rank
<p>Positions:</p> <p><i>Discuss the impact new and/or replacement management and/or staff will have on your unit's service to the colleges.</i></p>	<p><input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Administrator</p> <p>Managing Director- (Grade J)</p> <p>Program Manager- (Grade D)</p> <p><input checked="" type="checkbox"/> 3: Faculty</p> <p>Faculty Director (TBD)</p>	<p>Program Manager: the number of projects for the centers of excellence have extended. We currently have one Program Manager and one Program Director managing all the work of the construction projects, which involves extensive coordination, scheduling, planning, and processing of the operational paperwork with 3rd parties required for proposals, bids, permits, and approvals. This work will also evolve to include management and coordination of the activities associated with the students and the community in the utilization of the technology.</p> <p>Faculty Director: serve as the primary communicator to encourage Faculty and Staff participation and collaboration in identifying program needs and recommended strategies for meeting identified needs, including curriculum innovation and development and articulation with potential transfer institutions, high schools and employers, monitoring of program effectiveness, and promotion of instructional programs.</p>		<p>2</p> <p>1</p>

<p>Professional Development:</p> <p><i>Describe briefly, the effectiveness of the professional development your unit will be engaged in (either</i></p>	<p><input type="checkbox"/> 1: Provide Professional Development <input checked="" type="checkbox"/> 2: Attend Professional Development</p>	<p>Grant Writing: as more partnerships particular to state and federal grants in clean energy have been requested by numerous industry partners, a grant writer with specific knowledge and experience within this field is necessary for meeting the demand of the community.</p>		<p>3</p>

<p><i>providing or attending) during the next cycle</i></p>				
<p>Facilities:</p> <p><i>If your unit receives a building remodel or renovation, additional furniture or beyond routine maintenance, explain how this request or requests will impact your unit's service to the colleges.</i></p>	<p>X 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>CREL staff in one location as a unit with leadership in separate offices; Ex: Dean and Program Director share space in a conference room which makes it difficult when in different meetings or on zoom, especially with 3rd parties. Communication is currently inefficient and time consuming in conducting meetings and conferences, and 3rd parties are often stifled in their disclosures.</p>		<p>4</p>

Section Eight: Conclusions

Present any conclusions and findings about the unit and its connection to the work of the colleges. (ACCJC Std IV.D.2, IV.D.5, IV.D.7):

Huge physical and operational footprints, deep community ties, and essential roles in workforce development...unmatched potential to build resilience.
Use climate to think creatively through enrollment, student mental health, apprenticeship pathways, baccalaureate needs, and partnerships.
Build on existing strengths: geographic and socioeconomic needs, integration into hard-to-reach communities, institutional presence, trusted partners, and providers of career and technical training.
Renewable supported microgrids on every campus...ZEV charging infrastructure on every campus...large federal infrastructure and workforce initiatives...successful models shared campus to campus...and to the rest of the nation
Build climate advisory teams and information flow structures (CEOs, practitioners, national partners), survey existing programs and resources, get all colleges involved in Center for Climate Futures
Help state reach climate and equity goals
Engage student leaders to conduct research and outreach activities (see community outreach and engagement slide regarding cc role)
Work closely with local communities, listening to their needs and shaping climate solutions alongside them, aim to make a significant and lasting impact on our environment and society

Routing and Review

Submitter's Name: Norma Rojas-Mora

Title: Associate Vice Chancellor, Public Affairs and Development

Submitter's Signature: 

Date Submitted: _____

Submitter's Immediate Supervisor: _____

Date of Review: _____

Chancellor's Signature: _____

Date of Review: _____

Date of Presentation to Administrative/Consultation Council: _____

