

Inland Empire/Desert Regional Consortium

Strong Work**Force**

Regional Quarterly Reporting

Reporting Period  
Ending September 30, 2018

*Prepared January 2019*



CALIFORNIA COMMUNITY COLLEGES  
**Doing What MATTERS™**  
FOR JOBS AND THE ECONOMY



# Strong WorkForce

## Regional Quarterly Report Highlights

Reporting Period ending September 30, 2018

The following report was compiled from Project to Date expenditures reported in NOVA by each college.

- ❖ *Project totals on college summary pages reflect the sum of all allocation years.*
- ❖ **Verified Expenditures** include those amounts for which supporting financial documentation was submitted to the fiscal agent. **Unverified Expenditures** include spending for which supporting financial documentation was not submitted, or documentation did not substantiate the amount reported in NOVA.
- ❖ This report ONLY reflects actual expenditures. Prior regional level report forms allowed for inclusion of encumbrances, however, NOVA reporting only captures expenditures.
- ❖ Budgets for those colleges\* that took voluntary reductions based on anticipated spending ARE reflected in NOVA and in the attached report. [\*Barstow College (BC)-\$75,000; Moreno Valley College (MVC)-\$46,232; Palo Verde College (PVC)-\$207,128; Riverside City College (RCC)-\$28,171; Victor Valley College (VVC)-\$122,204].

	Regional Allocation	Expenditures Reported	Amount Remaining
2016-17	\$ 7,318,379	\$ 4,406,830	\$ 2,911,549
2017-18	\$ 8,631,435	\$ 363,054	\$ 8,268,381
2018-19	\$ 9,070,442	\$ 17,641	\$ 9,052,801
<b>Grand Total</b>	<b>\$ 25,020,256</b>	<b>\$ 4,787,525</b>	<b>\$ 20,232,731</b>

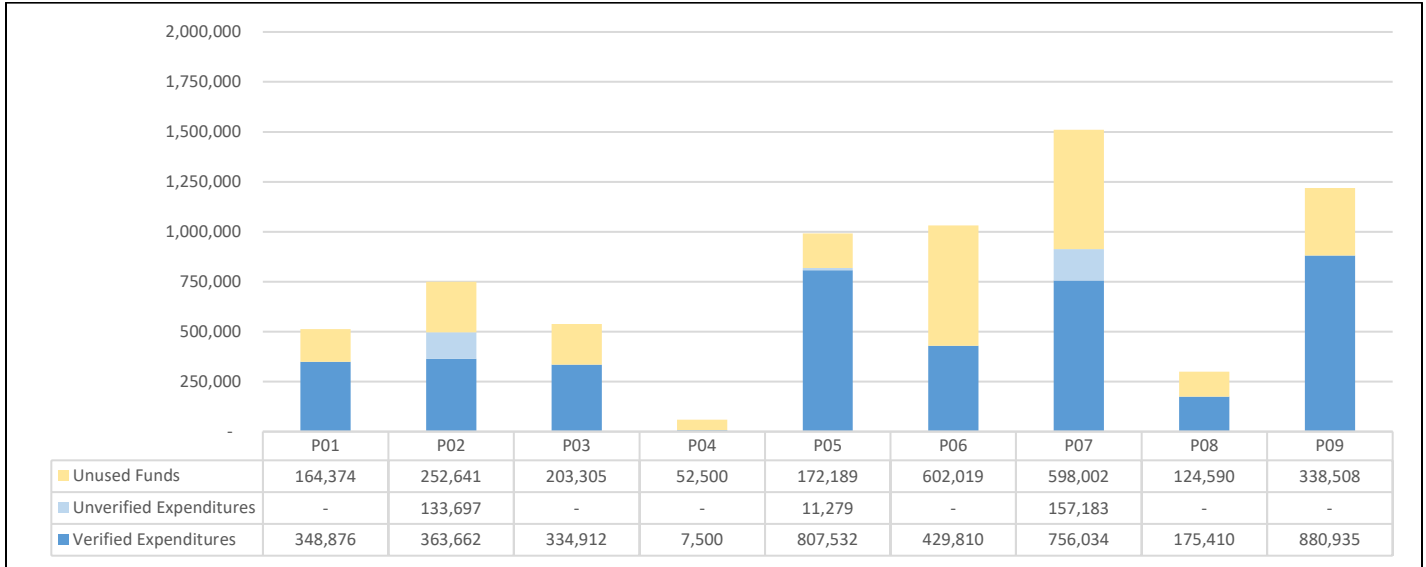
Spending obligation for December 31, 2018 is equal to total allocation for 2016-2017, **\$7,318,379**. With FIFO Reporting the Chancellor’s Office is allowing total expenditures, without regard for allocation year, to be counted towards spending obligation. For IE/DRC combined spending as of 9/30/18 totals **\$4,787,525**. **The region has \$2,530,854 to spend by 12/31/18.**

## Allocation Year 1 (2016-17)

Funding Cycle – July 1, 2016 through December 31, 2018

IE/DRC Region Funding*	\$ 7,318,379	
Total Expended	\$ 4,406,830	64%
Total Funds Remaining*	\$ 2,911,549	36%

\*includes \$403,421 not yet allocated



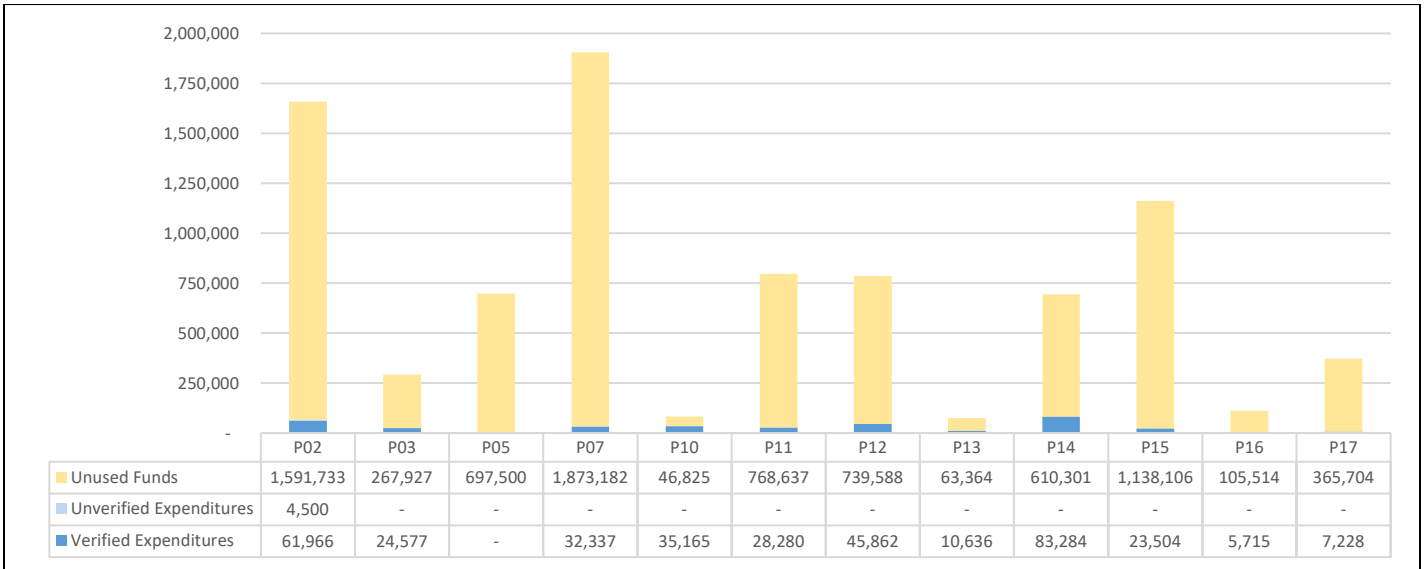
### Total Project Awards with Percentage Expended

P01: Regional Mechatronics Technician Training .....	\$ 513,250 .....	68%
P02: Subregional Business Incubator & Makerspace.....	\$ 750,000 .....	66%
P03: Placement and Clinical Site Coordination .....	\$ 585,000 .....	62%
P04: Tractor Trailer Operator Feasibility Study .....	\$ 60,000 .....	13%
P05: Updating Automotive Labs .....	\$ 991,000 .....	83%
P06: Regional ACE Program.....	\$ 1,060,000 .....	42%
P07: Regional and District Job Developers.....	\$ 1,915,000 .....	60%
P08: Regional/Sub-Regional CTE Advisory Program .....	\$ 300,000 .....	58%
P09: Regional Marketing & Outreach .....	\$ 1,144,129 .....	72%

## Allocation Year 2 (2017-18)

Funding Cycle – July 1, 2017 through December 31, 2019

IE/DRC Region Funding	\$ 8,631,435	
Total Expended	\$ 363,054	4%
Total Funds Remaining	\$ 8,268,381	96%



### Total Project Awards with Percentage Expended

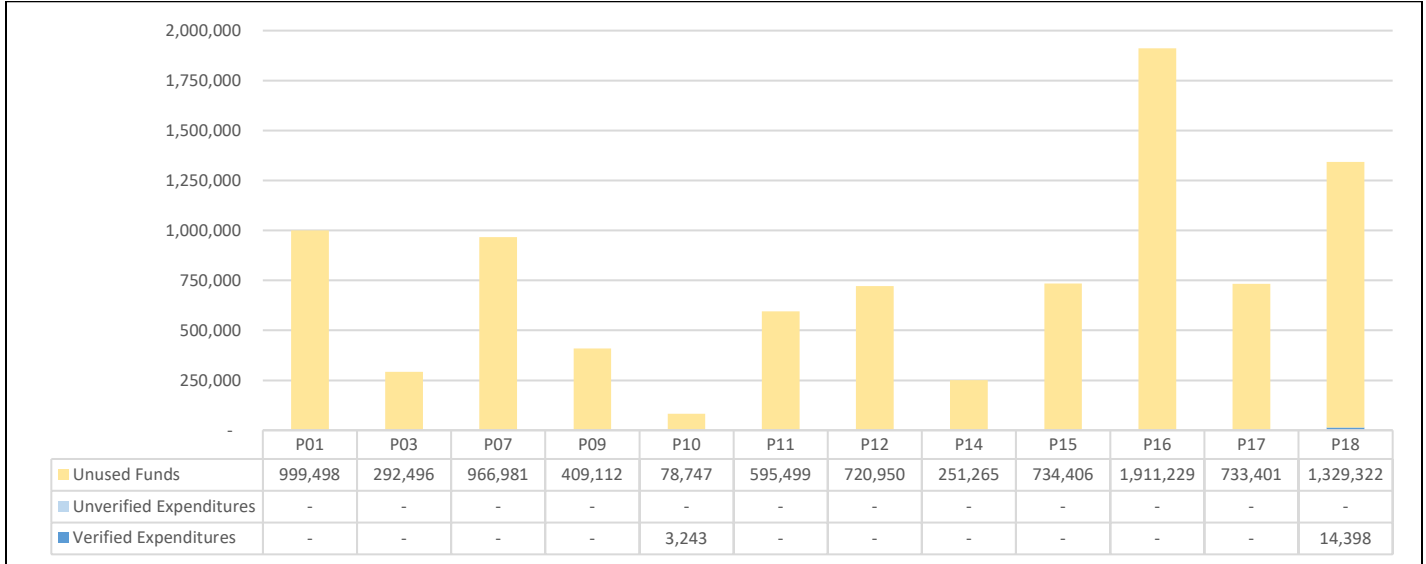
P02: Subregional Business Incubator & Makerspace.....	\$ 1,658,199	4%
P03: Placement and Clinical Site Coordination .....	\$ 292,504	8%
P05: Updating Automotive Labs .....	\$ 697,500	0%
P07: Regional and District Job Developers.....	\$ 1,905,519	2%
P10: Healthcare Educator Bootcamp.....	\$ 81,990	43%
P11: Building and Energy System Professional (BESP) Consortia.....	\$ 796,917	4%
P12: LAUNCH: Inland Empire Apprenticeship & Work-Based Learning.....	\$ 785,450	6%
P13: Small Business Curriculum Alignment and Development .....	\$ 74,000	14%
P14: Inland Empire Cyberhub Centers .....	\$ 693,585	12%
P15: Regional Data Analysis and Alignment .....	\$ 1,161,610	2%
P16: Awarding Veterans the CTE College Credit They Deserve.....	\$ 111,229	5%
P17: Cloud-Based Netlab+ Pilot Project .....	\$ 372,932	2%

## Allocation Year 3 (2018-19)

Funding Cycle – July 1, 2018 through December 31, 2020

IE/DRC Region Funding*	\$ 9,070,442	
Total Expended	\$ 17,641	<1%
Total Funds Remaining*	\$ 9,052,801	99%

\*includes \$29,895 not yet allocated

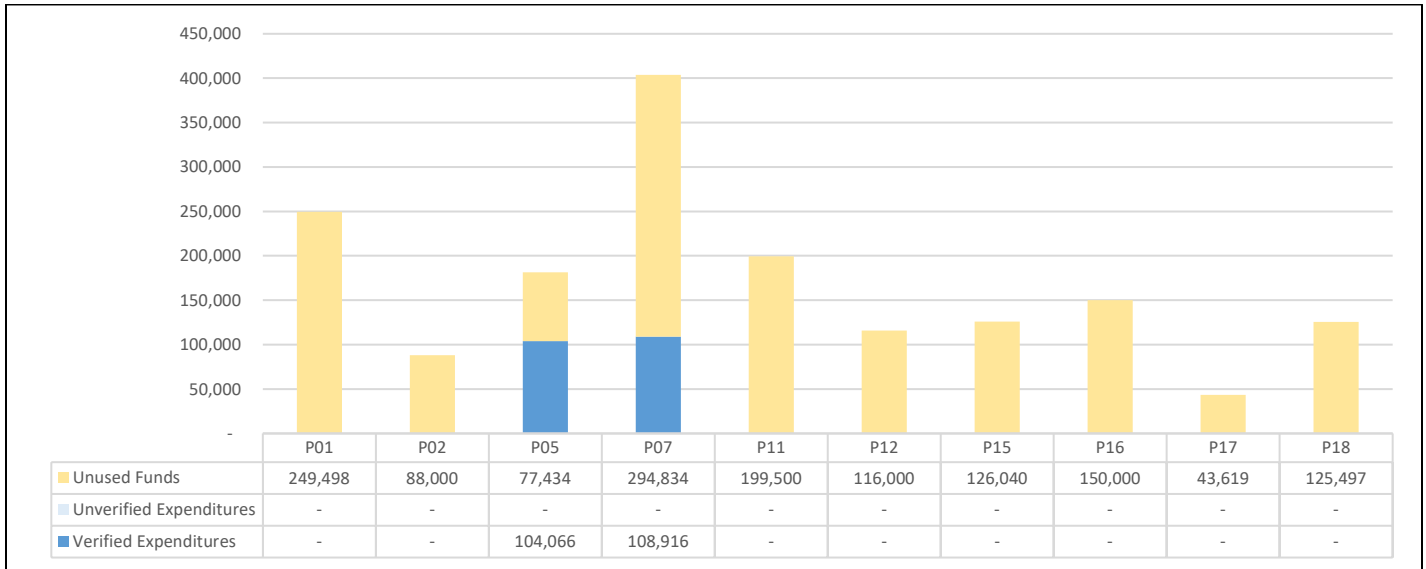


### Total Project Awards with Percentage Expended

P01: Regional Mechatronics Technician Training .....	\$ 999,498 .....	0%
P03: Placement and Clinical Site Coordination .....	\$ 292,496 .....	0%
P07: Regional and District Job Developers.....	\$ 966,981 .....	0%
P09: Regional Marketing & Outreach .....	\$ 409,112 .....	0%
P10: Healthcare Educator Bootcamp.....	\$ 81,990 .....	0%
P11: Building and Energy System Professional (BESP) Consortia.....	\$ 595,499 .....	0%
P12: LAUNCH: Inland Empire Apprenticeship & Work-Based Learning.....	\$ 720,950 .....	0%
P14: Inland Empire Cyberhub Centers .....	\$ 251,265 .....	0%
P15: Regional Data Analysis and Alignment .....	\$ 734,406 .....	0%
P16: Awarding Veterans the CTE College Credit They Deserve.....	\$ 1,911,229 .....	0%
P17: Cloud-Based Netlab+ Pilot Project .....	\$ 733,401 .....	0%
P18: Using Employability/Soft-Skills to Create Pathways .....	\$ 1,343,720 .....	1%

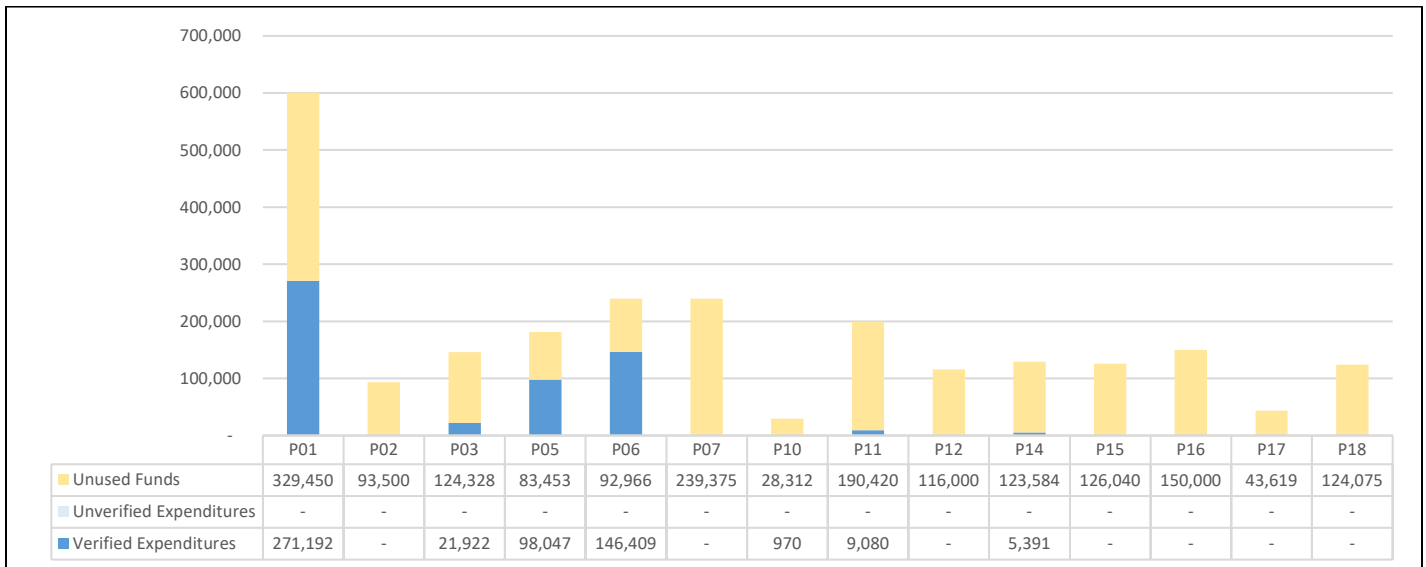
## Barstow College (BC) – Summary

College Award	\$ 1,683,404
Expenditures	\$ 212,982
Funds Remaining	\$ 1,470,422



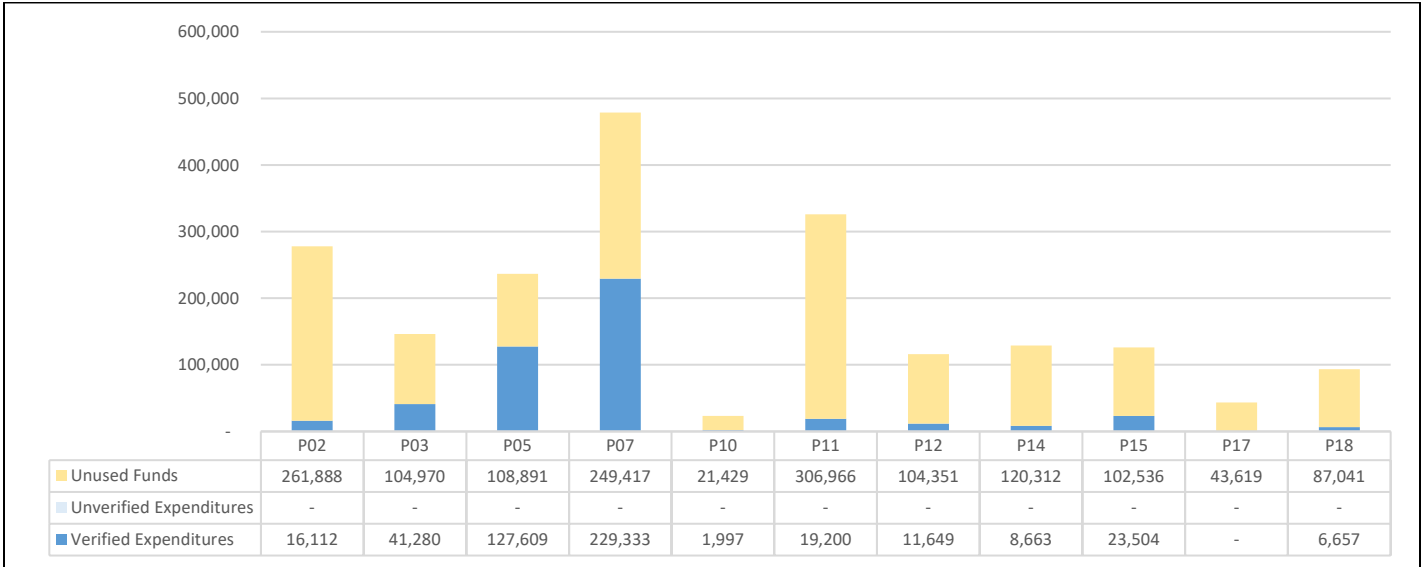
## Chaffey College (CC) – Summary

College Award	\$ 2,418,133
Expenditures	\$ 553,011
Funds Remaining	\$ 1,865,122



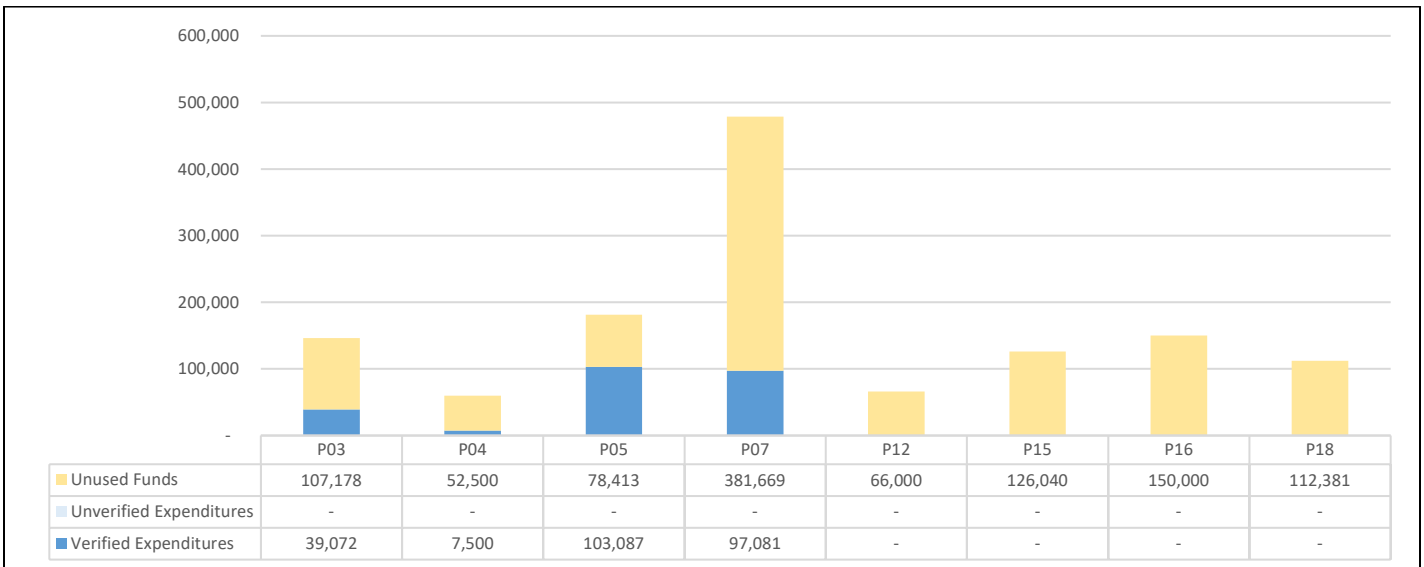
## College of the Desert (COD) – Summary

College Award	\$ 1,997,424
Expenditures	\$ 486,004
Funds Remaining	\$ 1,511,420



## Copper Mountain College (CMC) – Summary

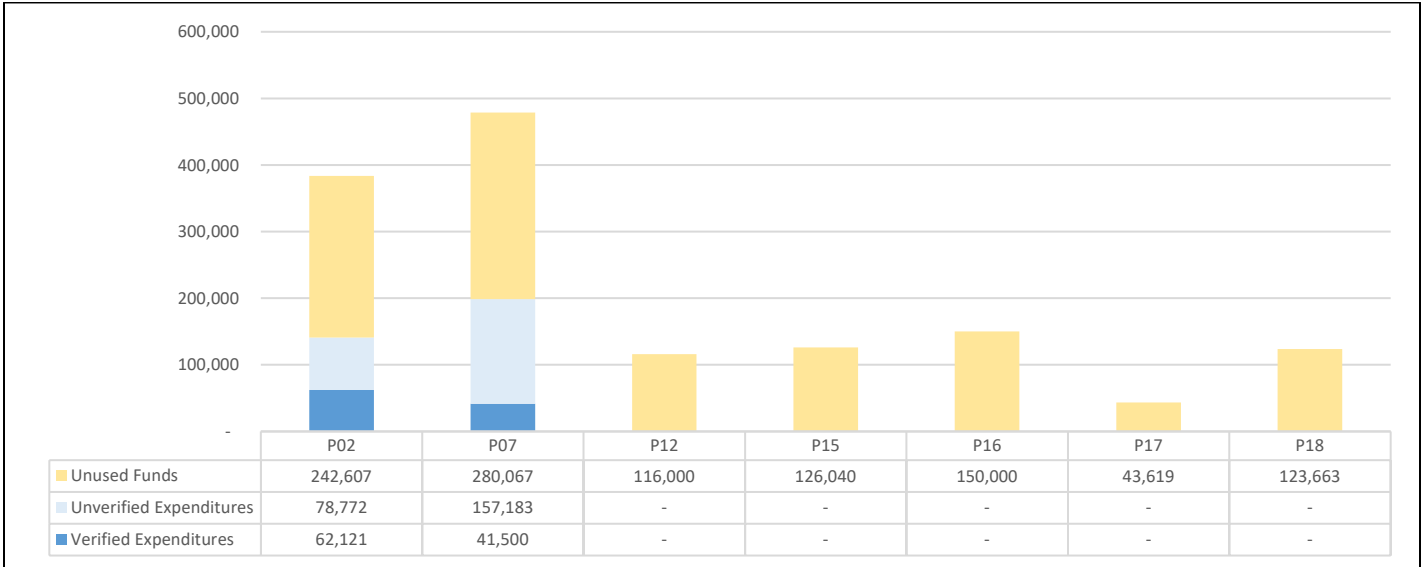
College Award	\$ 1,320,921
Expenditures	\$ 246,740
Funds Remaining	\$ 1,074,181





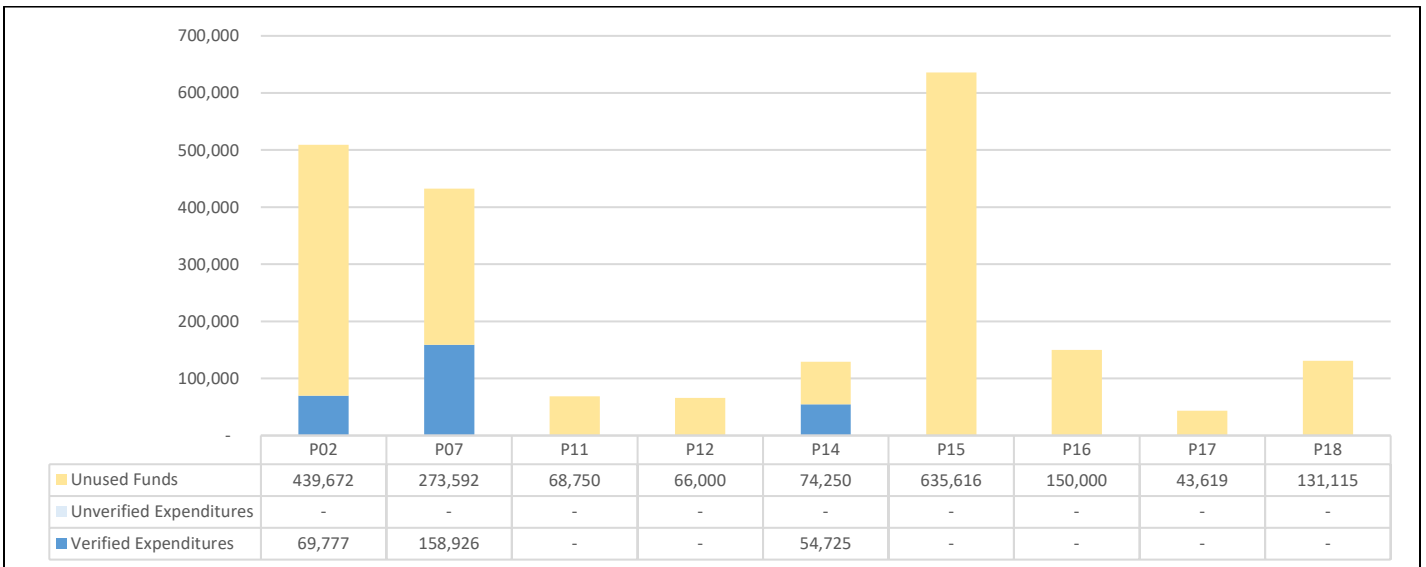
## Crafton Hills College (CHC) – Summary

College Award	\$ 1,421,572
Expenditures	\$ 339,576
Funds Remaining	\$ 1,081,996



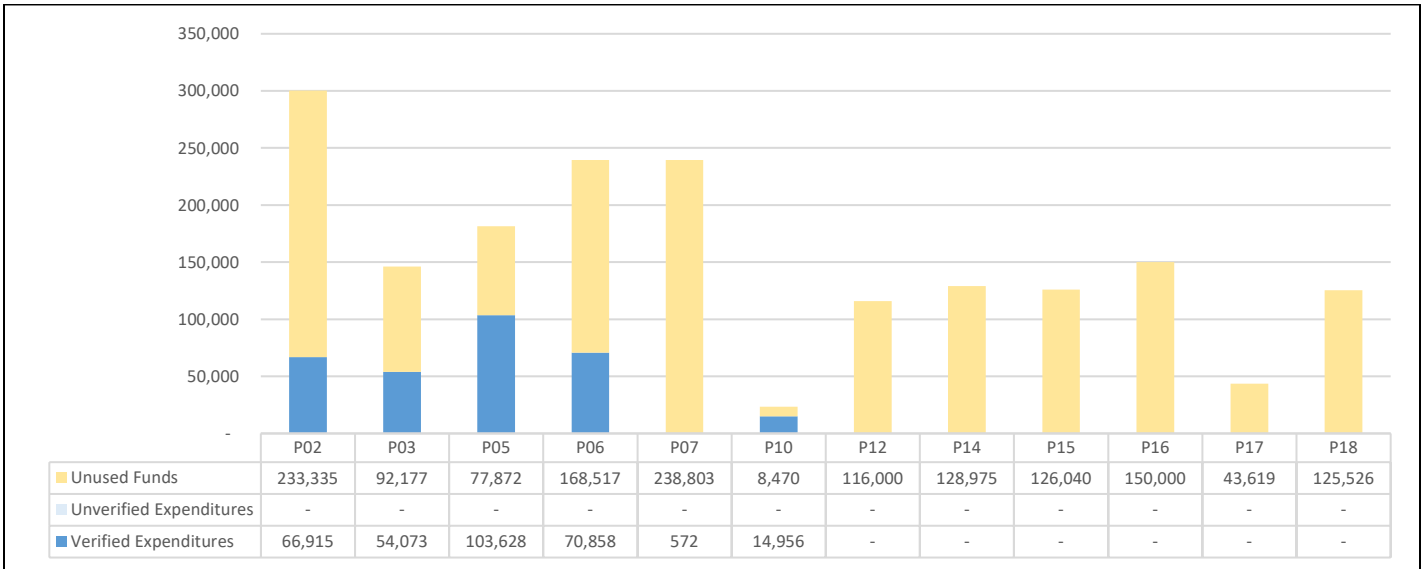
## Moreno Valley College (MVC) – Summary

College Award	\$ 2,166,042
Expenditures	\$ 283,428
Funds Remaining	\$ 1,882,614



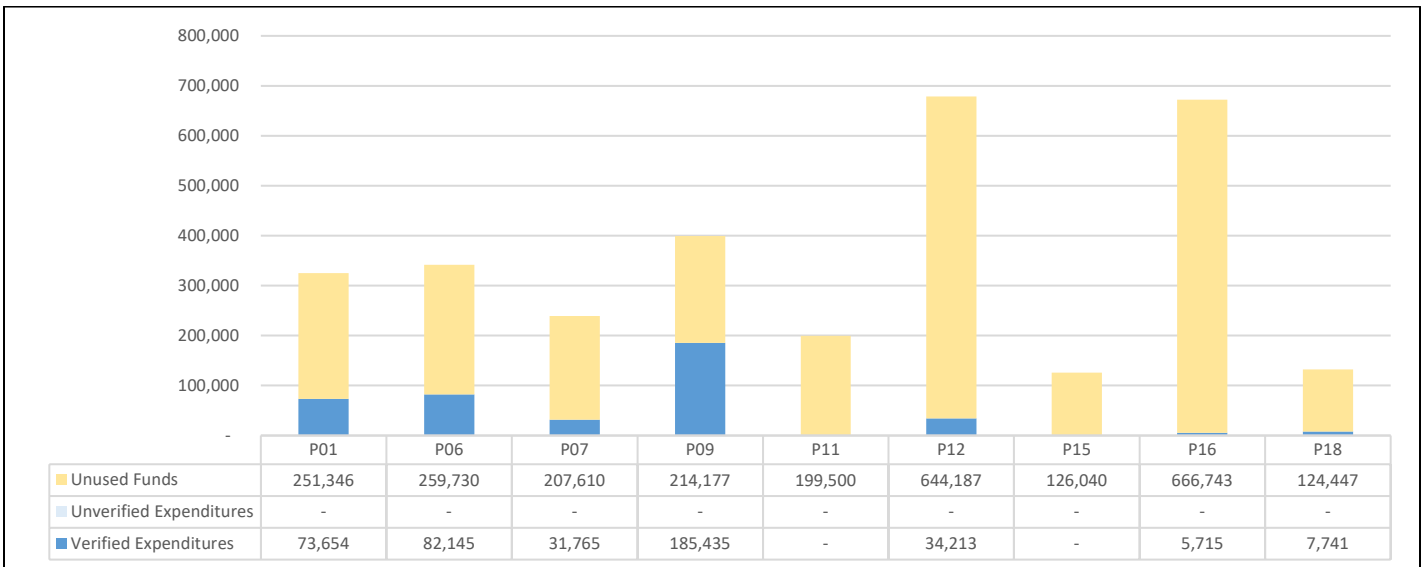
## Mt. San Jacinto College (MSJC) – Summary

College Award	\$ 1,820,336
Expenditures	\$ 311,002
Funds Remaining	\$ 1,509,334



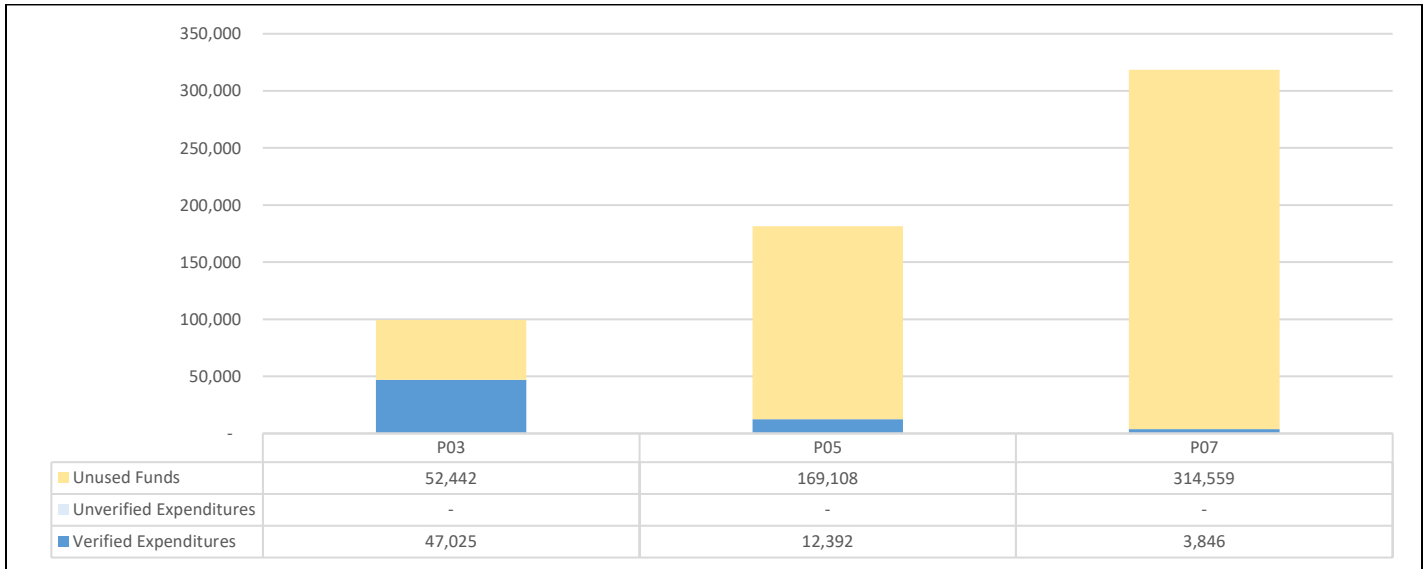
## Norco College (NC) – Summary

College Award	\$ 3,114,448
Expenditures	\$ 420,668
Funds Remaining	\$ 2,693,780



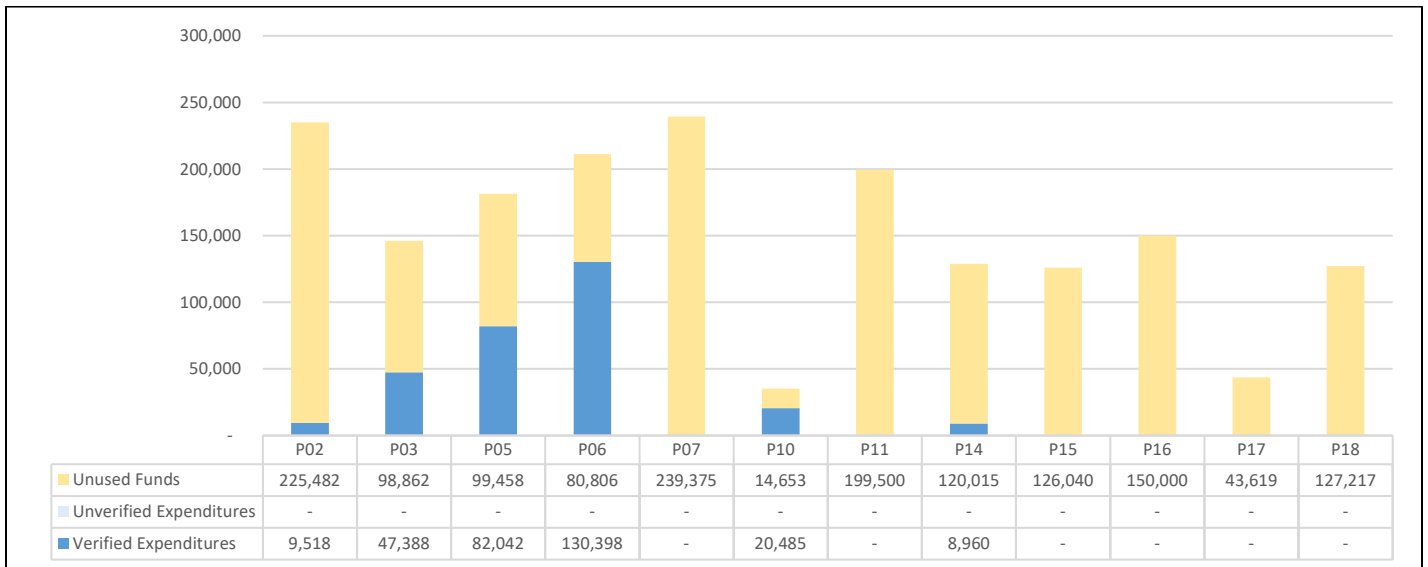
## Palo Verde College (PVC) – Summary

College Award	\$ 599,372
Expenditures	\$ 63,263
Funds Remaining	\$ 536,109



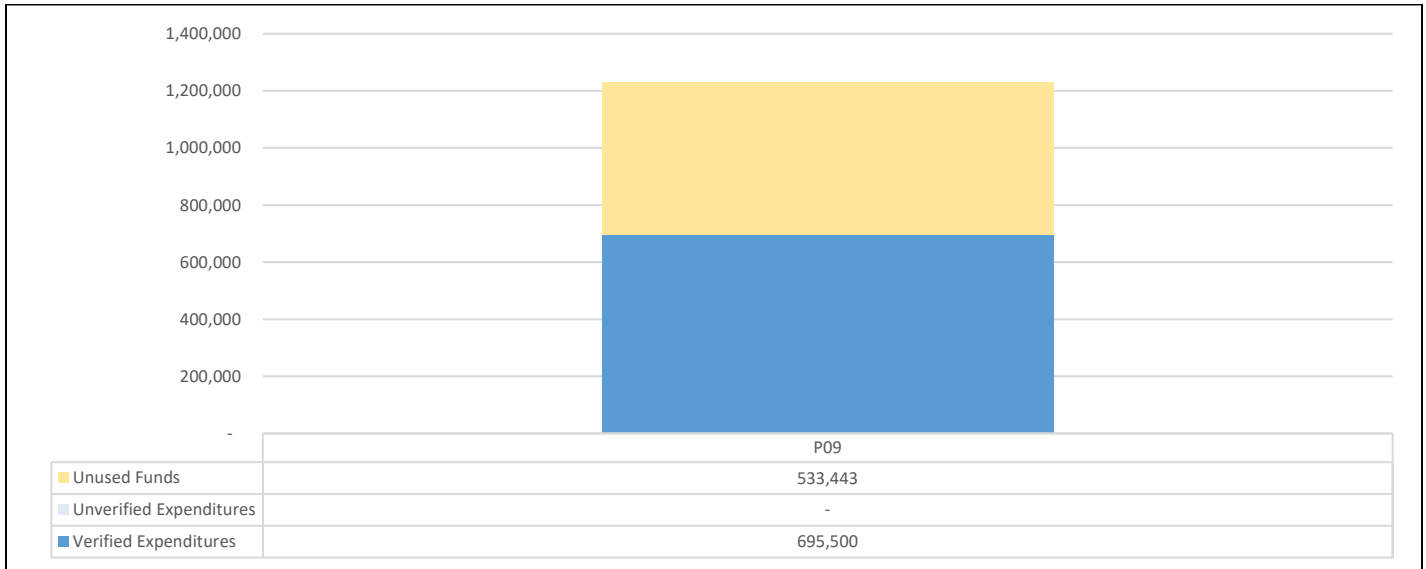
## Riverside City College (RCC) – Summary

College Award	\$ 1,823,818
Expenditures	\$ 298,791
Funds Remaining	\$ 1,525,027



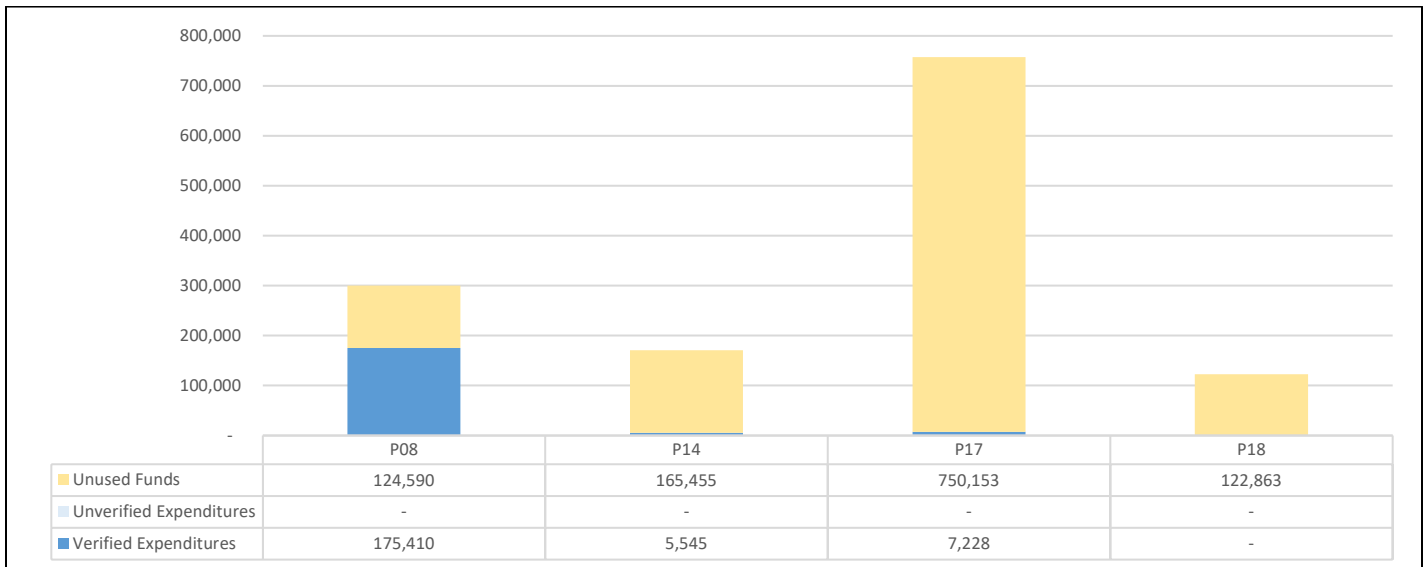
## Riverside Community College District – Summary

College Award	\$ 1,228,943
Expenditures	\$ 695,500
Funds Remaining	\$ 533,443



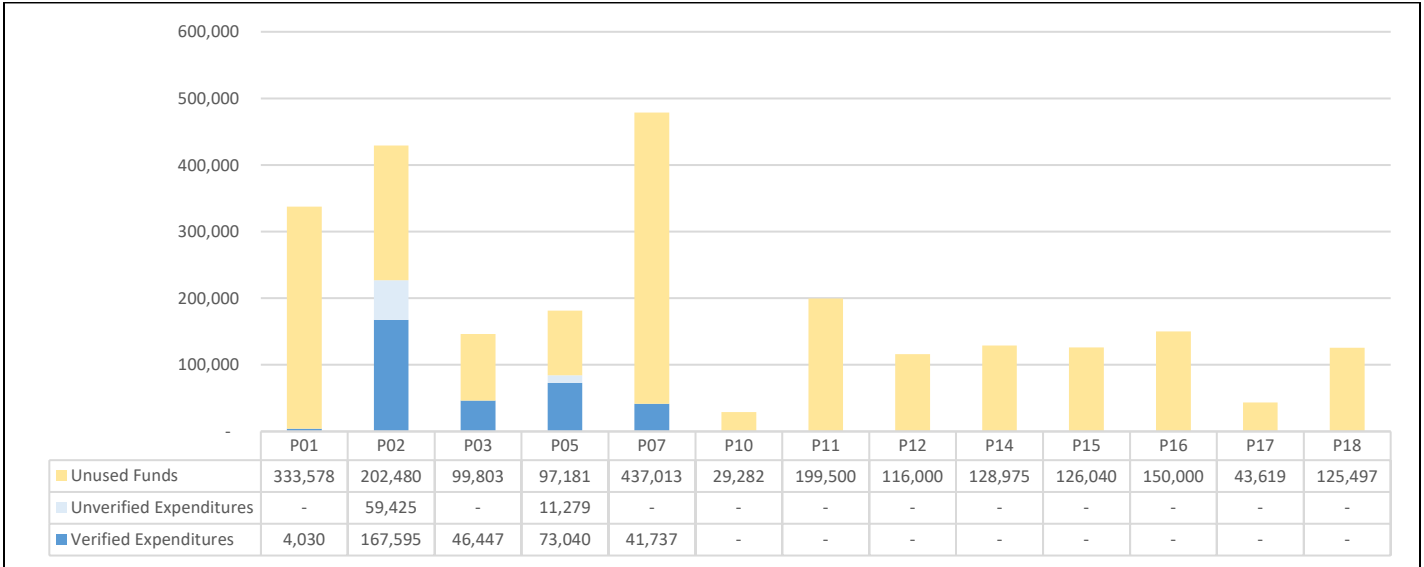
## San Bernardino Community College District (SBCCD) – Summary

College Award	\$ 1,351,244
Expenditures	\$ 188,183
Funds Remaining	\$ 1,163,061



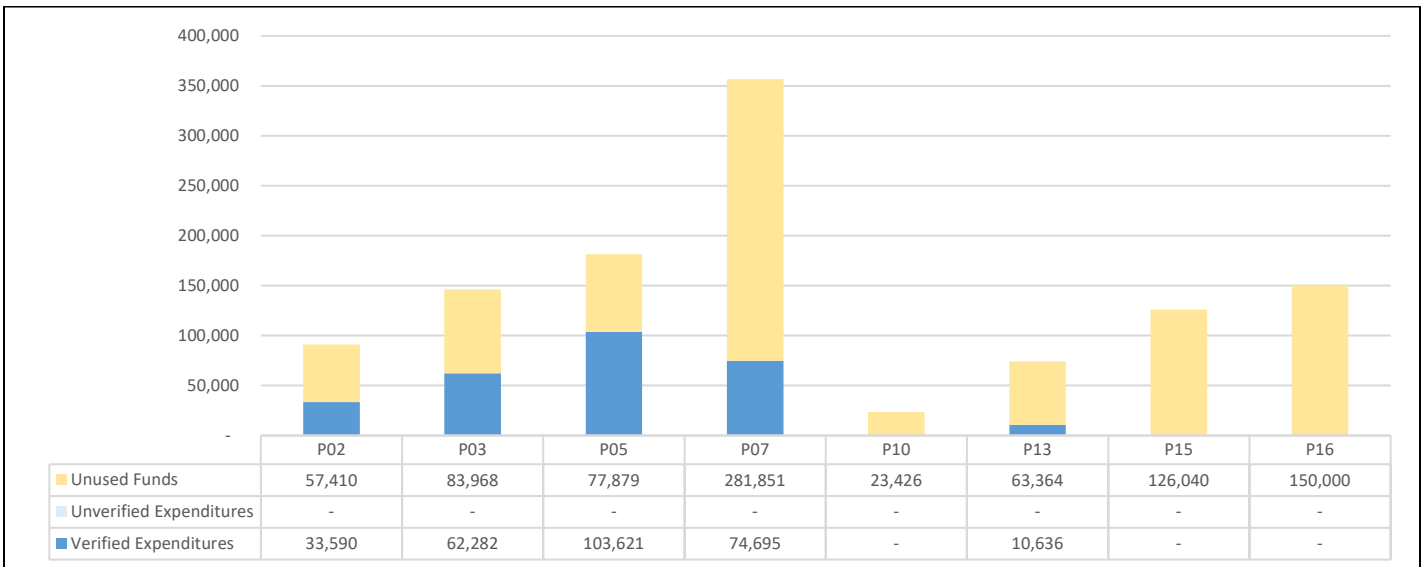
## San Bernardino Valley College (SBVC) – Summary

College Award	\$ 2,492,521
Expenditures	\$ 403,553
Funds Remaining	\$ 2,088,968



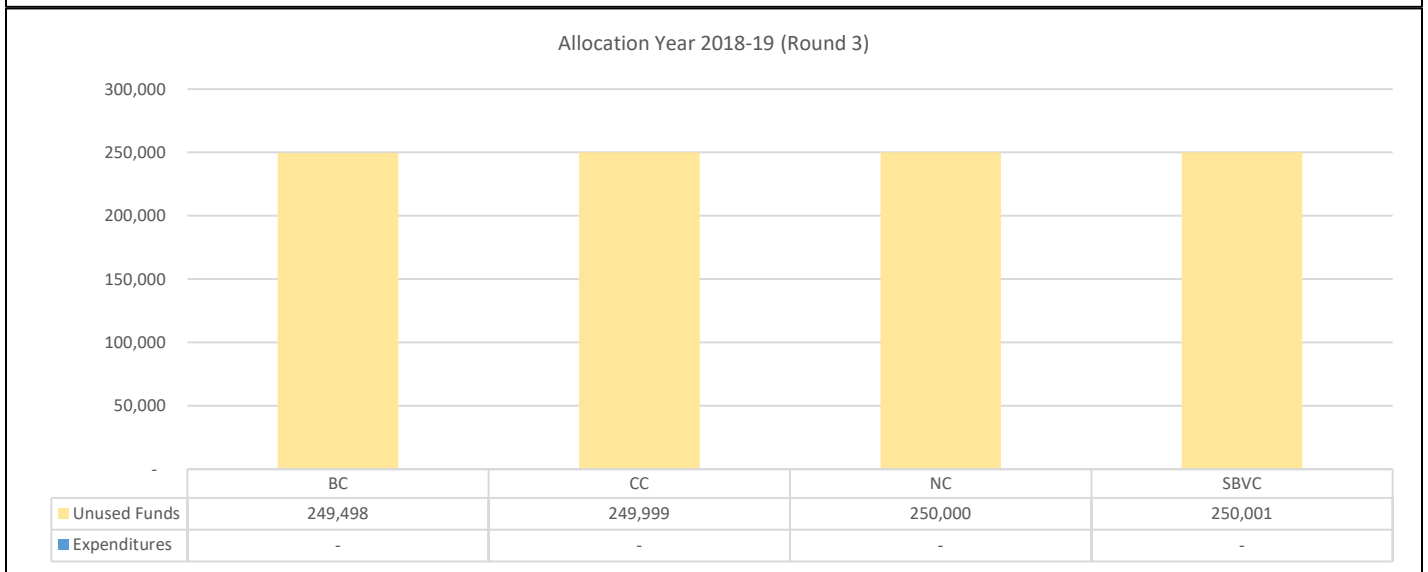
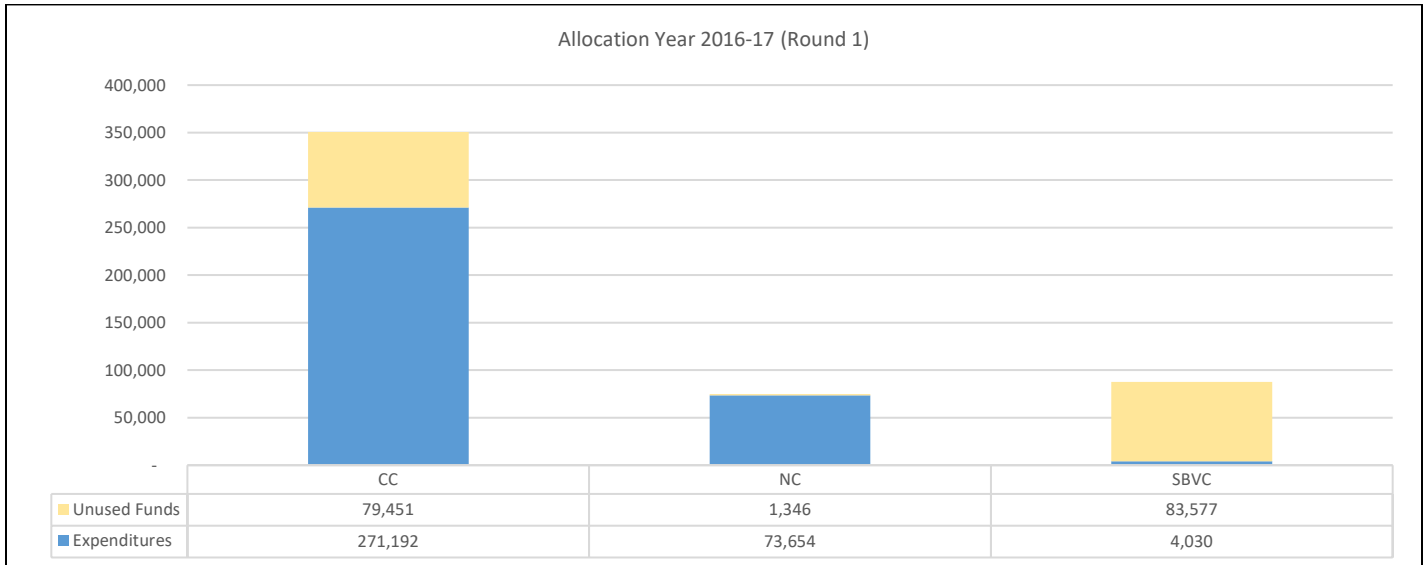
## Victor Valley College (VVC) – Summary

College Award	\$ 1,148,762
Expenditures	\$ 284,824
Funds Remaining	\$ 863,938



# P01: Regional Mechatronics Technician Training Pathway

## Financial Reporting



## Project Narrative

### Barstow College (BC)

Approved Workplan Activity	Response
Initially we will need to identify the gaps from our current offerings to identify what additional mechatronic curriculum and pathways we will need to develop.	Worked on identifying gaps of our current/archived course offerings vs. established mechatronics curriculum models. Began to develop an entry level certificate of achievement for mechatronics and the various pathway certificates in which students could pursue, including the mechatronics pathway.
Once we identify what curriculum and pathways we need to establish, we will need to develop the curriculum	We are continuing to identify curriculum and pathways.

and programs through the curriculum process.	
While the curriculum is being developed, we can identify equipment and supplies needed for the program.	Some equipment has been identified and purchased or is in the process of the being purchased. We will continue to identify and evaluate various equipment and supplies as needed.
We will need to identify any third party certifications available such as NCCER to provide students another advantage in transitioning into the workforce or promoting.	Once additional curriculum is developed we will begin to identify potential 3rd party certifications available to tie to the programs.
Professional development may be required for faculty and other staff to ensure we stay current with industry trends and any training on equipment, curriculum, etc.	This will be conducted as the curriculum is identified and developed, equipment is purchased, and ongoing as needed throughout the grant.

### Chaffey College (CC)

Approved Workplan Activity	Response
Work with Inland Empire/Desert Regional industry to align and develop curriculum for the Mechatronics program.	Mechatronics Regional Industry Advisory Committee meeting held at InTech on 8/8/18. Monthly regional meetings will occur on a regular basis commencing November 2018.
Participate in program alignment across the region with regional colleges with similar programs to explore sharing curriculum.	Mechatronics non-credit curriculum approved and shared with regional colleges. Not-for-credit Amatrol curriculum is proprietary, but resources have been shared with colleges who may want to purchase that curriculum (online LMS/hybrid curriculum.)
Expand the number of program offerings within the region that provide a nationally recognized certification.	Currently there are 4 colleges participating in the Rounds 1 & 3 project. Of these colleges, Chaffey is the only college currently providing a certification. Round 3 colleges are in the planning stages for this activity. The hope is to increase the number of colleges participating in Round 4 from four to ten.
Increase the number of industry professional instructors throughout the region by offering "Tech-to-Teacher" training sessions.	A Mechatronics "train the trainer" program was offered at InTech on 10/26-27. Additional follow up trainings will be offered to the region in the coming months.
Increase the number of participating colleges.	Chaffey is working to increase the number of colleges participating in Round 4 from four to ten.

### Norco College (NC)

Approved Workplan Activity	Response
Continue to expand curriculum and program offerings in mechatronics.	Norco College (NC) is exploring the addition of noncredit courses in this area. Courses are in the process of proposal & development.
Focus heavily on employer engagement in Mechatronics. This includes, but is not limited to, expanded work-based learning opportunities, enhanced industry advisory activities, joint partnerships with workforce stakeholders and regional high schools.	Norco College (NC) is working with Corona Norco Unified School District, the City of Corona and a group of employers and agencies in Riverside County to build and expand a Workforce Strike Team focused on manufacturing in Western Riverside County.

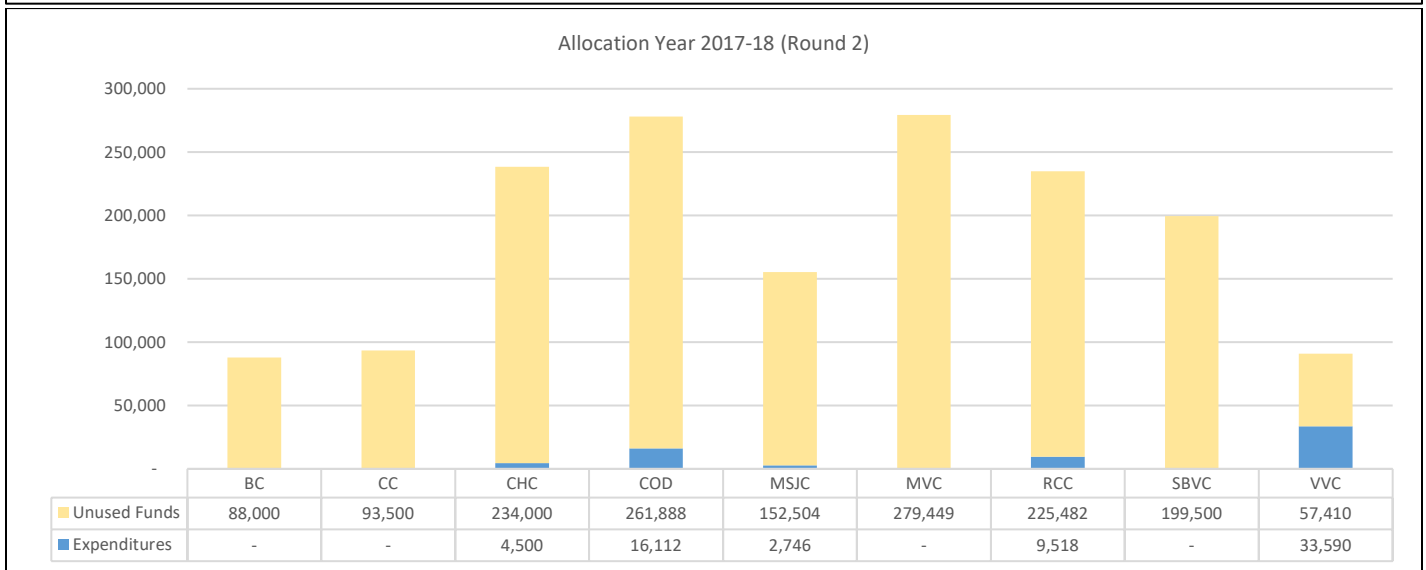
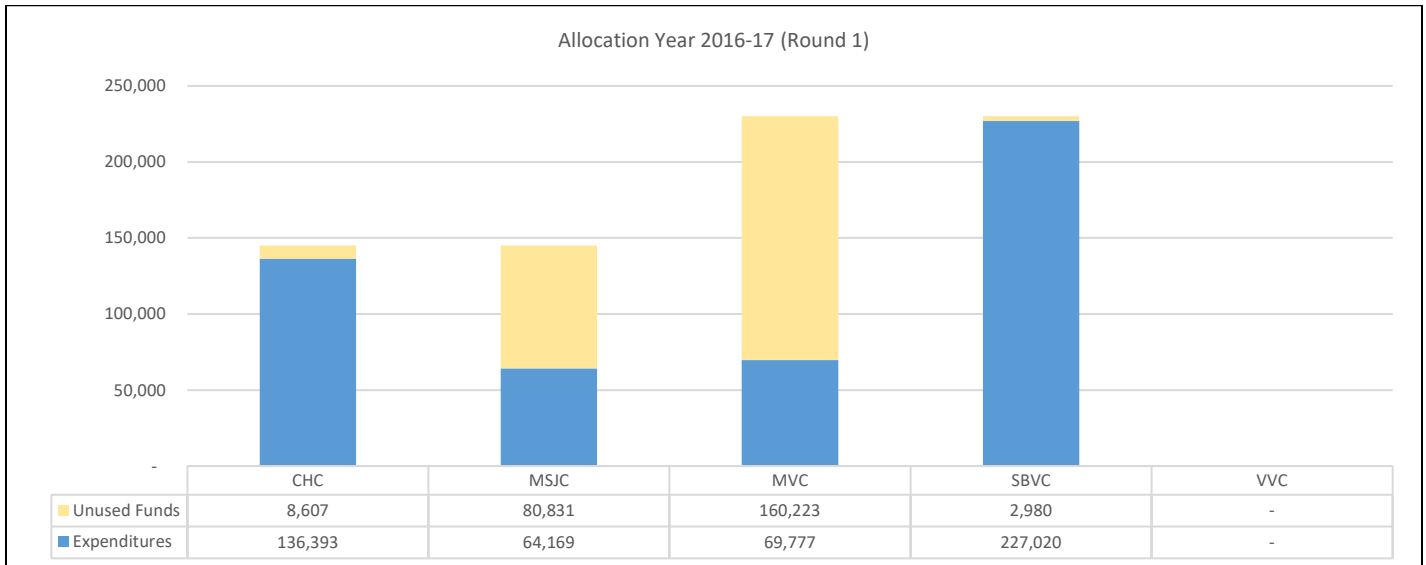
## San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
Develop the appropriate curriculum and align it with the needs of the industry and employers.	We were able to identify the gaps from our current offerings to incorporate for the Industrial Automation Certificate with ELEC 218C, Controlling Industrial Electricity and ELEC 219C, Industrial Electronic Systems Control II. The concept of mechatronics was developed to be incorporated into the class ELEC 218C and ELEC219C is a newly developed class that will enhance the skills needed for Industrial Automation Certification.
Procure the necessary equipment needed in the laboratories.	The equipment we purchased was delayed due to the vendor geography (coming from Germany) and our own (SBCCD) accounting system conversion from one system to another. As of date, the Advance Flexible Manufacturing System Trainer is delivered and we have put in a requisition for a classroom/space to install the machine.
Provide professional development to the faculty in order to enhance their knowledge in the use of the equipment.	Once we have installed the equipment, we will have our faculty trained on the equipment, and will be able to incorporate the technology into the curriculum.
Create pathways with the high schools.	Our faculty and faculty chairs have been doing outreach with local High Schools (Arroyo High School CTE Night, Inland Empire Education Center) to promote and provide information about our offering in mechatronics technician pathways. We are working with our campus Admissions and Records and Counseling team to ensure a collaboration in regards to specific orientation, assessment, and other activities needed for successful matriculation of students into college life.
Promote and offer the Mechatronics Certificate program to the community targeting the minorities, underserved and the unemployed.	Recently, we held an open house on National Manufacturing Day (OCT 5) inviting the community and public to take tours of our Mechatronics laboratory and classrooms. We participated in the 2018 STEMpalooza event which was visited by several hundred of students from middle high school and high school in the local region.



## P02: Subregional Business Incubator and Makerspace Proposal

### Financial Reporting



### Project Narrative

#### Barstow College (BC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	A director has been selected. Additional staffing requirements will be determined on an ongoing bases.
Identify the industry needs each Incubator/Maker Space will serve	We have already determined a need for advanced manufacturing skills, IT/Cybersecurity, and electronics in our area. We're working with region as well as local employers on the current and future needs of the incubator makerspace for our area.
Purchase necessary Equipment, materials, and supplies	Some equipment, materials, and supplies have been or are being purchased.

Connect with Industry partners, city managers, and SBDC for collaboration	Discussions were started at activities such as our 2018 CTE Joint Advisory committee meetings on 10/16/18 but will be ongoing as the project develops.
Identification and attainment of appropriate facility	Discussions have be going on about current facilities and how to support the strong workforce projects.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	This will be conducted as the program develops, equipment is purchased, and as faculty and others are identified as needed through the project.
Marketing of program	Ideas for marketing are being discussed and explored. This will be an ongoing process as the program develops.
Engagement with and recruitment of student participants	This will be conducted as the program develops.
Data collection to ensure project meets program goals and objectives	This will be conducted once the project is developed and launched.
Annual Meeting to give updates to all stakeholders and share best practices	This will be conducted as needed as the project develops.

### Chaffey College (CC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	We are in the process of writing job descriptions to begin hiring. The current SW funds will be used over the next quarter for hiring/training staff (manager, technicians, short-term workers) and recruiting. As the makerspace is not opened yet, anticipating opening in spring based on construction timelines, these areas are later in the implementation plan. Funding from our CCC Maker grant has been used for purchasing equipment and paying faculty coordinators to this point.
Identify the industry needs each Incubator/Maker Space will serve	The mission of the Maker Innovation Center (MIC) is to build a regional hub promoting innovation, creativity, and entrepreneurship in all stages of production from ideation and design, to prototyping and problem solving, through manufacturing, marketing, and distribution that embraces an inclusive STEAM education model. With the complementary structure of education and skills application the makerspace is well suited to partner with academic institutions, nonprofit organizations, and businesses in technology, manufacturing, and the creative industries.
Purchase necessary Equipment, materials, and supplies	The following equipment and supplies:26 Computers (all-in-one monitor), 20 Computer Desks, 4 Laptops, 1 iPad (check-in station), 2 B&W Printers, 1 Color Printer, 2 Desktop office printers, 1 Projector. Computer Software. Manual lathe with DRO-digital readout. Manual 3-Axis mill with DRO-digital readout, 20" wood planer, 18" band saw, Benchtop oscillating spindle sander, 18"x40" Wood lathe, 20" Floor drill press, 4' X 8' 3HP, CNC Router, CNC Machine with start-up package, MIG welder.
Connect with Industry partners, city managers, and SBDC for collaboration	The Maker innovation Center is a partnership between Chaffey College (CC) and the City of Rancho Cucamonga. We are in regular contact with city management during the planning and implementation process.
Identification and attainment of appropriate facility	The City of Rancho Cucamonga has provided a warehouse on their public works campus. Approximately 4,500 sf off interior space and an additional 4,500 sf of exterior space is being renovated for the makerspace. We hope construction/renovations will be completed in spring 2019.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	Attended the following professional development events: <ul style="list-style-type: none"> <li>- CCC Maker Symposium at UC Berkeley</li> <li>- Maker Professional Development Workshop</li> </ul>

	<ul style="list-style-type: none"> <li>- San Bernardino county symposium on site specific creative place making planning</li> <li>- Education innovation lab workshop in LA County</li> <li>- Regional CCC Maker meeting and informational workshop at Mt. San Antonio's Mountie Makerspace</li> <li>- Bay Area Maker Faire in San Mateo</li> <li>- Strong Workforce regional meeting</li> <li>- NACCE Go West conference</li> </ul>
Marketing of program	Established social media pages on Facebook, Instagram, and Twitter. Established page on CCC Maker website cccmaker.com. Have submitted request to establish page on Chaffey College (CC) website
Engagement with and recruitment of student participants	Have initiated plans to partner with student government and various clubs to hold a student maker faire in Spring 2019. Student workers researching and compiling resources and tutorials for skills training with makerspace equipment
Data collection to ensure project meets program goals and objectives	As the makerspace is not open yet, we have not started collecting data, but we have written curriculum and established a process for data collection. A non-credit 600-level course has been submitted to the Curriculum Committee for approval.
Annual Meeting to give updates to all stakeholders and share best practices	Maker Innovation Center Advisory Committee meeting. Monthly meeting with college senior administration and city management.

### College of the Desert (COD)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	Previously completed. Director Hired June 2018.
Identify the industry needs each Incubator/Maker Space will serve	We have identified the major industries that align with the Labor Market Information for our micro region.
Purchase necessary Equipment, materials, and supplies	We have purchased a 3D printer and continue to purchase supplies and equipment to support our Maker Activities and Sessions.
Connect with Industry partners, city managers, and SBDC for collaboration	We continue to establish these relationships as they relate to effective collaboration with our Maker Activities
Identification and attainment of appropriate facility	The facility for the MakerSpace continues to be a challenge as a result, we have explored using existing spaces on campus where making is already occurring.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	Our school sent faculty members to the MakerSpace and Design Thinking Workshop hosted by the Region. Additionally staff and faculty attended MakerSpace workshops at the CCCAOE conference as well as the NACCE conference in San Francisco
Marketing of program	The MakerSpace committee continues to explore the best options for the Marketing of the Maker Sessions. Currently Social Media is being explored as well as the continued use of flyers and marketing directly to the office of student life.
Engagement with and recruitment of student participants	We are currently working with several student organizations on campus to recruit students to participate in MakerSpace Activities. Including the 3D printing club with 150 plus students involved.
Data collection to ensure project meets program goals and objectives	Ongoing
Annual Meeting to give updates to all stakeholders and share best practices	We meet frequently with our stakeholders to gauge the progress of the MakerSpace

## Crafton Hills College (CHC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	No narrative submitted.
Identify the industry needs each Incubator/Maker Space will serve	No narrative submitted.
Purchase necessary Equipment, materials, and supplies	No narrative submitted.
Connect with Industry partners, city managers, and SBDC for collaboration	No narrative submitted.
Identification and attainment of appropriate facility	No narrative submitted.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	No narrative submitted.
Marketing of program	No narrative submitted.
Engagement with and recruitment of student participants	No narrative submitted.
Data collection to ensure project meets program goals and objectives	No narrative submitted.
Annual Meeting to give updates to all stakeholders and share best practices	No narrative submitted.

## Moreno Valley College (MVC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	Position was launched in July 2018 and approved for posting August 16, 2018. The position posted September 18 - October 16, 2018 and first interviews were held November 14, 2018. Second interviews are scheduled for November 26, 2018 with the successful candidate being submitted for approval by the Board of Trustees December 13, 2018.
Identify the industry needs each Incubator/Maker Space will serve	A design studio was held on September 6, 2018 to identify the principals under which the makerspace would operate. Forty seven people attended, including industry, faculty, students, administrators, and K-12 partners.
Purchase necessary Equipment, materials, and supplies	Equipment materials and supplies for the mobile makerspace were purchased.
Connect with Industry partners, city managers, and SBDC for collaboration	Two employment placement coordinators have contacted industry partners, city partners and SBDC to collaborate.
Identification and attainment of appropriate facility	Facility is identified and the architect is completing final drawings. In addition, the mobile makerspace is being renovated by Temecula Valley RV was delivered October 30, 2018.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	College members attended professional development with Gary Beaudette.
Marketing of program	No narrative submitted.
Engagement with and recruitment of student participants	Student workers were recruited and are going through the background investigation process.
Data collection to ensure project meets program goals and objectives	No narrative submitted.
Annual Meeting to give updates to all stakeholders and share best practices	No narrative submitted.

## Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	A Project Director has been a vital component to ensuring the smooth and continuous support of District operations, grant communication, grant reporting as well as providing well round advise on equipment purchases, equipment functionality, Makerspace concepts and support for full operations and function of the Eagle Maker Space room 805 on the Menifee campus, with a vision on ultimate expansion to the San Jacinto campus in the future.
Identify the industry needs each Incubator/Maker Space will serve	The Eagle Makerspace Teams has continued to collaborate with local cities to discuss diversifying their industries, engineering and bio technologies, as it relates to makerspace equipment. There is very little limit to the types of ideas and small products that can be generated from the Eagle Makerspace and the possibility of bringing more industry activity into the space is alluring.
Purchase necessary Equipment, materials, and supplies	Various equipment has been purchased for the Makerspace including 15 3D Printers, Laser Cutter, button makers, Makerbot machine, BioTech equipment for unique Biolab space, entry scanner for tracking of Makerspace users, various paint and printing supplies to support DIY projects, and more. Makerspace Furniture has been purchased in a design to inspire learning environment for future inventors, designers and engineers.
Connect with Industry partners, city managers, and SBDC for collaboration	MSJC Makerspace Workshop with Gary Beaudette was held in August at Mt. San Jacinto College (MSJC). In September, MSJC Makerspace Team hosted a presentation for the City of Temecula. The Urban Workshop in Costa Mesa CA is among the largest DIY-workshop/makerspace in North America, has become an active advisor to our Eagle Makerspace. K12 districts within our service area are partnering with us to host a Makers Festival in Spring 2019.
Identification and attainment of appropriate facility	The Eagle Makerspace has acquired two (2) Makerspace Specialists who are busy manning the Makerspace and responsible for daily operations, student engagement and projects management.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	MSJC Makerspace Workshop with Gary Beaudette was held in August at Mt. San Jacinto College (MSJC). In September, MSJC Makerspace Team hosted a presentation for the City of Temecula. The Urban Workshop in Costa Mesa CA is among the largest DIY-workshop/makerspace in North America, has become an active advisor to our Eagle Makerspace. K12 districts within our service area are partnering with us to host a Makers Festival in Spring 2019.
Marketing of program	Marketing the Eagle Makerspace includes preparing and distributing Fliers for district -wide distribution. Publishing information on the Districts newsletter. Collectively District Administration has shared information at community meeting. Primarily interest in the makerspace has been shared verbally from one interested party to the other. Future opportunity to be vendors at community events, All- Staff and all- faculty meeting and the Maker Mini festival planned for March 2019
Engagement with and recruitment of student participants	The Eagle Makerspace Team engages students by informing visitors of the Internship opportunities. Additionally all students who sign in to the Makerspace at first visit receive entry-level training on 3D printers as well as orientation on other stations within the Makerspace and their

	functionalities. Moreover Bio Technology faculty have been very active with project-based learning options.
Data collection to ensure project meets program goals and objectives	Each visitor to the Makerspace must sign-in and the sign-sheets sheets capture all elements important to data collection. Additionally a swipe/scan system has been purchased so that continuous participants to the space will have a swipe card that will collect the data needed including frequency of attendance, student ID, tools used.
Annual Meeting to give updates to all stakeholders and share best practices	The Eagle Makerspace Team has attended regional meetings with partnering colleges for discussions ranging from equipment purchased to functionality of the space. In addition, the Eagle Makerspace Team meets weekly to discuss operational activity supply needs.

### Riverside City College (RCC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	No narrative submitted.
Identify the industry needs each Incubator/Maker Space will serve	No narrative submitted.
Purchase necessary Equipment, materials, and supplies	No narrative submitted.
Connect with Industry partners, city managers, and SBDC for collaboration	No narrative submitted.
Identification and attainment of appropriate facility	No narrative submitted.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	No narrative submitted.
Marketing of program	No narrative submitted.
Engagement with and recruitment of student participants	No narrative submitted.
Data collection to ensure project meets program goals and objectives	No narrative submitted.
Annual Meeting to give updates to all stakeholders and share best practices	No narrative submitted.

### San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	The San Bernardino Valley College (SBVC) Makerspace project has been overseen by existing Director of EDCT Foundation.
Identify the industry needs each Incubator/Maker Space will serve	It will serve Welding, Machinist and IT technology.
Purchase necessary Equipment, materials, and supplies	We have purchased lap tops, computers and supplies needed for his project.
Connect with Industry partners, city managers, and SBDC for collaboration	We have been working with industry partners and employers.
Identification and attainment of appropriate facility	We are still looking for the
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	The Makerspace/Incubator project has been hosted at the Applied Technology Training Center while finalizing the actual location.

Marketing of program	We are in collaboration with our Marketing Department.
Engagement with and recruitment of student participants	We have been promoting our program in our colleges and neighborhood.
Data collection to ensure project meets program goals and objectives	The Makerspace Coordinator at SBVC is working with faculty on creating curriculum that can be used to take advantage of the equipment in the Makerspace. She is also working with the CTE Dean to ensure understanding of the process.
Annual Meeting to give updates to all stakeholders and share best practices	We are in the planning to host a meeting to share best practices.

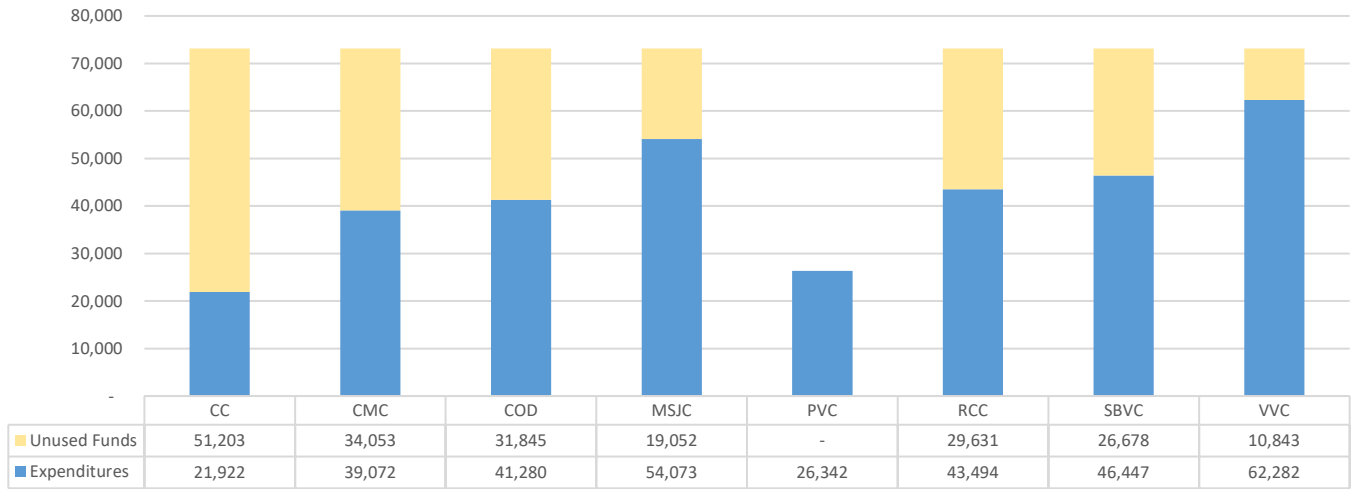
### Victor Valley College (VVC)

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	Stacy Jones was hired and began work on September 12, 2018
Identify the industry needs each Incubator/Maker Space will serve	Each college has identified the programs and industry sectors best served by their respective makerspace. A survey has also been created to send out to industry partners in each area to ensure that the major industry needs are being addressed
Purchase necessary Equipment, materials, and supplies	Each college has purchased, or put out bids to purchase, the necessary equipment for their makerspaces. An exact listing has been requested from each of the colleges to have on record.
Connect with Industry partners, city managers, and SBDC for collaboration	Industry partners have been invited to visit the open makerspaces, and a ribbon-cutting will be held for the Maker Bus at Moreno Valley College (MVC) on December 5, 2018. SBDC representatives have been contacted and have given insight as to necessary trainings and industry needs. City Managers have given information of their area needs, especially in relation to existing Business Incubators.
Identification and attainment of appropriate facility	The CTE Dean for each college is involved in the active recruitment of appropriate faculty and staff for their campus makerspace. Industry partners are also being considered
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	A Makerspace Workshop was held at Mt. San Jacinto College (MSJC) on August 14, 2018, facilitated by Beaudette Consulting, and a Design Thinking/Entrepreneurship Curriculum Workshop was held at Crafton Hills College (CHC) on August 16, 2018, also facilitated by Beaudette Consulting. Gary Beaudette has also contracted to offer consulting services to all regional colleges through May 31, 2019.
Marketing of program	Each college has been marketing their makerspace at their campus.
Engagement with and recruitment of student participants	Each campus that has an active makerspace has been inviting students in and explaining what they are able to do at the facility.
Data collection to ensure project meets program goals and objectives	Each College is collecting data.
Annual Meeting to give updates to all stakeholders and share best practices	Monthly meetings have taken place since March 2018 to get updates and offer assistance.

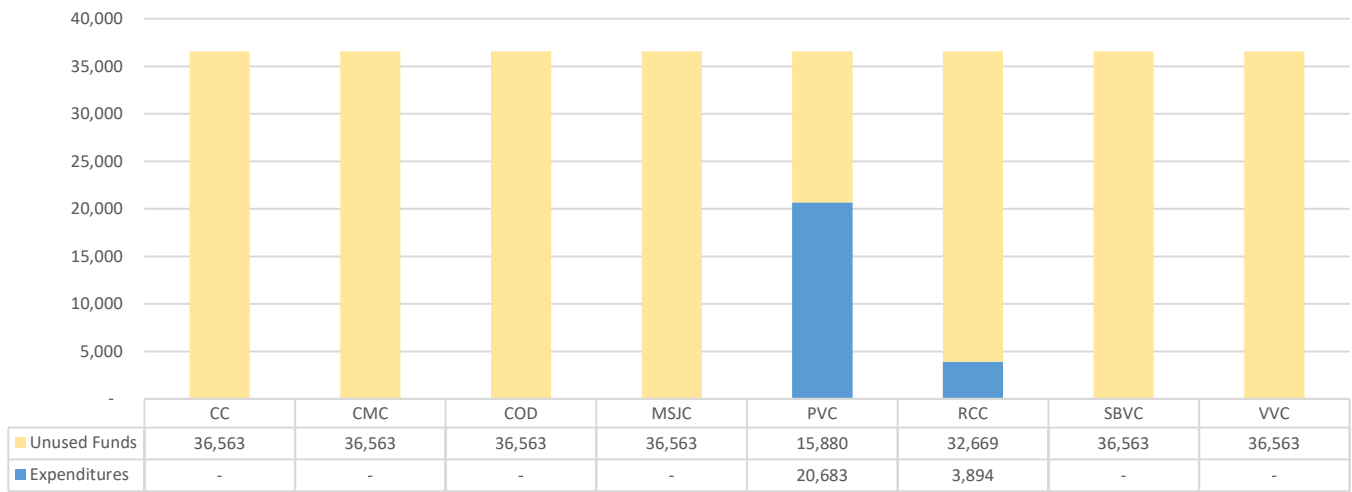
## P03: Placement and Clinical Site Coordination

### Financial Reporting

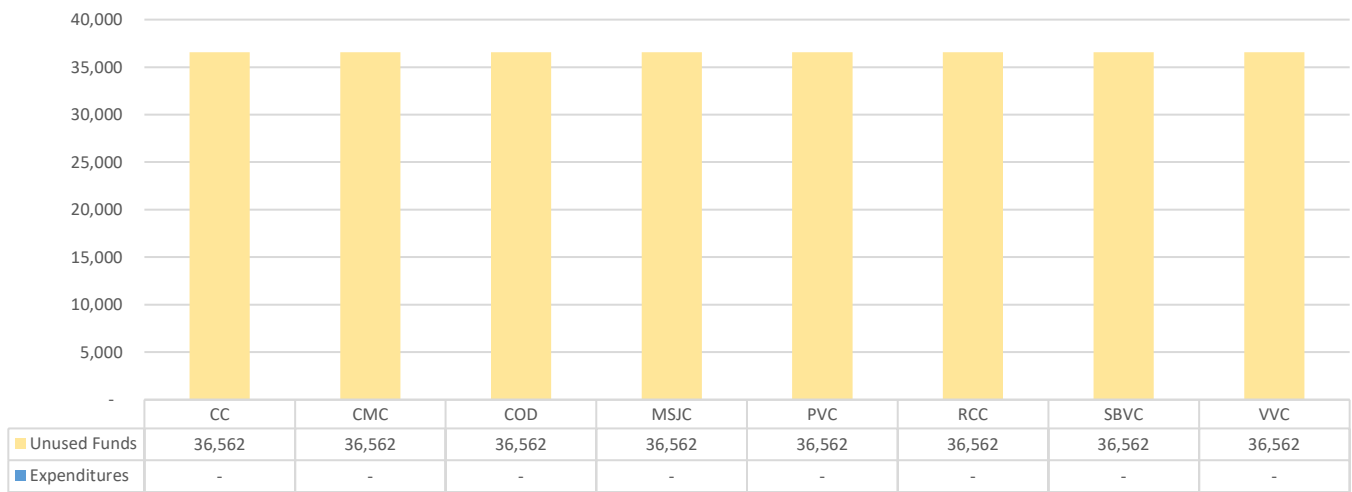
Allocation Year 2016-17 (Round 1)



Allocation Year 2017-18 (Round 2)



Allocation Year 2018-19 (Round 3)





## Project Narrative

### Chaffey College (CC)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	We are actively recruiting a clinical coordinator. The VN Director has been actively recruiting new clinical sites in various regions for the LVN Acute care technician program and the CNA programs. We will be offering the Acute care technician program in Spring 2019. We have increased our enrollment for the CNA program.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	We have a designated clerical assistant to follow up on all the contracts and agreements. We have developed a process along with a tracking tool to ensure that all of our affiliation agreements are complete, current and in compliance with each facility. We have obtained several new clinical facilities and they are going through the contract process We have adopted the American Data Base as a tracking tool for all incoming students All student files are in compliance with these agreements
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	ProProfessional Development: All faculty are required to attend a mandatory annual staff meeting. Faculty Externship: All new faculty are required to go through new faculty orientation before teaching in the clinical setting. We have several faculty who have completed this process, which has assisted them transition prior to placing them in a clinical site. Simulation Enhancement: We have three faculty scheduled to attend the UCLA conference on Simulation best practice.
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	We are in the process of approval for LVN post- graduate Success Series for our students, we are awaiting approval from the Chancellor's office These classes will include professional development, IV certification class, and an EKG class. Upon completion of the Success Series, the student will become better prepared for the workforce environment and job opportunities. We are in the process of purchasing equipment to be able to move forward with the classes upon approval.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	Advisory Committee: We are in the process of developing a new Advisory Committee for the LVN, CNA and Acute Care technicians. We have reached out our new clinical partners and plan an Advisory meeting in February 2019

### College of the Desert (COD)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	Discussion regarding the usefulness of "myclinicaexchange" we are trialing it with the local hospital and exploring its use for the region
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	Ongoing

Continue the expansion of faculty professional development and of programs and events related to clinical placements.	A regional conference on Simulation Debriefing was held on September 14 from 830-4:00 at COD - there were 20 participants. Following feedback another workshop is planned for January 23, 2019
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	Ongoing
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	On Sept 13 we held a Strong Workforce Placement and clinical coordination meeting at COD, we decided to meet quarterly. The next brief meeting was held on October 24th during the COADN conference. The regular meeting will be in Feb 2019

### Copper Mountain College (CMC)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	Our Health Sciences faculty have been actively participating in regional activities.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	Our Health Sciences faculty have been actively participating in regional activities.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	We had a huge professional development event that didn't quite make the cut for quarter 1. It will be in the next quarter report.
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	This has not been started.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	Our college has been involved in this planning.

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	MSJC Coordinator continues to work with Regional Project Lead to assess development of a database of regional industry partnerships. Work has not completed on this objective. It is the recommendation the SWP Director at MSJC that because a database platform cannot be agreed upon regional. This objective be revised to an activity that may be completed.

Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	MSJC Placement and Clinical Site Coordinator has updated and/or renewed all affiliation agreements between college and healthcare agencies. Coordinator is prepared to share this information as requested.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	Two professional development events took place this quarter hosted by College of the Desert (COD) and Copper Mountain College (CMC). The first initial professional development offering included training on Leadership in Clinical and site Placement Coordination. The second Professional Development event was held at College of the Desert (COD) and included training of Simulation.
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	Regional colleges are currently in conversation to determine next step to increase awareness of project objectives, as well as increase industry engagement. Currently Clinical Placement Coordinators are mapping industry engagement to identify gaps where clinics are under- utilized or over-utilized. Participating colleges have agreed that work must continue and so, discussion of revising the Workplan are now in session.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	Project Lead at College of the Desert (COD) has been very response to individual college need and continues to schedule ongoing meeting with the purpose to determine next regional projects and/or activities. Discussion continues on the need of a standard tracking system which will identify all participating clinics. Hospitals with the region and use of these facilities by regional colleges.

### Palo Verde College (PVC)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	PVC has consolidated the list of clinical site providers for the CAN/LVN program. Work in underway in evaluating the feasibility of the RN program and the associated requirements.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	We are working with our healthcare agency providers to lock in multi-year agreements. When challenges appear, we are able to address those issues.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	PVC is continuing to provide all necessary professional development opportunities to the faculty and staff related to the clinical placements using the SWF funding.
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	PVC is creating a pathway for those students desiring a career in the healthcare industry by providing a seamless transition from the C.N.A to the LVN program and further down the line RN options.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	PVC's clinical site coordinator and the associated Dean in charge of SWF are attending the various activities in the region related to this topic.

## Riverside City College (RCC)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	No narrative submitted.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	No narrative submitted.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	No narrative submitted.
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	No narrative submitted.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	No narrative submitted.

## San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	Our Nursing faculty and the Clinical Site Coordinator are continuing the assessment and formation of the regional industry database to expand and strengthen clinical site placements.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	Our Nursing faculty and the Clinical Site Coordinator are continuing the development and the renewal of multi-year affiliation agreements between SBVC and healthcare agencies in the community for our student placement.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	We have been able to provide faculty professional developments of programs and events.
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	We are on task with the development of a work plan for educating graduating students and increasing engagement in the college programs.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric	We are on task with scheduling regular meetings with other participating colleges to discuss clinical placement relations, metrics results and mandatory grants requirements.

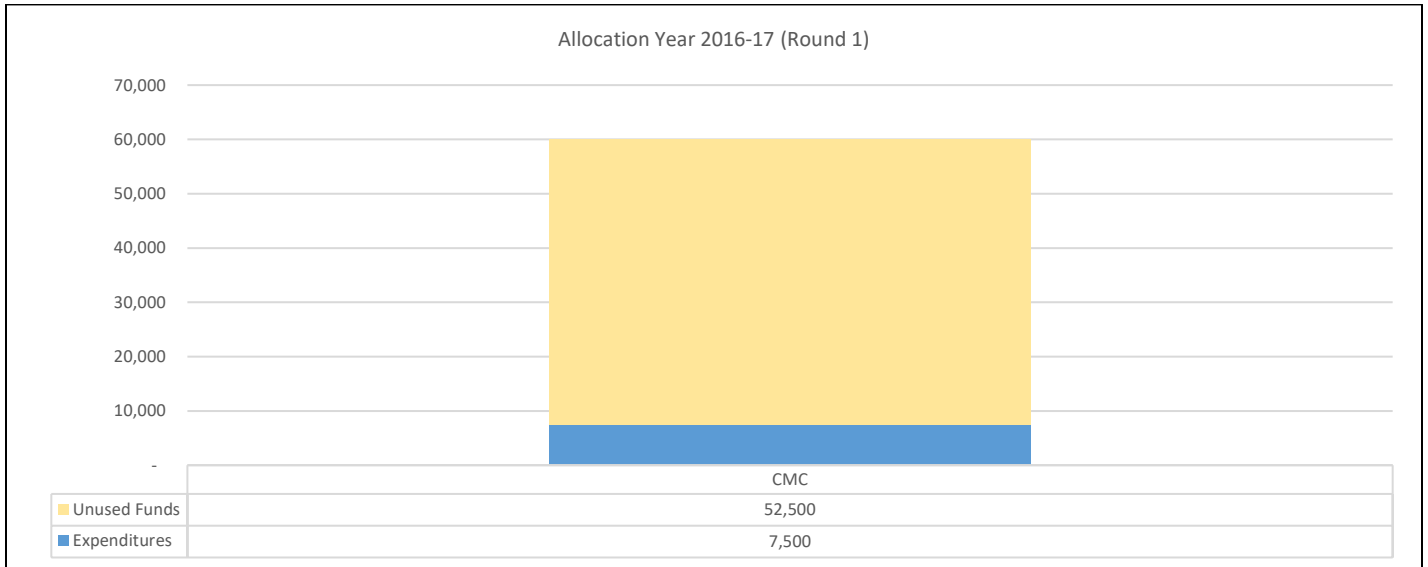
results and mandatory grant requirements	
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### Victor Valley College (VVC)

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	Clinical Coordinators attend placement meetings by collaborating with other college coordinators with other community colleges. This is usually held by our Deputy Sector Navigator at College of the Desert (COD), Wendy Deras.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	Clinical Coordinators developed and collaborated with educators at various health care facilities from Home Health to acute care. Through collaboration we will be implementing a new software program that interfaces with at least one healthcare facility that will be utilizing a software to keep track of students visiting their facility. This will save money on behalf of the student.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	Clinical Coordinators will be attending meetings regarding clinical placements with HWI. Upcoming soft skills training on December 13th will have a direct correlation with improving communication skills amongst faculty and partners in the health care industry.
Development a work plan for educating graduating students about the value and benefit of having an ongoing relationship and increase engagement in the college programs	Currently have PEEPs (Students advising underclassman) and community service hours (Nursing students have set hours per semester) that help increase awareness of college's contribution to the community and to students.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	Next scheduled meeting is November 14th at Crafton Hills College (CHC) to plan upcoming budget, metrics for clinical coordinator for round 4 for 2019 year. Meetings are established through HWI Deputy Sector Navigator- Wendy Deras.

## P04: Tractor Trailer Operator Feasibility Study

### Financial Reporting



### Project Narrative

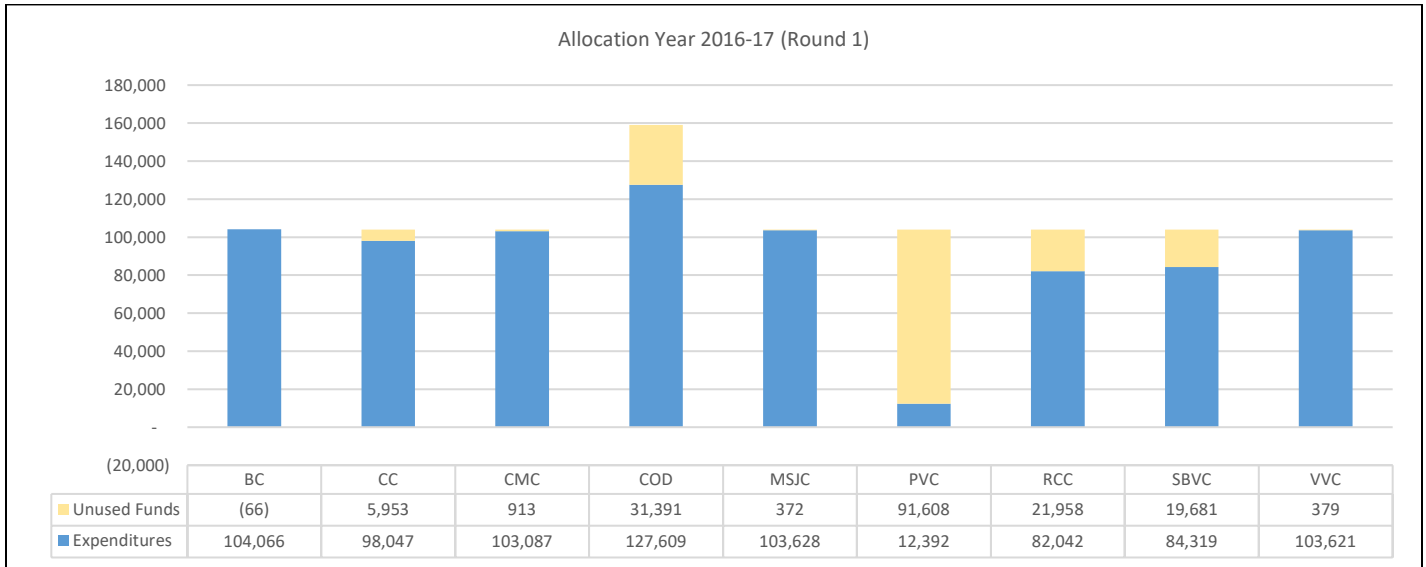
#### Copper Mountain College (CMC)

##### Approved Workplan Activity

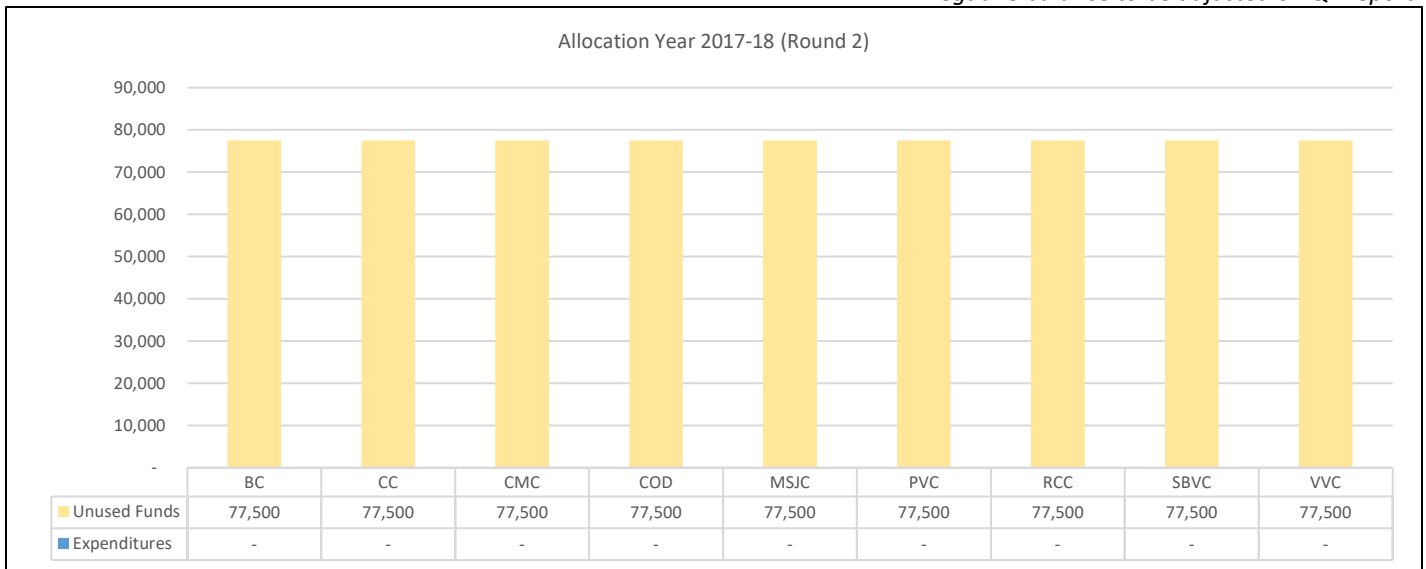
- Research existing training programs and conduct employer survey.
- Conduct detailed program cost analysis.
- Identify interested colleges.

## P05: Updating Automotive Labs – Electric Vehicle (EV) & Hybrid Instruction

### Financial Reporting



*\*Negative balance to be adjusted on Q2 report.*



### Project Narrative

#### Barstow College (BC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	This has been completed with previous year(s) funding.
Acquire the associated manufacturer scan/diagnostic hardware and	This has been partially completed in previous year(s) funding but will be ongoing as funding is made available. Faculty continue to identify additional needs for when funding is available.

software, specialized tools, and safety equipment	
Acquire manufacturer system information/subscription for the purchased vehicle	Continue to research the availability of this.
Obtain vehicle or system-related professional development training for faculty	Continue to identify professional development opportunities.
Integrate new curriculum/information into course(s) established under Round 1	Pending curriculum additions to automotive program.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Have done preliminary marketing, but will increase outreach and marketing efforts once course is approved and scheduled to be offered.

### Chaffey College (CC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	This year we purchased a new 2018 Chevrolet Bolt. Prior to this we purchased a 2017 Toyota Prius and felt we needed to bring in a different manufacturer along with a pure electric vehicle to enhance our current program.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	We have purchased various diagnostic and troubleshooting equipment for the vehicles that we have purchased and other that support the other manufacturer vehicles. We have also purchased various safety tools and equipment required to service hybrid and electric vehicles.
Acquire manufacturer system information/subscription for the purchased vehicle	We currently have subscriptions for A/C Delco (GM) and Toyota information systems (TIS) to fully support the vehicles that we have purchased.
Obtain vehicle or system-related professional development training for faculty	Both full-time faculty and part-time faculty have attended every hybrid and/or electric vehicle training opportunity offered by the Advance Transportation and Renewable Energy consortium along with many other that have been made available.
Integrate new curriculum/information into course(s) established under Round 1	Autotec 407 has been enhanced with the availability of the new vehicles that we have purchased. More hands-on labs have been added to enhance student skills along with the usage of our manufacturer electronic information system.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Adding on to our high school automotive shop visits and career day visits has been an additional hybrid course component. The hybrid/electric vehicles are being driven to the campuses for display while we discuss the additions to these programs.

### College of the Desert (COD)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	Currently receiving a quote on a new CNG vehicle for the auto department lab



Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	Previously acquired several scan tools for use in our Automotive labs
Acquire manufacturer system information/subscription for the purchased vehicle	We have all manufacturer information for each previously purchased vehicle
Obtain vehicle or system-related professional development training for faculty	Sent several faculty members to the Snap On tools training and professional development
Integrate new curriculum/information into course(s) established under Round 1	Curriculum development is occurring currently integrating new techniques and updating content based on new tools, vehicles, etc.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Participated in several tours of the Automotive department exposing faculty members as well as potential students from the High School system to our upgraded and high tech vehicles in the program.

### Copper Mountain College (CMC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	We have not begun our spending on this Round
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	This will be addressed once we spend the money on the vehicle.
Acquire manufacturer system information/subscription for the purchased vehicle	This will be addressed once we spend the money on the vehicle.
Obtain vehicle or system-related professional development training for faculty	This will be addressed once we spend the money on the vehicle.
Integrate new curriculum/information into course(s) established under Round 1	Curriculum enhancements from Round 1 are in the process of being integrated into other courses.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Several presentations have been completed or scheduled and the Student Auto Association is regularly involved in developing outreach ideas.

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	CarTrain "Hybrid and All Electric Vehicle Technology Trainer" with U.S. standard J1772 charging port was purchased, as well as Personal Protective Equipment (PPE) for Hybrid & Electric Vehicles Two-pole voltage tester, 12-690V/AC/DC CAT III 690V, CAT IV 600V and Insulation Multimeter (1000V /2GOhm, CAT III 1000V, CAT IV 600V) Cable

	set for CarTrain "Hybrid & All Electric Vehicle" training system as also purchased.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	All required scan/diagnostic software approved by the DSN were purchased including software, specialized tools and safety equipment.
Acquire manufacturer system information/subscription for the purchased vehicle	Automotive Faculty have obtained the required subscription and licensing for the purchased vehicle.
Obtain vehicle or system-related professional development training for faculty	Automotive Faculty have attended professional development and trainings for new Hybrid vehicles, as well as received certification and credentials
Integrate new curriculum/information into course(s) established under Round 1	Automotive technology curriculum was revised and or developed to embed new concepts directly related to Hybrids / Electronic vehicles.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Marketing materials including fliers. Brochures, information on Flash drive and full informational packets to distribute to high schools. Marketing materials have been created as recruitment tools. Brochures have also been created for the potential college students who may be interested in Automotive Technology as a career path.

### Palo Verde College (PVC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	PVC has developed the specifications and is in process of acquiring the vehicles both electric and hybrid for the main campus in Blythe.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	The automotive faculty is in the process of completing the specifications for the associated diagnostic and safety equipment to be acquired before December 31, 2018.
Acquire manufacturer system information/subscription for the purchased vehicle	Once the vehicles are received on campus, the automotive faculty will acquire this information. This is expected to be complete before December 31, 2018.
Obtain vehicle or system-related professional development training for faculty	PVC is sending its faculty to all regional professional development training
Integrate new curriculum/information into course(s) established under Round 1	The college has acquired the C.O.R for the electric and hybrid vehicles from our DSN and the faculty are ready to incorporate the safe operation of the vehicle and it's charging in existing courses beginning Fall 2019.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	PVC has reached out to the local auto distributors and feeder high schools informing them about the potential changes that are to be expected from the next '19 - '20 academic year.

### Riverside City College (RCC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends	No narrative submitted.

(collaborating with other programs and faculty)	
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	No narrative submitted.
Acquire manufacturer system information/subscription for the purchased vehicle	No narrative submitted.
Obtain vehicle or system-related professional development training for faculty	No narrative submitted.
Integrate new curriculum/information into course(s) established under Round 1	No narrative submitted.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	No narrative submitted.

### San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	The Automotive Department has made two hybrid/EV vehicle purchase which have been fully implanted in our Auto 010 and Auto 084. These courses covers the hybrid and electric battery power in emerging technologies and skills that students will need to be competitive in the trend for hybrid and electrical vehicle technology.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	We have also purchased scan and diagnostic hardware/software, specialized tools and safety equipment that is needed in the instructional classroom.
Acquire manufacturer system information/subscription for the purchased vehicle	Our faculty chair is working to build a relationship and partnership with the manufacturer system information.
Obtain vehicle or system-related professional development training for faculty	Our faculty has been professional trained on the obtained vehicle and is implementing his skills and knowledge in the course instructions.
Integrate new curriculum/information into course(s) established under Round 1	We are on task with integration of the new curriculum.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Our staff and faculty have been promoting the curriculum at outreach/recruitment events. The vehicles and system are being taught in the laboratory.

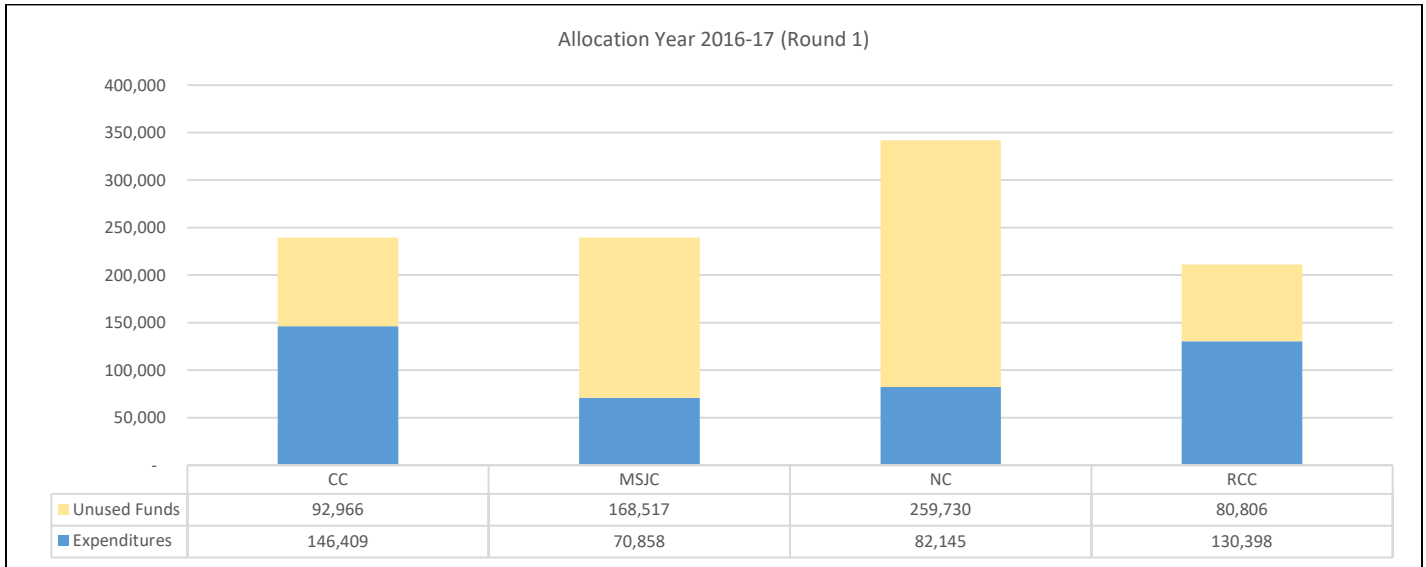
### Victor Valley College (VVC)

Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends	Faculty participated in a four day training on the Switchlabs EV educational kit vehicle and have collaborated with other full time faculty who are in agreement that their Alternating Current EV Permanent

(collaborating with other programs and faculty)	Magnet and Induction EV Kit car should be the next purchase for the program.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	We have recently purchased Factory scan tools for GM, Ford, Chrysler, Toyota, and Honda through our local share.
Acquire manufacturer system information/subscription for the purchased vehicle	We have recently purchased Factory Database subscriptions for GM, Ford, Chrysler, Toyota, and Honda through our local share funds.
Obtain vehicle or system-related professional development training for faculty	We have arranged for a two day EV and Hydrogen Fuel Cell training for 2 VVC Auto Instructors as well as 14 other instructors from the IERDC. This training will be provided by the NAFTC and will be hosted by VVC in our training and lab facility.
Integrate new curriculum/information into course(s) established under Round 1	Auto 89.3, 89.4, 89.5, and 89.6 have just completed Chancellor's approval as a state approved certificate and Auto 89.3 is on schedule for Spring 2019; Auto 89.4 is on schedule for Fall 2019.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	VVC Automotive has just completed a high school student technician competition in which the high school technicians participated in hands-on exercises using four of our Alternative Propulsion vehicles. Several outreach presentations have been attended, each of which one of our Alternative propulsion vehicles is on display to prospective students.

## P06: Regional, Accelerated, Career, and Employment Program

### Financial Reporting



### Project Narrative

#### Chaffey College (CC)

Approved Workplan Activity	Response
Partner colleges will develop and implement various schedules that will provide accelerated pathways. The regional funding will allow the Project Director to advise staff about the development, scheduling, and expansion of short-term course sections.	Part-time welding program developed with a T-Th evening/all day Saturday schedule to accommodate schedules of underemployed individuals. Program is highly accelerated and will conclude in 272 hours.
Partner colleges will engage with employers in their targeted industry sectors regarding the skill requirements for employment or career progression. The regional funding will support the Project Director's efforts to train new techniques to develop strong industry partners and recruit industry guest speakers who can meet and interview program graduates.	An industry SME was sourced and brought under contract, and training commenced on 7/24/18 with our pilot cohort of students. SME will certify students at the end of training free of charge. Per industry request, we also embedded soft skills into the program called "Tools for Success."
Partner colleges should expand the amount of CTE student completers in the projected 2016- 2017, 2017-2018, and Fall 2018 ACE cohorts. As the regional accelerated programs grow, staff will need to develop more effective and efficient method to serve growing student enrollments. The funding allocated to the Project Director will support trainings and advising to increase awareness of new programs through marketing techniques and recruitment techniques.	This is the pilot cohort of welding students for the InTech Center. We expect to have 13 completers when class concludes on 11/17/18.
Using existing NCCER's nationally recognized industry standardized curriculum, Chaffey will develop and submit for approval noncredit coursework for 2 welding stackable certificates.	Curriculum was developed utilizing the NCCER welding textbook and theory for the lecture portion of training. Non-credit curriculum has been written and is going through the approval process.

Explore program alignment across the region that has similar programs to share curriculum and FTES.	We will share our CORs with any college in the region who is interested in expanding or developing its welding program.
Host at least one Industry Skills Panel to determine need and skills gaps.	Attended Advanced Manufacturing and ECU Advisory Panel Meetings.
Work with regional industry to develop curriculum for the program.	Industry expert SME developed hands-on for the labs; industry advisory committees demonstrated hiring needs and desired certifications/competencies.
Align where possible with nationally recognized certification.	Students will test for and receive D1.1 Structural Steel Code from the American Welding Society (AWS) certification at the end of training.
Develop a not-for-credit welding program at the InTech Center that leads to a credit program. This will serve as developmental program for those considering going into Chaffey's proposed welding program.	272 hour not-for-credit training launched on 7/24/18. This curriculum was used as the building blocks for the non-credit classes that are currently going through the approval process.
Develop additional instructional capacity from qualified industry personnel and other sources.	An industry SME was sourced and brought under contract.
Develop outreach materials for the program for both students and employers.	A recruitment flyer was created to advertise for the pilot program. Graduates will be placed with participating employers.
Purchase and house the required welding equipment to offer entry level ACE training while curriculum is going through the approval process at the InTech Center.	Supplies, tools, materials, and equipment were procured and received so that the students could conduct their hands-on practice and competencies.

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Partner colleges will develop and implement various schedules that will provide accelerated pathways. The regional funding will allow the Project Director to advise staff about the development, scheduling, and expansion of short-term course sections.	This project has not progressed as expected due to delay in hiring for director /staff who can fully orient faculty about the development of short term courses.
Partner colleges will engage with employers in their targeted industry sectors regarding the skill requirements for employment or career progression. The regional funding will support the Project Director's efforts to train new techniques to develop strong industry partners and recruit industry guest speakers who can meet and interview program graduates.	This project has not progressed as expected due to delay in hiring for director and staff who can fully orient students and staff on the development of short term courses.
Partner colleges should expand the amount of CTE student completers in the projected 2016- 2017, 2017-2018, and Fall 2018 ACE cohorts. As the regional accelerated programs grow, staff will need to develop more effective and efficient method to serve growing student enrollments. The funding allocated to the Project Director will support trainings and advising to increase awareness of new programs through marketing techniques and recruitment techniques.	This project has not progressed as expected due to delay in hiring for director

### Norco College (NC)

Approved Workplan Activity	Response
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Partner colleges will develop and implement various schedules that will provide accelerated pathways. The regional funding will allow the Project Director to advise staff about the development, scheduling, and expansion of short-term course sections.	This is in process at the partner institutions. Norco College (NC) is revising the ACE program on site to structure course schedules with greater opportunities to engage in apprenticeship or other employment while attending ACE.
Partner colleges will engage with employers in their targeted industry sectors regarding the skill requirements for employment or career progression. The regional funding will support the Project Director's efforts to train new techniques to develop strong industry partners and recruit industry guest speakers who can meet and interview program graduates.	Norco College (NC) is participating in the Workforce Strike Team for Western Riverside County to engage with regional employers. Interviews are being provided through the Norco College (NC) Career Center, including recruitment opportunities through local employers in targeted industry sectors.
Partner colleges should expand the amount of CTE student completers in the projected 2016- 2017, 2017-2018, and Fall 2018 ACE cohorts. As the regional accelerated programs grow, staff will need to develop more effective and efficient method to serve growing student enrollments. The funding allocated to the Project Director will support trainings and advising to increase awareness of new programs through marketing techniques and recruitment techniques.	Norco College (NC) is developing a new plan for marketing and recruitment for the new ACE model.

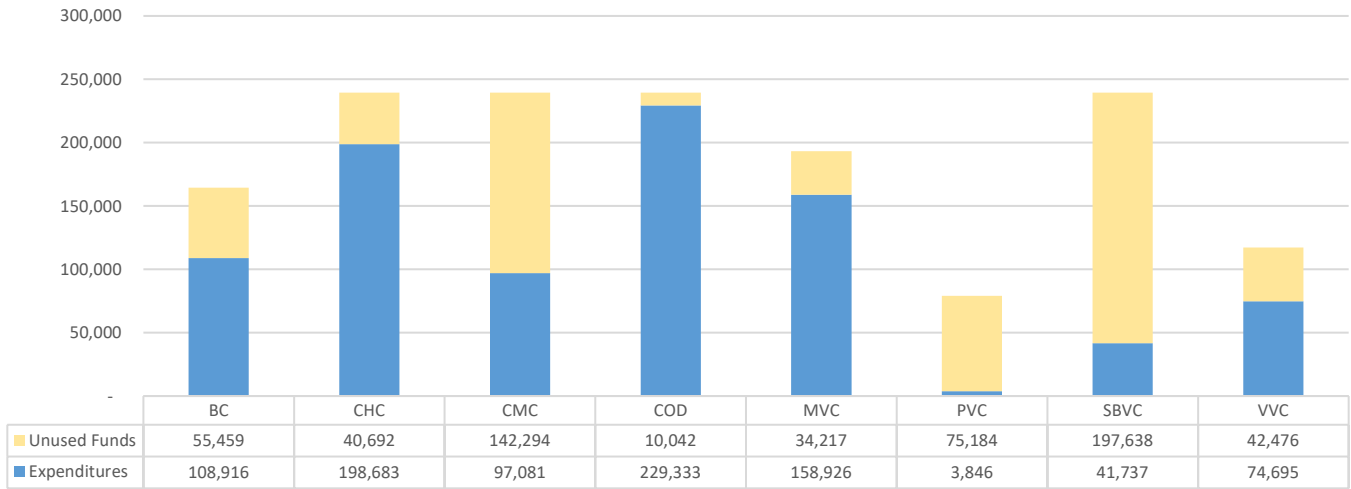
### Riverside City College (RCC)

Approved Workplan Activity	Response
Partner colleges will develop and implement various schedules that will provide accelerated pathways. The regional funding will allow the Project Director to advise staff about the development, scheduling, and expansion of short-term course sections.	No narrative submitted.
Partner colleges will engage with employers in their targeted industry sectors regarding the skill requirements for employment or career progression. The regional funding will support the Project Director's efforts to train new techniques to develop strong industry partners and recruit industry guest speakers who can meet and interview program graduates.	No narrative submitted.
Partner colleges should expand the amount of CTE student completers in the projected 2016- 2017, 2017-2018, and Fall 2018 ACE cohorts. As the regional accelerated programs grow, staff will need to develop more effective and efficient method to serve growing student enrollments. The funding allocated to the Project Director will support trainings and advising to increase awareness of new programs through marketing techniques and recruitment techniques.	No narrative submitted.

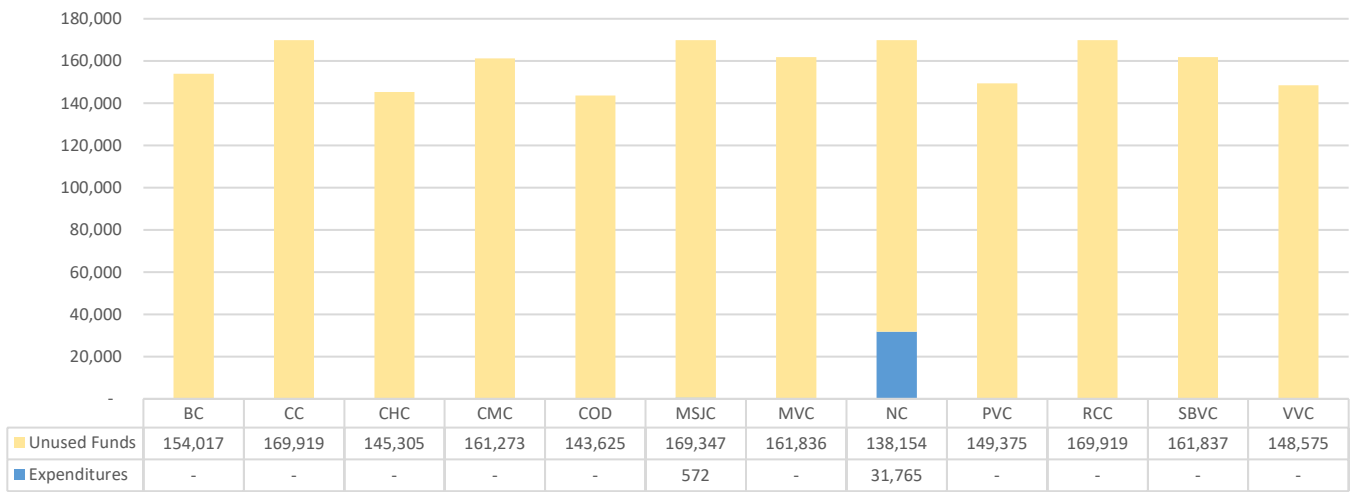
# P07: Regional and District Job Developers Proposal

## Financial Reporting

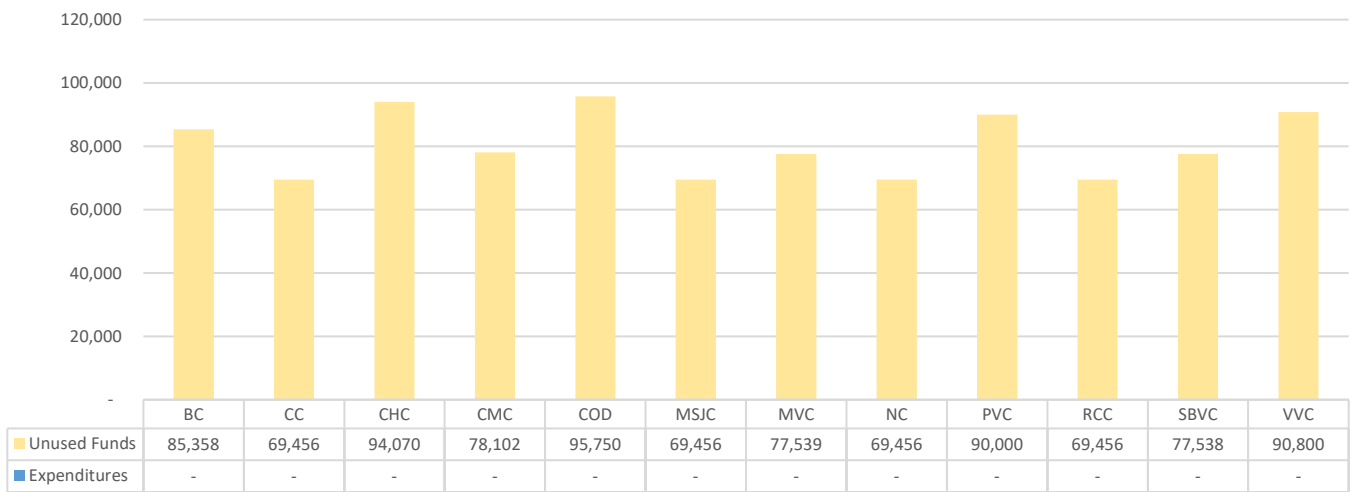
Allocation Year 2016-17 (Round 1)



Allocation Year 2017-18 (Round 2)



Allocation Year 2018-19 (Round 3)





## Project Narrative

### Barstow College (BC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	Hired CTE Career Project Technician position in October 2018 which will oversee job developer duties. Worked with Director and other departmental personnel on identifying existing job placement/developer information to work off of. Began to work with students on resume preparation, job placement assistance, etc. Began working with employers on employment needs and connecting students with employment opportunities they are qualified for.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	The CTE Career Project Technician had a great opportunity to meet several employers at our 2018 CTE Joint Advisory committee meetings. She will continue to meet with employer reps at various events and reaching out by phone and email to existing and potential new employer partnerships.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Worked to develop reports to identify graduates of programs to easily pull and identify current and completer students in any CTE program. Has been introduced to faculty and staff as the new person overseeing job placement/development activities. Began making classroom visits to spread awareness of what she can assist them with.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Has worked with students on an individual as-needed basis. Will be working on identifying potential workshop topics and the demand for them. Discussions of potentially holding a CTE specific job fair in which workshops can be help prior to this to ensure students have resumes prepared, mock interview skills, etc.
Job Developers to market programs and students to industry specific sector employers	Will continue to work with industry and students in identifying potential matches for students and employers. Will be disseminating employment info to students and our program info and potential candidates to industry partners.

### Chaffey College (CC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	Chaffey College (CC) is currently in the hiring phase of a job developer. Second level interviews are scheduled to occur the week of 5 December. A hiring decision is anticipated to be made shortly thereafter.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Chaffey College (CC) is currently in the hiring phase of a job developer. Second level interviews are scheduled to occur the week of 5 December. A hiring decision is anticipated to be made shortly thereafter.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Chaffey College (CC) is currently in the hiring phase of a job developer. Second level interviews are scheduled to occur the week of 5 December. A hiring decision is anticipated to be made shortly thereafter.
Job Developers to hold workshops related to employment development	Chaffey College (CC) is currently in the hiring phase of a job developer. Second level interviews are scheduled to occur the week of 5 December. A hiring decision is anticipated to be made shortly thereafter.

and provide career counseling resources to associated students	
Job Developers to market programs and students to industry specific sector employers	Chaffey College (CC) is currently in the hiring phase of a job developer. Second level interviews are scheduled to occur the week of 5 December. A hiring decision is anticipated to be made shortly thereafter.
Colleges who did not participate in the Regional and District Job Developer Original proposal to develop and approve a job description, post the position, and hire a Job Developer	Chaffey College (CC) is currently in the hiring phase of a job developer. Second level interviews are scheduled to occur the week of 5 December. A hiring decision is anticipated to be made shortly thereafter.

### Crafton Hills College (CHC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	No narrative submitted.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	No narrative submitted.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	No narrative submitted.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	No narrative submitted.
Job Developers to market programs and students to industry specific sector employers	No narrative submitted.

### College of the Desert (COD)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	Employer relationships and student outreach for CTE programs are endeavored towards by our events, workshops, information sessions, and resources in these areas. The Fall 2018 Career Fair focusing on the Area needs of Hospitality and tourism leveraged our employer connections with students interested in careers.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	More than 100 new employer relationships have been cultivated this past year, with many being direct matches with CTE program students and completers. Positions, internships and volunteer opportunities are marketed via our online resource: CODJobHUB.com
Job Developer to identify current students and upcoming completers,	Current and prospective CTE Completers are identified and sourced through our current enrollment data and via open information sessions and events. Those identified are marketed open positions via our job

along with faculty advocates, to begin matching students to local employers	fairs, workshops, career panels, and in the from employer connections made and marketed on our COD Job Hub website.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Over 20 workshops and information sessions have been or will be conducted in the area of Career Counseling this semester. Workshop content is provided in the areas of: Resume writing, Networking, Interviewing, and various other topics.
Job Developers to market programs and students to industry specific sector employers	Program information sessions are facilitated each semester to market these programs to interested students. Employer contact is centered around those CTE programs which provide the best fit for the hiring demand of each employer, and students and completers are marketed to these openings accordingly.

### Copper Mountain College (CMC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	Our job developer has been very busy engaging with the local employer base to represent CMC programs. We are integrating a technology solution to connect students, teachers, employers, and the job developer.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Our job developer has been very busy engaging with the local employer base to represent CMC programs.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	This is in process but not yet institutionalized.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	We have a locally funded CTE Counselor and both work on this task. No employment development workshops have been held this quarter.
Job Developers to market programs and students to industry specific sector employers	Our job developer has been very busy engaging with the local employer base to represent CMC programs.

### Moreno Valley College (MVC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	Employment placement coordinators conducted business visitations, hosted business visits and added industry partners to the advisory committees with the goal of marketing our students and programs to industry partners.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Added 27 business partners to our contacts/advisory committees.
Job Developer to identify current students and upcoming completers,	Employment placement coordinators host a series of workshops to prepare current students for work with local employers. In addition, they meet one-on-one with students to prepare resumes

along with faculty advocates, to begin matching students to local employers	
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Held Amazon Workforce Staffing Presentation, Job Search Strategies workshop, and class presentation to 48 students in Guidance 48 class promoting workshops and services.
Job Developers to market programs and students to industry specific sector employers	Delivered Federal Mogul presentation for 180 employees promoting MVC programs, CTE certificates and services.

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	MSJC Job Developer has been hired full time to conduct all activities required by this project
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Job Developer has formed strong relationships with service are industry representative as well as regionally to promote internships as a viable step to permanently hire our MSJC Students
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Job Developer has students database,
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Job Developer has held 8 workshops to date, place 4 individual in full or part-time employment and conduct individual sessions to inform students on employability skills.
Job Developers to market programs and students to industry specific sector employers	Job Developer created brochure to market services and has distributed marketing materials to faculty, students and staff district-wide. Additionally, Job developer had been active in the community at city hall meetings, Chambers of Commerce and college fairs and K12 Career Exploration events.
Colleges who did not participate in the Regional and District Job Developer Original proposal to develop and approve a job description, post the position, and hire a Job Developer	MSJC is fully engaged in this project and wish to continue to support the Job Developer project as a beneficial resource for students who are ready to be employed.

### Norco College (NC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	The Norco College (NC) Career Center is providing opportunities for students to participate in work readiness workshops, interviews and hiring fairs.

Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Norco College (NC) Career Center staff is increasingly engaged in the development of employer relationships. This includes participation in the development of a new process for Work Experience and expansion of the Work Experience program.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Job Developer is working with our ACE Staff to transition students who are graduating from December 2018-February 2019 to schedule interviews.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Workshops currently held include job search strategies, social media strategies, resumes, interviews and cover letters, plus networking.
Job Developers to market programs and students to industry specific sector employers	Job Developer is working with ACE staff and Apprenticeship staff to expand opportunities for students and employers in this area.
Colleges who did not participate in the Regional and District Job Developer Original proposal to develop and approve a job description, post the position, and hire a Job Developer	N/A

### Palo Verde College (PVC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	PVC's job placement specialist has developed contacts within the local areas to promote the placement of the graduating CTE students.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	The strengthening of the relationship is in progress and moving forward is expected to be even stronger.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	PVC is using various software packages to link the interested CTE students with local opportunities.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Regular classroom visits and workshops are continuing to be held along with and independent of the counselling outreach.
Job Developers to market programs and students to industry specific sector employers	PVC's job placement specialist is utilizing a unique set of tools to link interested CTE students and their associated industries together.

### Riverside City College (RCC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and	No narrative submitted.

build relationships that can continue towards the goals of placement and enrollment increase.	
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	No narrative submitted.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	No narrative submitted.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	No narrative submitted.
Job Developers to market programs and students to industry specific sector employers	No narrative submitted.
Colleges who did not participate in the Regional and District Job Developer Original proposal to develop and approve a job description, post the position, and hire a Job Developer	No narrative submitted.

### San Bernardino Valley College (SBVC)

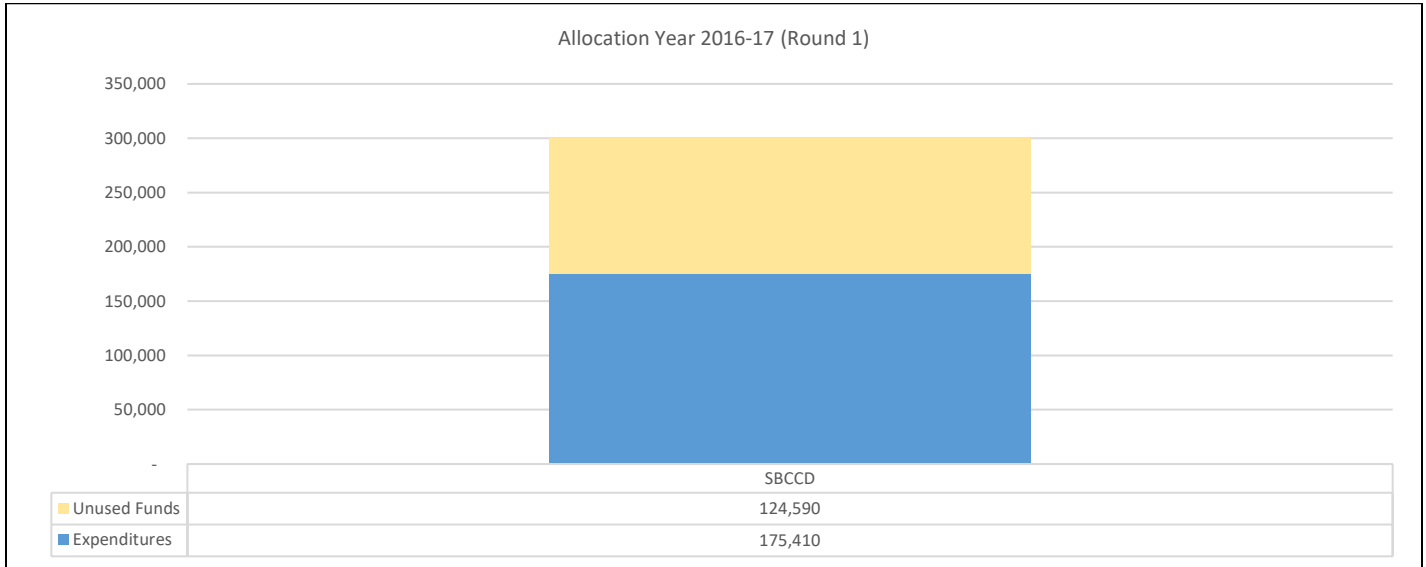
Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	Our Job Developer has been promoting these services to all SBVC's CTE students and working closely with local businesses and regional employers. A project plan consisting of activities with timelines has been developed to include organizing and hosting job fairs.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	The Job Developer has been successful in forming relationships with local employers, industry partners, and other related stakeholders like Husseman, California Steel Industries, Amazon, Arconic Engine, Childcare Careers, San Bernardino Behavioral Health, and RDO-John Deer Equipment Company.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Our Job Developer is meeting with faculty and our current students to identify upcoming completers to advocate matching them to local employers.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	The Job Developer has been conducting individual classroom presentations with "How to...(search for a job, write a resume, interview and etc.)" She has been available to provide career counseling and be a resource for employment development with current students and advocating faculty.
Job Developers to market programs and students to industry specific sector employers	Our Job Developer has been able to market programs and students to industry employers with on campus and off campus job/career fairs, regional advisory committee meetings, employer visits, industry roundtables and resource fairs.

## Victor Valley College (VVC)

Approved Workplan Activity	Response
Job Developers to represent college and CTE programs in the field to market students & programs, connect openings to qualified completers, and build relationships that can continue towards the goals of placement and enrollment increase.	Have partnered with the local EDD Workforce Development Office, General Atomics, Victorville Motors, Victor Valley Waste Water Reclamation Authority, and ICR Staffing. I have attended several College & Career Fairs, at Silverado High School and Hesperia Unified School District, to make the community aware of the programs offered at VVC, and speak about the job placement opportunities the students will have.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Have attended Victorville Chamber of Commerce Meetings, Hesperia Chamber of Commerce Meetings, Advisory Council Meetings, and have presented my plan for Job Placement at Victor Valley College (VVC). Industry Partners have set up meetings and tours of the different facilities for my knowledge and understanding. Forming a partnership with Morongo Casino and the Inland Empire Economic Partnership.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Received a list of CTE Students from our Institutional Research Department, and have reached out to these students letting them know what my role is. I have begun to meet individually with these students, have spoken to the Restaurant Management and Construction Tech Students. Have presented at the CTE Department Chair Meetings, Dean's Council Meetings, and High School Principal's and industry Partner Meetings. I have reached out to faculty to schedule meeting times for me to present in other program classes as well.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Resume Writing Workshop is scheduled for December 3, 2018. Currently working on career specific job fairs, with the first one being Culinary Arts, where local restaurant owners/management will perform mock interviews with the Restaurant Management Students. February 2019 there will be a communication/interviewing skills workshop.
Job Developers to market programs and students to industry specific sector employers	Have met with many industry partners introducing my role, and advocating for the students, while assessing the needs of the industry partners. Have toured VVWRA and students applied for paid internships, partnering with Core Solutions to provide internships for the students to gain employment experience. Initiated the purchase of Purple Briefcase Software which will allow employers to post job openings, and students to post resumes. I also search for students by specific sectors.

## P08: Regional/Sub-Regional CTE Advisory Program – Pilot Project

### Financial Reporting



### Project Narrative

#### San Bernardino Community College District (SBCCD)

##### Approved Workplan Activity

Hold regular planning meetings with key stakeholders from community, community colleges, business and industry

Coordination with IEEP and community colleges to ensure engagement of faculty and industry

Conducting semi-annual sector advisory meetings (regional and/or sub-regional)

Develop and maintain listing of Industry members by sector that are willing to participate.

Hold at least one advisory per year per sector serviced.

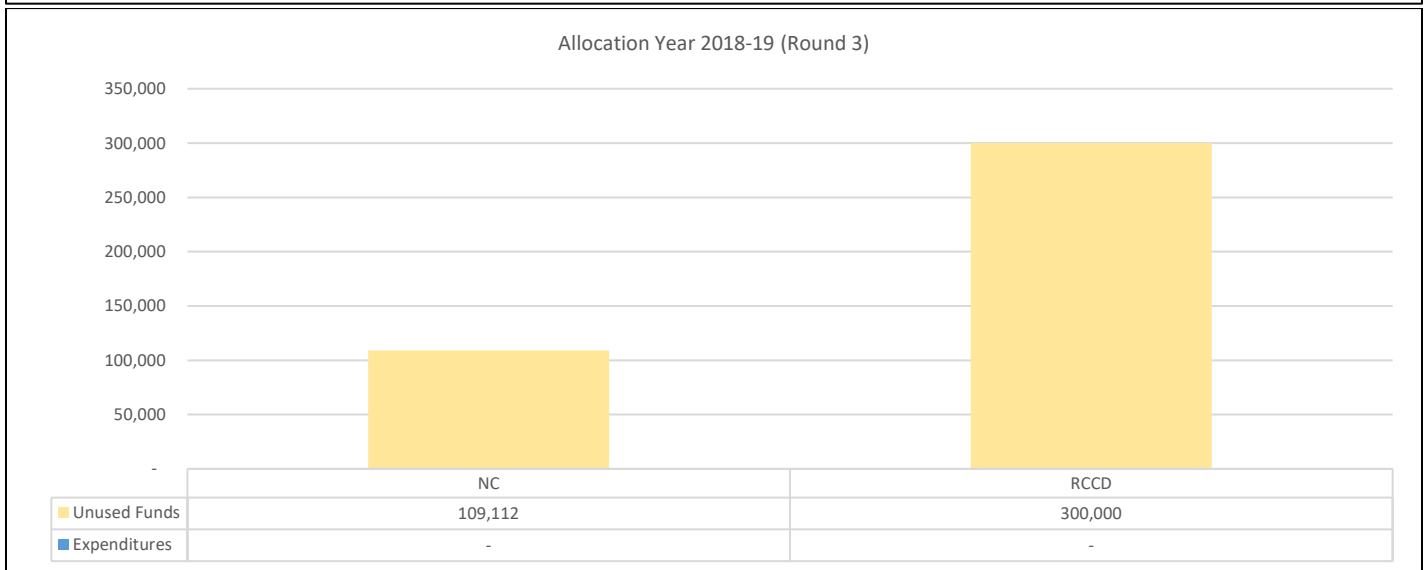
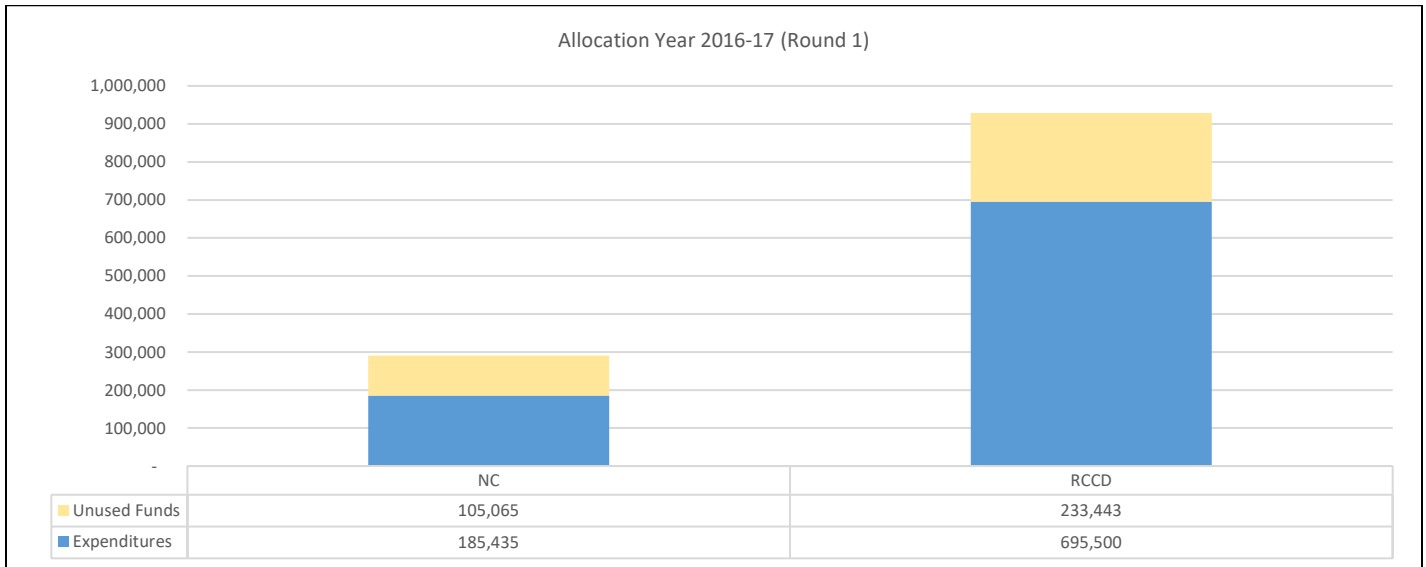
Maintain list of HS and Community College faculty by sector

Facilitate both CC/HS faculty development and cross-discipline faculty development opportunities.



## P09: Regional Marketing & Outreach

### Financial Reporting



### Project Narrative

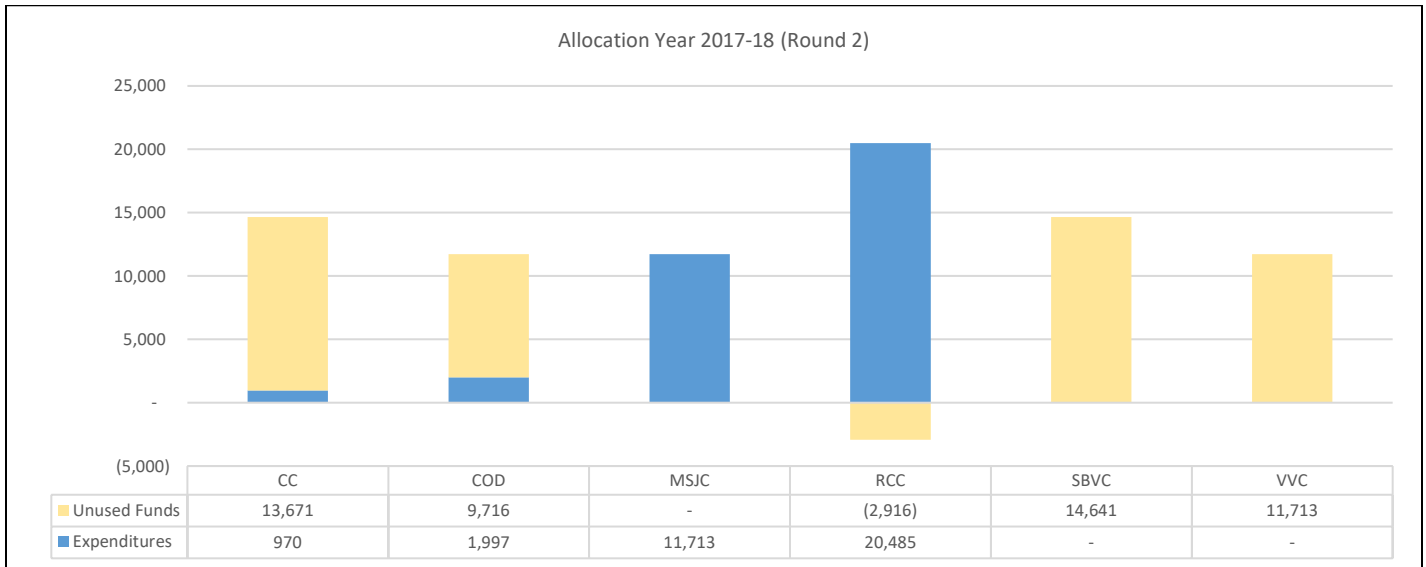
#### Norco College (NC)

Approved Workplan Activity	Response
Hire Grants Administrative Specialist	This activity was deemed unnecessary, funding was re-allocated to provide additional funding for activities such as the media prefs survey and advertising billboards.
Media Preferences Survey	This activity was completed in a previous quarter. Information from the survey is used to guide future decisions.
Printing--Magazines and mailings	This activity was deemed unnecessary, funding was re-allocated to provide additional funding for advertising billboards.

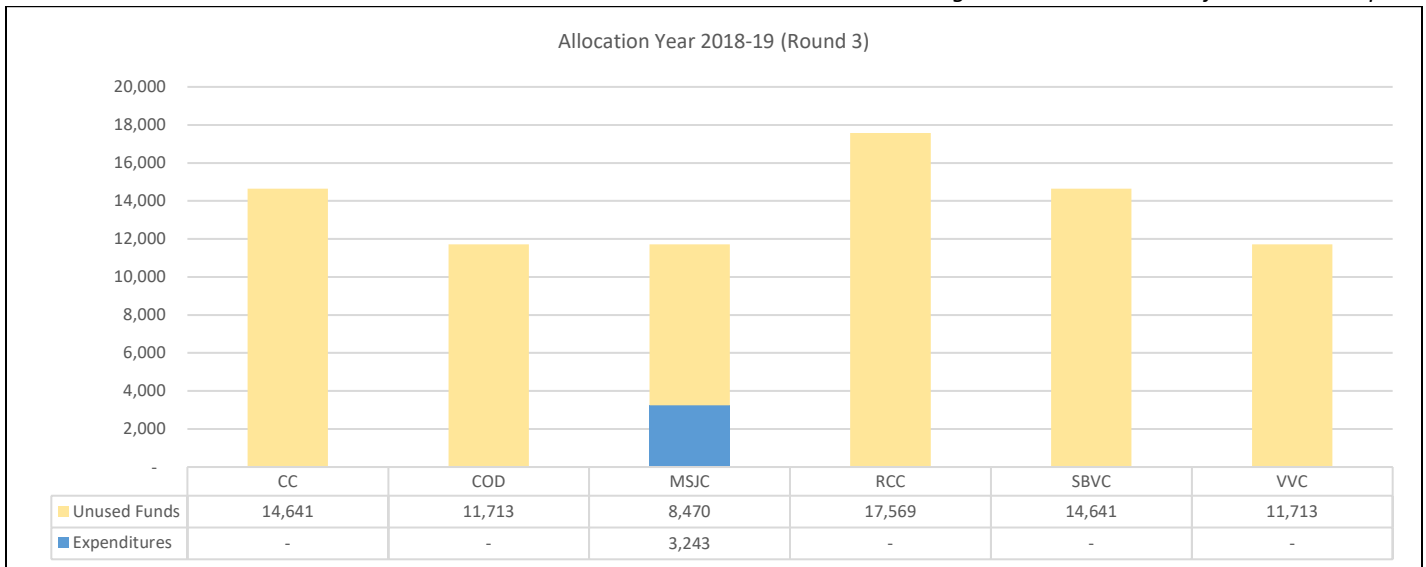
Printing--for 12 colleges	Six industry sector brochures were printed and delivered to colleges who requested them. Also, conference giveaways were designed, ordered and disseminated to college.
Attend Marketing meetings and conferences	The project director attend the National Council for Public Relations & Marketing, various IEDRC meetings, and regional marketing meetings.

## P10: Healthcare (Nursing & Allied Health) Educator Bootcamp

### Financial Reporting



*\*Negative balance to be adjusted on Q2 report.*



### Project Narrative

#### Chaffey College (CC)

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	The School of Health Sciences had four faculty attend the Educator Boot Camp in August 2019. Three of the faculty are new to Chaffey College (CC) and in their role as full-time faculty (Jordon Hung, Jennifer Renteria, and Angie Millan). Jayne Clark-Frize has been a faculty for two years. The plan is to have the four attend a Boot Camp offered in the spring 2019.

Attendance at regional HWI-sponsored and other available professional development offerings, to include the two (2)-day Innovations in Health Occupations Education Conference offered annually in January	The School has not received notification of the days, agenda, or site for the new faculty in January. Depending upon current assignments, the four faculty that attended in August should attend in January.
Assigned mentors for new faculty with a designated yearly calendar of topics to discuss and set meetings or phone conferences (minimum of four) throughout the academic year	Three faculty have identified mentors: Jayne Clark-Frize, Jennifer Renteria, and Angie Millan. All have been meeting regularly and will continue to do so for the upcoming spring semester. Topics have included pedagogical approaches, student success, and College processes and procedures.

### College of the Desert (COD)

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	Three faculty attended the Educator Bootcamp in August in San Diego
Attendance at regional HWI-sponsored and other available professional development offerings, to include the two (2)-day Innovations in Health Occupations Education Conference offered annually in January	As soon as dates are confirmed will be able to send new faculty
Assigned mentors for new faculty with a designated yearly calendar of topics to discuss and set meetings or phone conferences (minimum of four) throughout the academic year	New faculty have been assigned in-house mentors and are developing a calendar of topics to discuss

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	The three day Bootcamp has been coordinated, facilitated and completed by MSJC with 49 in attendance. A trainer presented vital information for New Faculty training.
Attendance at regional HWI-sponsored and other available professional development offerings, to include the two (2)-day Innovations in Health Occupations Education Conference offered annually in January	HWI sponsored professional development opportunities included Dementia and Nurse leadership training. Attendance and other information can be provided by the regional DSN- Health.
Assigned mentors for new faculty with a designated yearly calendar of topics to discuss and set meetings or phone conferences (minimum of four) throughout the academic year	The objective has not been met, with the expectation that this project will continue region-wide into the next round of funding, and mentors will be identified.

### Riverside City College (RCC)

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	No narrative submitted.

Attendance at regional HWI-sponsored and other available professional development offerings, to include the two (2)-day Innovations in Health Occupations Education Conference offered annually in January	No narrative submitted.
Assigned mentors for new faculty with a designated yearly calendar of topics to discuss and set meetings or phone conferences (minimum of four) throughout the academic year	No narrative submitted.

### San Bernardino Valley College (SBVC)

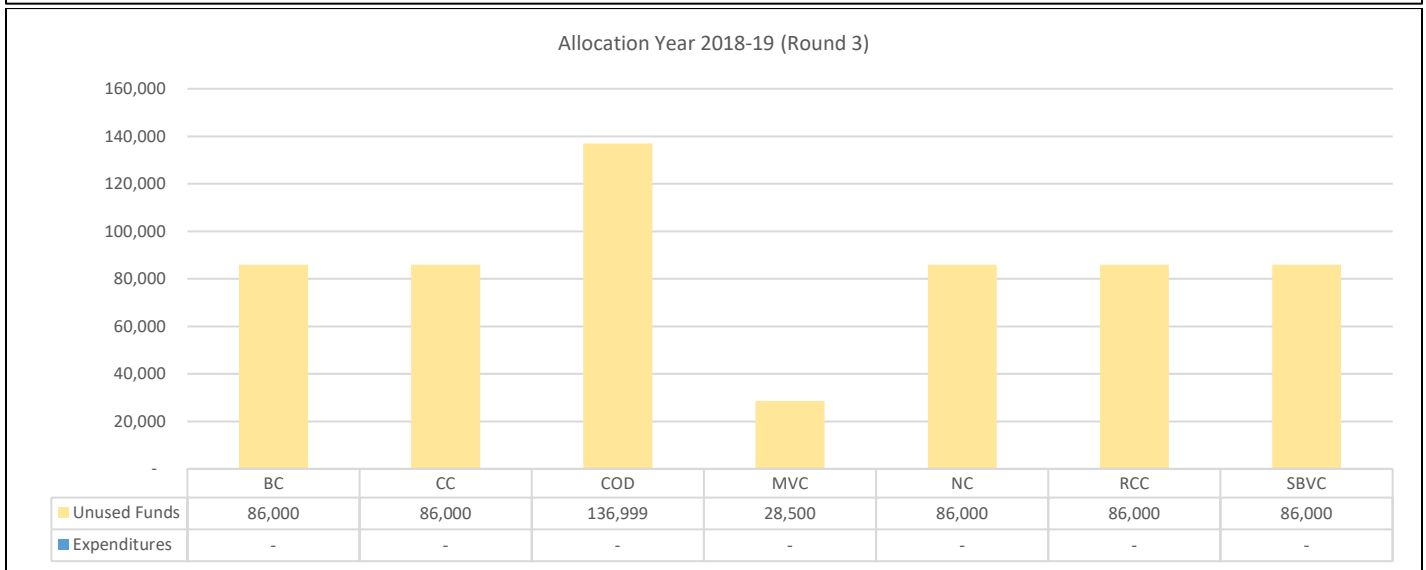
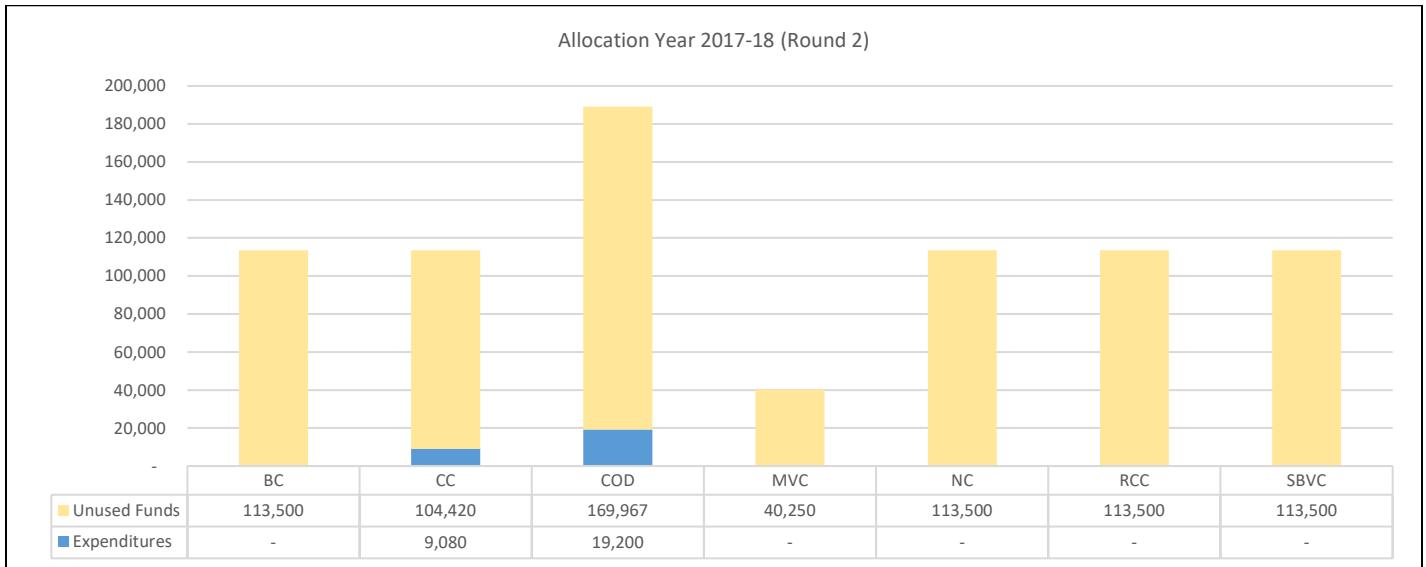
Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	We participated with the Educator Boot Camp that was held in San Diego hosted by MSJC. We sent 4 faculty to this event.
Attendance at regional HWI-sponsored and other available professional development offerings, to include the two (2)-day Innovations in Health Occupations Education Conference offered annually in January	We were able to send two adjunct instructors to the Innovations in Health Occupations Education Conference at the Ontario Convention Center.
Assigned mentors for new faculty with a designated yearly calendar of topics to discuss and set meetings or phone conferences (minimum of four) throughout the academic year	We are currently assigning mentors for new faculty as part of our designated yearly calendar topics of discussion. We meet regularly either in person or over the phone throughout the academic year.

### Victor Valley College (VVC)

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	Attended two day Educator Boot Camp in August 2018 (three faculty attended). Review various aspects in delivering content from traditional to concept based. Discussed SLO's and PLO's.
Attendance at regional HWI-sponsored and other available professional development offerings, to include the two (2)-day Innovations in Health Occupations Education Conference offered annually in January	Already attended one HWI conference and have another one scheduled for January 2019.
Assigned mentors for new faculty with a designated yearly calendar of topics to discuss and set meetings or phone conferences (minimum of four) throughout the academic year	Will designate two meetings per semester that is focused on mentoring new faculty. Focus will primarily be on developing tests, objectives, how curriculum is developed, disciplinary action, resources available to students.

## P11: Building and Energy System Professional (BESP) Consortia

### Financial Reporting



### Project Narrative

#### Barstow College (BC)

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	We are having ongoing discussions with local industry partners to create a detailed plan on providing students with WBL.
Curriculum Sharing, as detailed in full workplan	Working on identifying curriculum for this program and how it will fit in with our existing programs.
Regional Advisory, as detailed in full workplan	Will work with region on regional advisory and other needs for this program.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	Will work with region on faculty expert network for program/course (SLO) alignment as needed.

Zero Net Energy (ZNE) Core, as detailed in full workplan	Will work with region on Zero Net Energy (ZNE) core requirements as needed.
Accelerated Schedule (8-week courses), as detailed in full workplan	Will work to identify scheduling options including accelerated schedule options.
Non-Credit Courses for BESP, as detailed in full workplan	We are working non-credit course offerings for BESP while developing curriculum and other project deliverables.
Professional Development, as detailed in full workplan	Professional development opportunities are being determined and will be provided as needed throughout the project.

### Chaffey College (CC)

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	Paid internships for InTech HVAC students using leveraged funds has provided a model to incorporate WBL into BESP curriculum; this will be included in CORE course Energy Systems Technology Work Experience.
Curriculum Sharing, as detailed in full workplan	COD and San Jose City College have shared BESP/Facilities Maintenance Technician curriculum. Faculty/SME participate in Faculty Expert Network communication/convening
Regional Advisory, as detailed in full workplan	Faculty/SME/program coordinator participated in ECU Regional Advisory meeting on 9/21/18.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	CORE courses have been shared with Chaffey curriculum committee chair. Faculty champion has been identified and is being brought under contract as Adjunct Faculty. Once this occurs, curriculum writing can commence.
Zero Net Energy (ZNE) Core, as detailed in full workplan	ZNE CORE classes were reviewed by curriculum committee chair. Three of the six courses already exist at Chaffey under different names. The three we do not have on our books are: CA Energy Codes, Zero Net Energy Bldg. Design, and Energy Systems Technology Work Experience.
Accelerated Schedule (8-week courses), as detailed in full workplan	Non-credit BESP courses will be offered on a "fast track" 8 week schedule.
Non-Credit Courses for BESP, as detailed in full workplan	Non-credit courses for HVAC are currently approved at the local level. Some of these courses may be folded into our BESP program. Additional non-credit courses will be written for the program by faculty champion.
Professional Development, as detailed in full workplan	Program coordinator, SME, and faculty champion have attended ECU regional advisory meeting; CCCAOE; COD Building Automation Workshop.

### College of the Desert (COD)

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	Current WBL opportunities offered at COD and Chaffey INTECH center. Additional WBL opportunities at other BESP partner schools to be determined. BESP partners are to connect with local advisory to introduce BESP structure and encourage industry partners to offer WBL opportunities. ECU Regional Skills panel attended by 3 BESP partner schools on 9/21/18 at Ontario Carpenters Training Center. BESP structure discussed during the breakout session. Future Regional Advisory panels to be determined.
Curriculum Sharing, as detailed in full workplan	BESP courses & certificates currently offered at COD - BESP AS degree en route to Chancellor's office for approval - expected approval by Nov 30th. BESP partner schools reviewed program with Faculty Champions and/or curriculum committee. Adopted BESP core classes reviewed - 3 of 6 core classes matched with existing coursework in certain partner

	schools. Specialties have been identified and will be added to BESP structure - awaiting Chancellor approval through COD before final submission.
Regional Advisory, as detailed in full workplan	COD introduced the BESP AS degree structure to local Industry Advisory in Feb 2018. Carpenters Union, HVAC Collaborative and other industry partners will be included in the near future. BESP partner schools will follow up the introduction of the BESP structure to their industry partners with an invitation to participate in Regional Advisory Council. Future Regional Advisory panels to be determined.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	Faculty champions identified by all BESP partners. BESP structure, core, and specialties already adopted by COD and are in progress. Specialties have been identified by all BESP partner faculty champions and/or their curriculum staff. SBVC has entered BESP AS degree structure and core into their curriculum system - awaiting Chancellor approval through COD before final submission. Remaining partners are beginning to add BESP structure to curriculum system. Est final submission early Dec.
Zero Net Energy (ZNE) Core, as detailed in full workplan	ZNE core accepted by all BESP partners. ZNE core courses currently existing at COD. SBVC, Barstow, and Chaffey faculty champions have identified 3 of 6 core courses already existing in their current curriculum. Remaining BESP partners have adopted ZNE core courses and are reviewing their existing curriculum for possible matches. Awaiting final submission for Chancellor approval through COD.
Accelerated Schedule (8-week courses), as detailed in full workplan	COD currently offers an 8-week course schedule for all HVAC certificate courses. Barstow currently offers a 9-week course schedule for similar certificate courses. The BESP 8-week course template to be offered to all BESP partners and reviewed for possible course revision. Estimated final review and possible adoption of 8-week course schedule by mid Dec.
Non-Credit Courses for BESP, as detailed in full workplan	COD currently offers non-credit courses for Solar and HVAC (EPA 608). Chaffey's INTECH center currently offers not-for-credit courses for HVAC. Remaining BESP partner non-credit curriculum (if available) to be reviewed for sharing and possible alignment. Template, curriculum, lesson plans, materials are to be shared and reviewed. Estimated final review and possible adoption by mid Dec.
Professional Development, as detailed in full workplan	ECU Regional Skills panel attended by COD, SBVC, and Chaffey on 9/21/18 at Ontario Carpenters Training Center. BESP partners are reaching out to industry partners for introduction or follow up discussion of the BESP structure. Future Regional Advisory panels to be determined.

### Moreno Valley College (MVC)

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	No narrative submitted.
Curriculum Sharing, as detailed in full workplan	Met with Jon Caffery and Carlos Santamariea to discuss Facilities Management Pipeline Training Program.
Regional Advisory, as detailed in full workplan	No narrative submitted.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	No narrative submitted.



Zero Net Energy (ZNE) Core, as detailed in full workplan	No narrative submitted.
Accelerated Schedule (8-week courses), as detailed in full workplan	No narrative submitted.
Non-Credit Courses for BESP, as detailed in full workplan	No narrative submitted.
Professional Development, as detailed in full workplan	No narrative submitted.

### Norco College (NC)

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	In progress
Curriculum Sharing, as detailed in full workplan	Met with College of the Desert (COD) and are working to identify the courses that we are interested in adding to Norco College (NC)'s programs in both credit and noncredit.
Regional Advisory, as detailed in full workplan	Norco College (NC) participated in the Regional Advisory in Fall, 2018.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	One faculty member working on this project with support from additional faculty as needed.
Zero Net Energy (ZNE) Core, as detailed in full workplan	Still exploring course offerings.
Accelerated Schedule (8-week courses), as detailed in full workplan	Under consideration. A meeting is scheduled for late November to address scheduling for BESP and ways to integrate with apprenticeship.
Non-Credit Courses for BESP, as detailed in full workplan	In progress
Professional Development, as detailed in full workplan	Not yet identified; planning scheduled for late November

### Riverside City College (RCC)

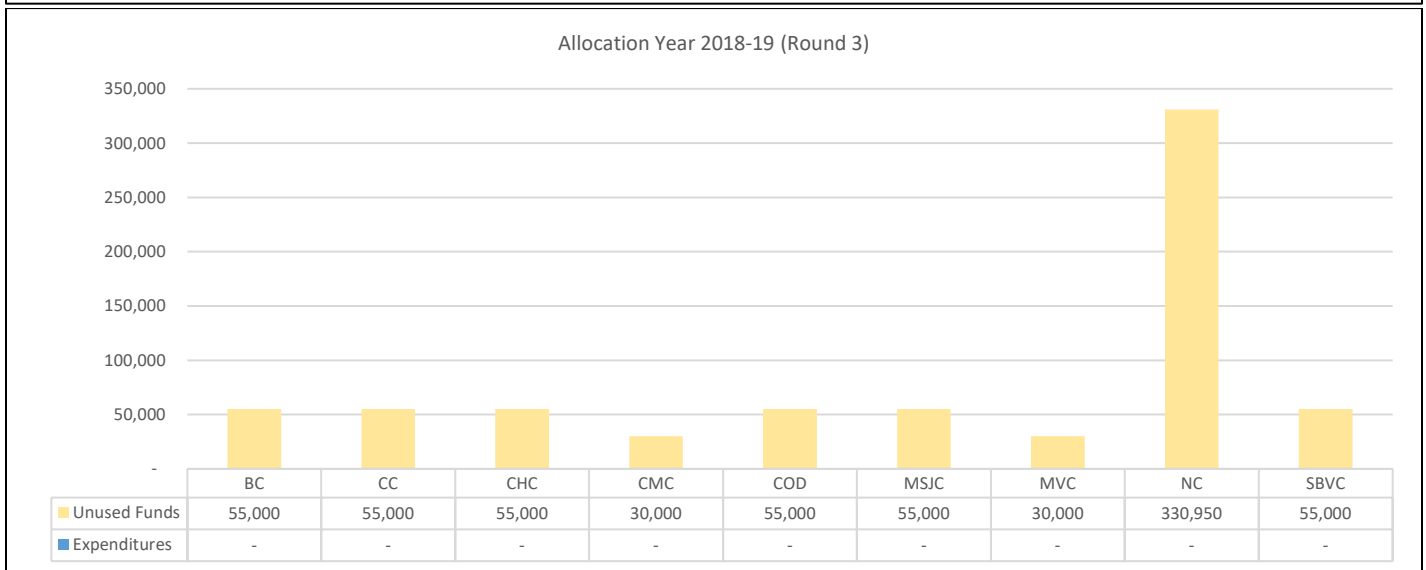
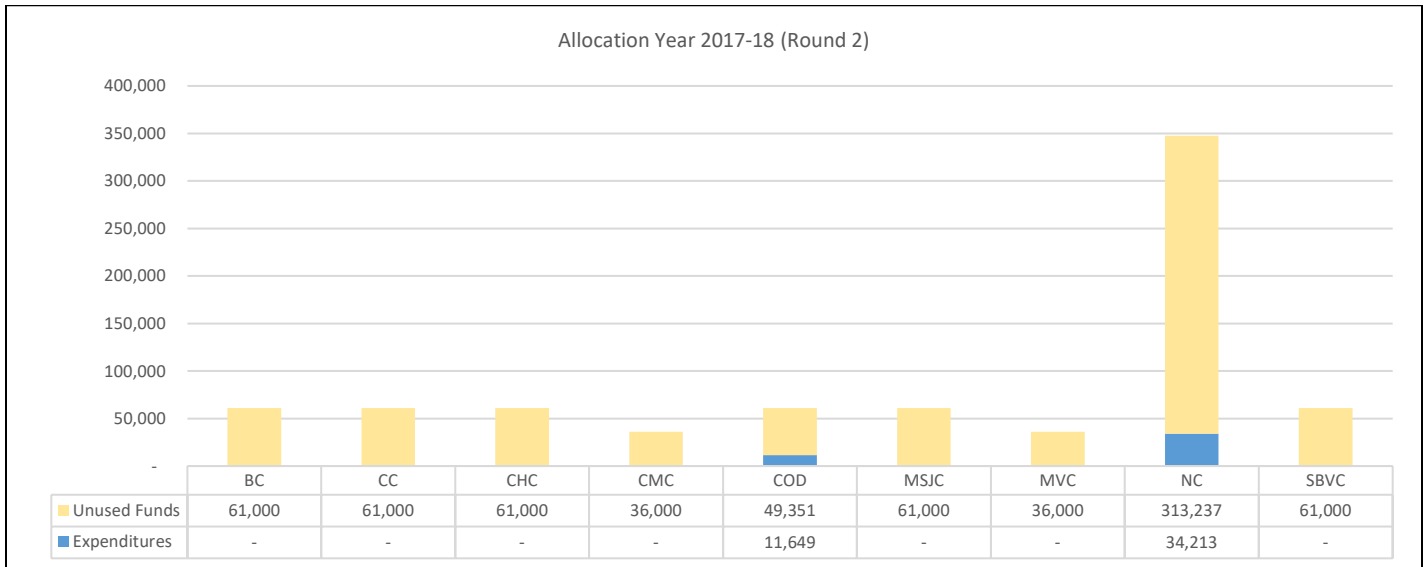
Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	No narrative submitted.
Curriculum Sharing, as detailed in full workplan	No narrative submitted.
Regional Advisory, as detailed in full workplan	No narrative submitted.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	No narrative submitted.
Zero Net Energy (ZNE) Core, as detailed in full workplan	No narrative submitted.
Accelerated Schedule (8-week courses), as detailed in full workplan	No narrative submitted.
Non-Credit Courses for BESP, as detailed in full workplan	No narrative submitted.
Professional Development, as detailed in full workplan	No narrative submitted.

## San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	Faculty working in this project has been focusing in curriculum development. Once the courses get approved will be focusing in creating Work-based learning opportunities.
Curriculum Sharing, as detailed in full workplan	We built in the CurricuNet system the big umbrella of the BESP program. We also modified and entered the core curriculum classes.
Regional Advisory, as detailed in full workplan	On September 21st we attended the Regional Advisory meeting held at Carpentry Center in Ontario, CA.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	In addition to the core curriculum classes, we are working on building and using existing courses to build our first certificate.
Zero Net Energy (ZNE) Core, as detailed in full workplan	We are in the process of working on Zero Net Energy (ZNE). Before we proceed, we are looking to meet with some department chairs to get their input on our use of their existing classes in the BESP curriculum as further any requirement change is needed.
Accelerated Schedule (8-week courses), as detailed in full workplan	We know some of the courses within the BESP are accelerated based courses. We have not made a selection of courses.
Non-Credit Courses for BESP, as detailed in full workplan	In the process of discussion.
Professional Development, as detailed in full workplan	We will attend the Champions BESP meeting at the College of the Desert (COD).

# P12: LAUNCH: Inland Empire Apprenticeship & Work-Based Learning Initiative

## Financial Reporting



## Project Narrative

### Barstow College (BC)

Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	Continued to be active in regional activities on this project and review available information.
Work with the Labor & Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	Continued to be active in regional activities on this project and review available information.

Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	Continued to be active in regional activities on this project and review available information.
These colleges in LAUNCH have committed to serve both as education providers and program sponsors, but will not be primarily focused on program development. Program sponsors fulfill an administrative role in apprenticeship that requires the college to complete employer acceptance agreements, track and monitor on-the-job training, liaison and submit records to apprenticeship agencies, and oversee apprenticeship agreements.	Continued to be active in regional activities on this project and review available information.

### Chaffey College (CC)

Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	The LAUNCH systems group has been meeting regularly (at least once a month via in-person meeting or phone call) with the local DAS representative to develop an MOU that can be used for all colleges, high schools and county partners to participate in one unified program. Chaffey College (CC) InTech Center has been a regular contributor to the systems group and has provided input based on feedback from their apprenticeship committee, which consists of several employers in the region. The MOU is the first step to building the apprenticeship network and establishing expedited registration and approval processes under the LAUNCH apprenticeship program.
Work with the Labor & Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	Regionally, Chaffey staff have worked with the county of San Bernardino WIOA to fund and establish pre-apprenticeship trainings for youth aged 17-24. These trainings provide fundamentals of industrial maintenance, which directly align with DAS-approved apprenticeship occupations at Chaffey College (CC) InTech Center. trainees at InTech may qualify at America's Job Centers to receive supportive services that provide financial relief, such as book purchase reimbursement, gas cards, etc.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	Once the LAUNCH systems group completes the MOU (which was not completed by 9/30/18), then implementation can begin at a regional level. Currently, Chaffey InTech staff partners with local employers, as well as a number of high schools to deliver pre-apprenticeship training, which acts as a direct feeder into the current apprenticeship program. As apprenticeship is regionalized, InTech will work more closely with high school districts to act as a link/liaison between high schools and employers.
Developers and Drivers: These colleges have committed to driving the development of new programs, building new industry partnerships, and serving as education providers, and function as program sponsors. Outreach to businesses is a major focus of this group, and colleges selecting this role also plan to support regional aspects of apprenticeship – such as aligning programs and procedures with other	Chaffey College (CC) InTech staff have ongoing conversations with employers in the region to determine occupation demand and specific curriculum needs. InTech hosts quarterly apprenticeship committee meetings with manufacturers to discuss how to improve workforce development within their industries. Staff also provide administrative support as a program sponsor to assist employers. As a result of these conversations and partnerships, InTech has begun working with Victor Valley College (VVC) to expand their apprenticeship program into the High Desert to meet employer needs in that region.

colleges and process improvement in general.	
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### Crafton Hills College (CHC)

Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	No narrative submitted.
Work with the Labor & Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	No narrative submitted.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	No narrative submitted.
These colleges in LAUNCH have committed to serve both as education providers and program sponsors, but will not be primarily focused on program development. Program sponsors fulfill an administrative role in apprenticeship that requires the college to complete employer acceptance agreements, track and monitor on-the-job training, liaison and submit records to apprenticeship agencies, and oversee apprenticeship agreements.	No narrative submitted.

### College of the Desert (COD)

Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	This work is underway and is being coordinated by Norco College (NC) (Charles Henkels). Discussion about the DAS and a potential IE Director for our Apprenticeship programs in the region is being pursued.
Work with the Labor & Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	This work is underway as workforce has been part of our initial meetings and is considered essential to program success. The program director (Charles Henkels) is coordinating with Sacramento and our regional WIB's.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	CTE pathways are developed at Palm Desert, Palm Springs, Desert Hot Springs, Amistad Continuation, and Mt. San Jacinto High Schools. These schools are connecting students to careers in construction, HVAC, energy, engineering, and health care.

<p>These colleges in LAUNCH have committed to serve both as education providers and program sponsors, but will not be primarily focused on program development. Program sponsors fulfill an administrative role in apprenticeship that requires the college to complete employer acceptance agreements, track and monitor on-the-job training, liaison and submit records to apprenticeship agencies, and oversee apprenticeship agreements.</p>	<p>College of the Desert (COD) is not currently sponsoring any apprenticeship programs but plans to as the LAUNCH program matures. Currently COD is looking at Carpentry and other construction related pathways for possible pre-apprenticeship and internship programs. Other sectors i.e. Agriculture, Hospitality, Automotive, Health Care, and Public Safety are also potential areas for apprenticeship and other work-based learning opportunities.</p>
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**Copper Mountain College (CMC)**

Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	This project has not been started.
Work with the Labor & Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	This project has not been started.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	This project has not been started.
LAUNCH will also include colleges that wish to participate primarily as education providers within the network. This means that they will accommodate registered apprentices enrolling in existing programs and courses, but they do not intend to administrate apprenticeships or handle employer agreements/contracts. In addition, they will remain informed of new programs under development that align with their curriculum.	This project has not been started.

**Moreno Valley College (MVC)**

Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	No narrative submitted.
Work with the Labor & Workforce Development Agency in Sacramento and	No narrative submitted.

regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	No narrative submitted.
LAUNCH will also include colleges that wish to participate primarily as education providers within the network. This means that they will accommodate registered apprentices enrolling in existing programs and courses, but they do not intend to administrate apprenticeships or handle employer agreements/contracts. In addition, they will remain informed of new programs under development that align with their curriculum.	Moreno Valley College (MVC) is currently slated to an education provide within the network. Hosted August LAUNCH meetings

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	Participating colleges have decided collectively through MOU process, to have one specific college take lead to establish the relationships with DAS. Norco College (NC) has taken the arduous task and are done very well in their efforts to bring colleges in the region the most current information on Apprenticeships and create a coalition of Apprenticeship Planning.
Work with the Labor & Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	Labor & Workforce development agencies have been contacted and are informed of the effort within the region to develop a coalition. Both County Workforce Boards have been involved in planning and continue to support the efforts of community colleges
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	Activity on this objective had been delayed. However, as the LAUNCH Coalition continues to develop, more attention will be placed on MSJC's endeavors to increase work based learning pathways from High School to college Apprenticeship programs.
Developers and Drivers: These colleges have committed to driving the development of new programs, building new industry partnerships, and serving as education providers, and function as program sponsors. Outreach to businesses is a major focus of this group, and colleges selecting this role also plan to support regional aspects of apprenticeship – such as aligning programs and procedures with other colleges and process improvement in general.	MSJC has established 30 new business partnerships within the service area. Additionally the SWP Director has shared information about the opportunity for Apprenticeships. The next insight will be to identify 3 CTE programs at the District that will serves as pilot programs to the Apprenticeship effort.

Norco College (NC)	
Approved Workplan Activity	Response
Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network	This work is on-going, but with significant benchmarks met. We completed an MOU that will allow participating colleges to "sign-on" to existing program standards and simply add to occupation tracks/apprenticeship pathways to the system. This means they don't need to go through the entire approval process (sometimes taking years).
Work with the Labor & Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino & Riverside) to establish streamlined services for work-based learning and apprenticeship in the region	We are continuing to work with the WDB and are pursuing funding for a regional Supervising Development Specialist to focus on aligning our regional apprenticeship system with WDB planning and initiatives.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	We successfully coordinated apprenticeship placements with two different K-12 districts this past summer and we are working with them to complete the LAUNCH MOU, which will formally bring them into the network.
Norco College (NC) will provide LAUNCH with support and technical assistance in completing the objectives listed above. In addition, Norco College (NC) will function as the lead and will maintain administrative support for the project.	Norco College (NC) continues to convene the LAUNCH workgroups and has started generating content for the outreach campaign starting early next year.
These colleges in LAUNCH have committed to serve both as education providers and program sponsors, but will not be primarily focused on program development. Program sponsors fulfill an administrative role in apprenticeship that requires the college to complete employer acceptance agreements, track and monitor on-the-job training, liaison and submit records to apprenticeship agencies, and oversee apprenticeship agreements.	The Systems Building Work Group decided that a more formal regional administrative structure was necessary to complete the development and launch of programs systems-wide. This means that colleges in the network are considered apprenticeship providers and coordinate local apprenticeships while the system is administrated regionally through a single program sponsor/apprenticeship committee.
Developers and Drivers: These colleges have committed to driving the development of new programs, building new industry partnerships, and serving as education providers, and function as program sponsors. Outreach to businesses is a major focus of this group, and colleges selecting this role also plan to support regional aspects of apprenticeship – such as aligning programs and procedures with other colleges and process improvement in general.	The Systems Building Work Group decided that a more formal regional administrative structure was necessary to complete the development and launch of programs systems-wide. This means that colleges in the network are considered apprenticeship providers and coordinate local apprenticeships while the system is administrated regionally through a single program sponsor/apprenticeship committee.

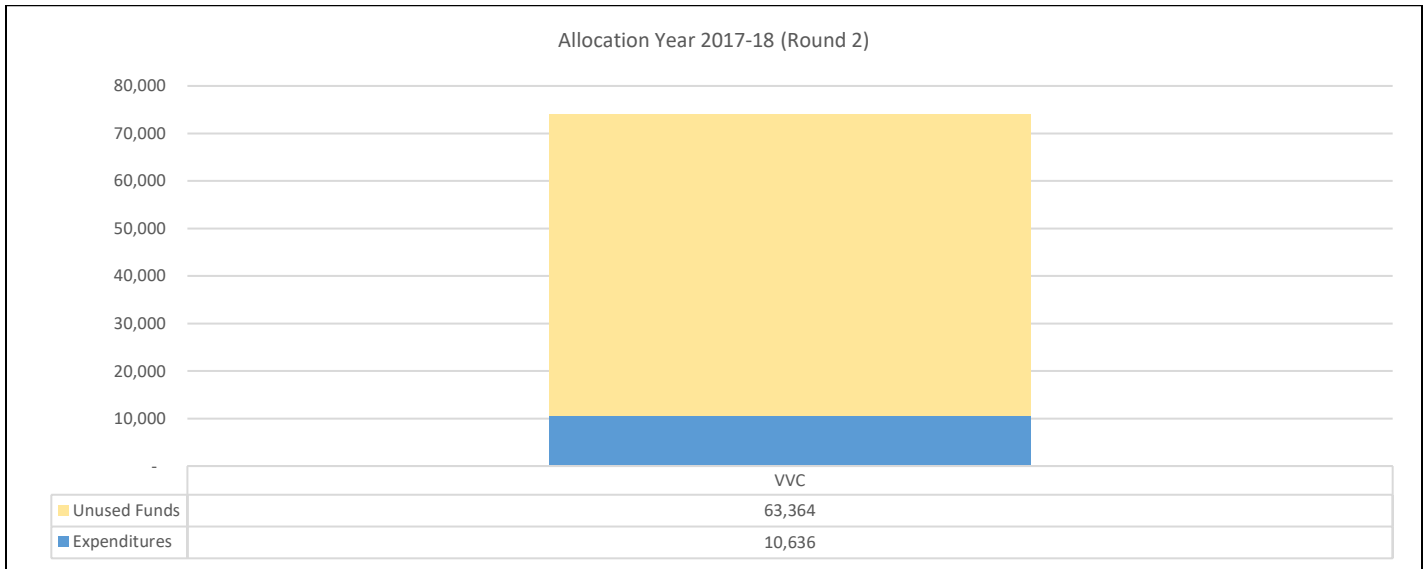


## San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
<p>Work with the Division of Apprenticeship Standards to establish expedited registration and approval processes of new programs using the apprenticeship network</p>	<p>Our faculty is currently working with the Division Apprenticeship Standards to establish new programs and partnerships.</p>
<p>Work with the Labor &amp; Workforce Development Agency in Sacramento and regional workforce development boards (San Bernardino &amp; Riverside) to establish streamlined services for work-based learning and apprenticeship in the region</p>	<p>We are currently learning about the Labor &amp; Workforce Development Agency and Regional Workforce Development Boards to establish relationship and collaborate on how to create a streamlines services for work-based learning and apprenticeship in the region.</p>
<p>Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs</p>	<p>The learning pathway has been developed. We are waiting for our campus to align CTE curriculum with the pathways.</p>
<p>Developers and Drivers: These colleges have committed to driving the development of new programs, building new industry partnerships, and serving as education providers, and function as program sponsors. Outreach to businesses is a major focus of this group, and colleges selecting this role also plan to support regional aspects of apprenticeship – such as aligning programs and procedures with other colleges and process improvement in general.</p>	<p>This activity will be implemented once our CTE curriculum aligns with learning pathways.</p>

## P13: Small Business Curriculum Alignment and Development

### Financial Reporting



### Project Narrative

#### Victor Valley College (VVC)

##### Approved Workplan Activity

Program planning retreat

Convene faculty and academic senate to review, write, and approve curriculum at an institutional and then regional level

Meetings with employers to ensure curriculum meets industry needs

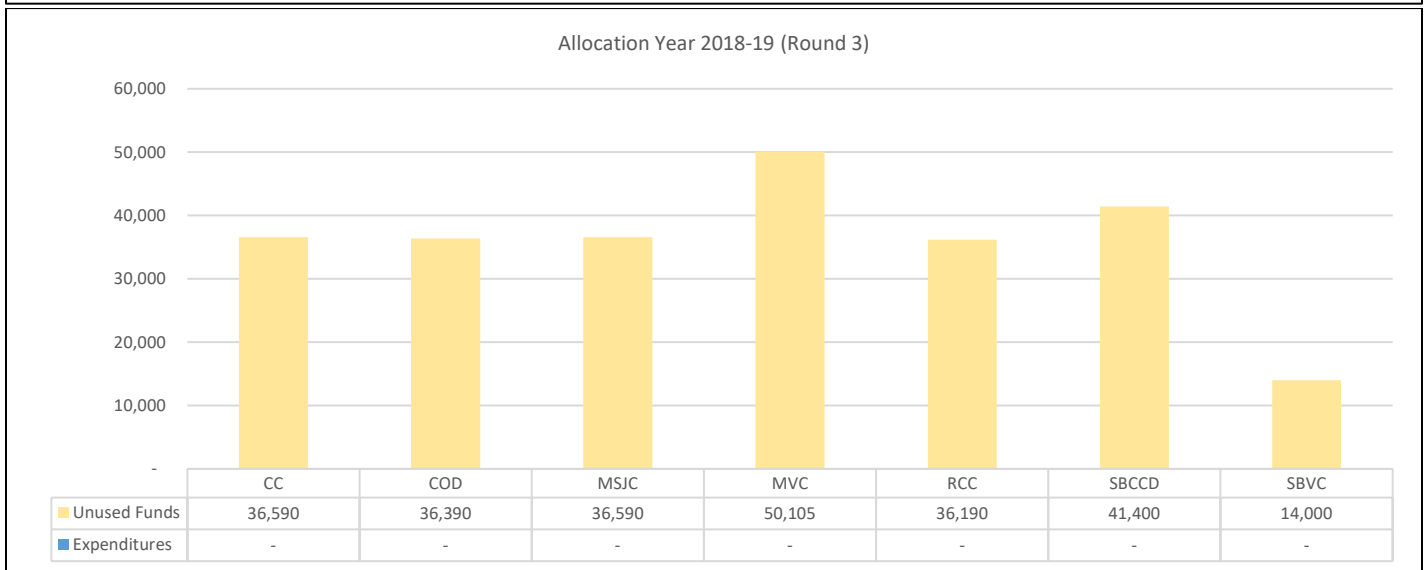
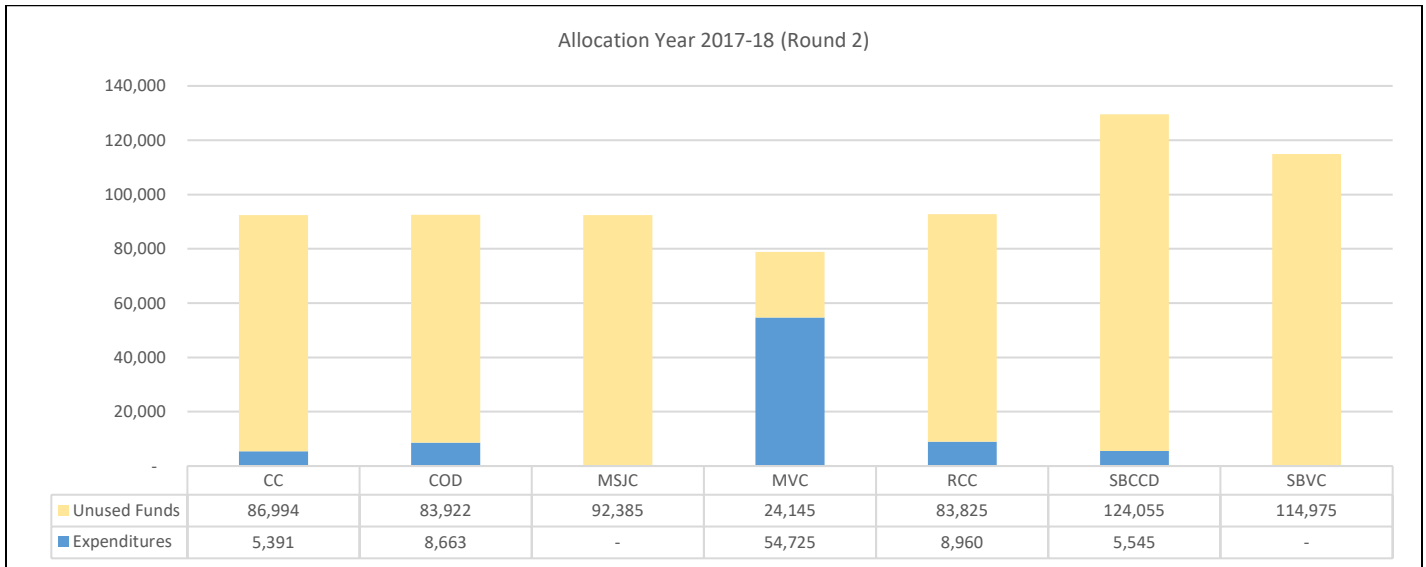
Development of a curricular model that contains flexibility in order meet industry demands

Marketing of course offerings at a local and regional level

Data collection of student engagement, enrollment, completion, and workforce results (qualitative and quantitative)

## P14: Inland Empire Cyberhub Centers

### Financial Reporting



### Project Narrative

#### Chaffey College (CC)

Approved Workplan Activity	Response
Strategic-planning session of the technology components, cost, and layout with the physical Cyberhub space based on determined usage and needs. Set expected goals and outcomes to define the three-year action plan	Chaffey College (CC) has completed a strategic-planning session of the technology needed for the physical space and have written a draft 3 year plan. We hope to work with the region to modify the plan with goal of maximizing regional benefit. We hope to use the cyber hub space to support cyber security education at Chaffey and to support community partner high schools.
Collaborative shared marketing strategy from participating CC's, Business	We have a local strategy that we hope to weave into the regional marketing strategy. We have also had an initial conversation with Baldy View ROP and CJUHS to query what the needs are at our local district.

Partners, and K-12 School District Partners	
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	We have determined a short term and long term cost analysis in order to maintain the cyber hub on campus. We hope to work with the region on our cost analysis.

### College of the Desert (COD)

Approved Workplan Activity	Response
Strategic-planning session of the technology components, cost, and layout with the physical Cyberhub space based on determined usage and needs. Set expected goals and outcomes to define the three-year action plan	Cyberhub space determined and currently being utilized for cyber classes and CODE Club meetings.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	Summer CODE camp reaching out to local middle and high school students has been marketed and implemented. Plans to collaborate with high school cyber patriot teams is being explored. Local business partners have expressed interest in being part of the CODE Club and assisting with projects to students.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	CIS faculty in the process of determining additional technology equipment needed to generate interest and expand program.

### Moreno Valley College (MVC)

Approved Workplan Activity	Response
Develop workgroup to oversee regional coordination Hire Project Director at lead college Review service to verify return on investment. Look for expansion opportunities.	No narrative submitted.

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Strategic-planning session of the technology components, cost, and layout with the physical Cyberhub space based on determined usage and needs. Set expected goals and outcomes to define the three-year action plan	Regional DSN has conducted several planning sessions with partnering colleges. A strategic plan is in progress.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	Regional DSN/project lead has been very active in convening college partners in a variety of discussions including partnering with K12 to achieve curriculum alignment, related activities and career pathways development.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	Currently MSJC has implemented short term courses but general analysis and assessment have yet to be conducted.

Riverside City College (RCC)	
Approved Workplan Activity	Response
Strategic-planning session of the technology components, cost, and layout with the physical Cyberhub space based on determined usage and needs. Set expected goals and outcomes to define the three-year action plan	No narrative submitted.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	No narrative submitted.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	No narrative submitted.

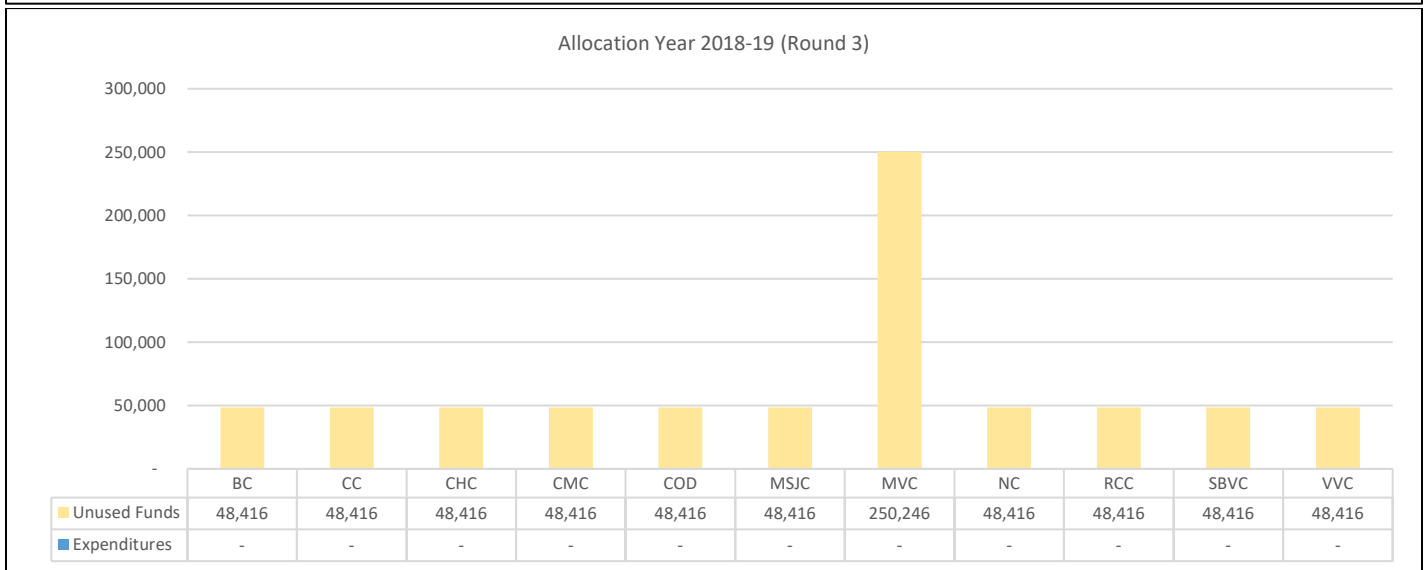
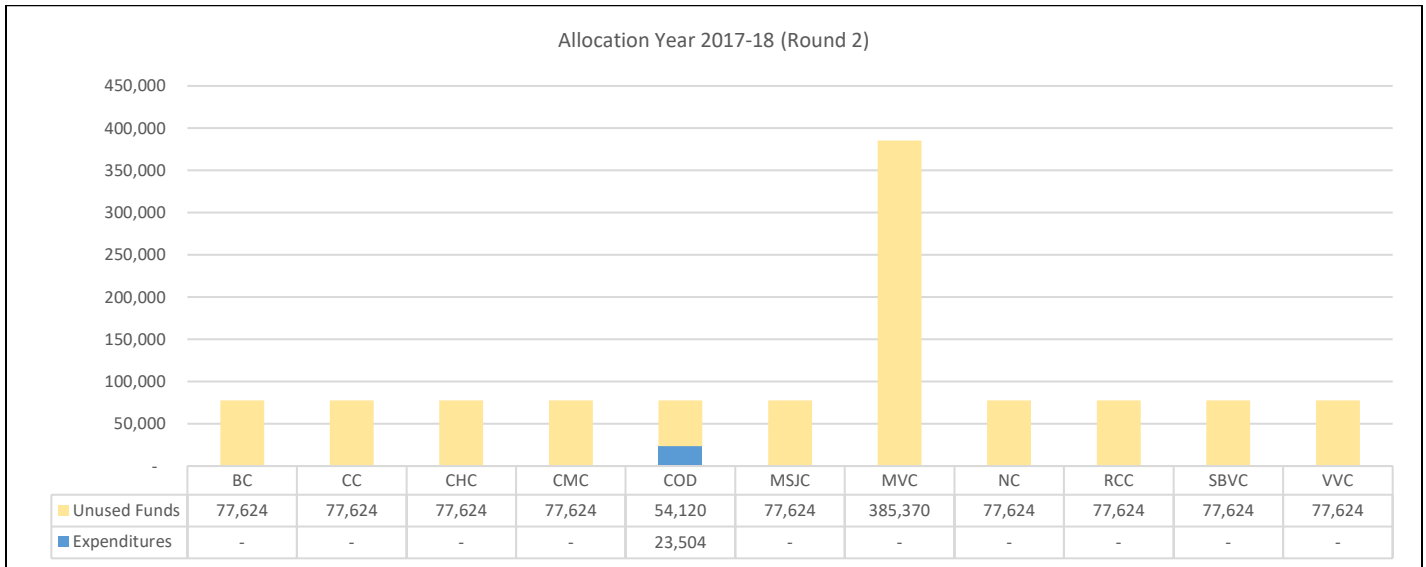
San Bernardino Community College District (SBCCD)	
Approved Workplan Activity	Response
Strategic-planning session of the technology components, cost, and layout with the physical Cyberhub space based on determined usage and needs. Set expected goals and outcomes to define the three-year action plan	We are currently working with our IT Department in the planning of the Cyberhub space.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	We have been in collaboration with community colleges in the region.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	We have created a long -term and short -term cost analysis for the physical space and determining on usage of space.

San Bernardino Valley College (SBVC)	
Approved Workplan Activity	Response
Develop sustainability strategy with participating Community Colleges, Business Partners, and K-12 School District Partners.	DSN Mata hosted three IE Cyber HUB project meetings during the quarter to connect with participating colleges and provide project updates. DSN Mata provided the results of the cyber activities survey that will be used to modify the project workplan. She also review project goals, and allowable expenditures. Each participating college attended at least 1 of the 3 meetings and provided an update on their college specific project activities. Colleges are moving towards meeting project workplan activities.
Convene strategic planning meeting with participating Community Colleges, Business Partners, and K-12 School District Partners in years two and three.	DSN Mata joined Moreno Valley College (MVC)'s Dean of Instruction, Melody Graveen and CA Cyber HUB Community Manager, Donna Woods to give a presentation on Cybersecurity Pathways at fall 2018 CCCAOE. DSN Mata provided an overview of the IE Cyber HUB project and how it's working to increase cybersecurity programs and activities and engage with education, community and business partners to

	increase student awareness and success while also meeting labor market need.
Develop collaborative marketing strategy with participating Community Colleges, Business Partners, and K-12 School District Partners.	No narrative submitted.
Strategic-planning session of the technology components, cost, and layout with the physical Cyberhub space based on determined usage and needs. Set expected goals and outcomes to define the three-year action plan	No narrative submitted.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	No narrative submitted.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	No narrative submitted.

## P15: Regional Data Analysis and Alignment

### Financial Reporting



### Project Narrative

#### Barstow College (BC)

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Will work with region on conducting surveys to track alumni, employment status, and earnings
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	Will work with region on aligning TOP/CIP/SOC codes at the regional level.
Provide Specific discipline labor market information and completion data for each participating college.	Will work with region on identifying and providing specific discipline labor market information and completion data for each participating college.

Chaffey College (CC)	
Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	The request for a data analyst is currently in the signature cycle.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	The request for a data analyst is currently in the signature cycle.
Provide Specific discipline labor market information and completion data for each participating college.	The request for a data analyst is currently in the signature cycle.

Crafton Hills College (CHC)	
Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	No narrative submitted.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	No narrative submitted.
Provide Specific discipline labor market information and completion data for each participating college.	No narrative submitted.

College of the Desert (COD)	
Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Regional Data Analysis team has had multiple meetings to discuss surveys and have worked on draft versions.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	COD has participated in the TOP code alignment project. On September 21, 2018, representative from DDP, Film, Automotive and Kinesiology worked with the state Chancellor's code alignment team and Centers of Excellence on alignment of these programs.
Provide Specific discipline labor market information and completion data for each participating college.	Labor market information from Centers of Excellence was used to determine which programs participated the initial code alignment.

Copper Mountain College (CMC)	
Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	As of Sept. 30, our new CTE Researcher had not started yet. Next quarter we have more to report.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	As of Sept. 30, our new CTE Researcher had not started yet. Next quarter we have more to report.
Provide Specific discipline labor market information and completion data for each participating college.	As of Sept. 30, our new CTE Researcher had not started yet. Next quarter we have more to report.

Moreno Valley College (MVC)	
Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Initial meetings held to determine workplan
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	Initial meetings held to determine workplan



Provide Specific discipline labor market information and completion data for each participating college.	Initial meetings held to determine workplan
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### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Surveys have been conducted to track alumni, employment status and current earnings. Institutional data that is available for review
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	Currently for the college as well as for the region, convening continue as colleges work to determine collaborative ways in which to meet this objective
Provide Specific discipline labor market information and completion data for each participating college.	LMI information and completion data is available through MIS and COE. It is the recommendation of MSJC SWP Director that project Lead share information as to where to archive and/or centralize this data to make available regionally, if applicable.

### Norco College (NC)

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	In progress; a data manager has been identified to lead this project at Norco College (NC).
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	In progress; a data manager has been identified to lead this project at Norco College (NC).
Provide Specific discipline labor market information and completion data for each participating college.	In progress; a data manager has been identified to lead this project at Norco College (NC).

### Riverside City College (RCC)

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	No narrative submitted.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	No narrative submitted.
Provide Specific discipline labor market information and completion data for each participating college.	No narrative submitted.

### San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	We have not conducted any survey as we need to collaborate with the Dean for Student Services and the Admissions Department since they currently surveying students. Additional surveys might be a barrier for students to enroll and matriculate and we also do not want to duplicate any surveys if they are already tracking alumni, employment status and earnings. The surveys are still in developmental stages.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	We are still working on aligning TOP/CIP/SOC codes at the regional level with the participating colleges. We are ahead of the tasked activities and have submitted the top CTE programs as required on the timeline.

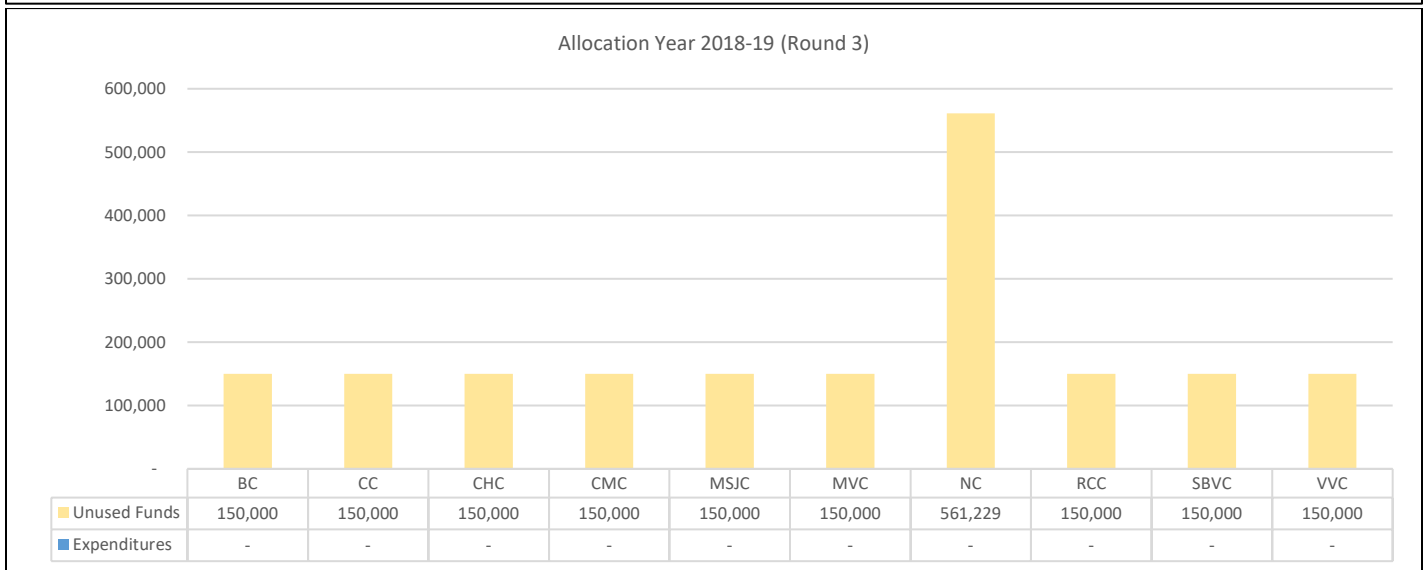
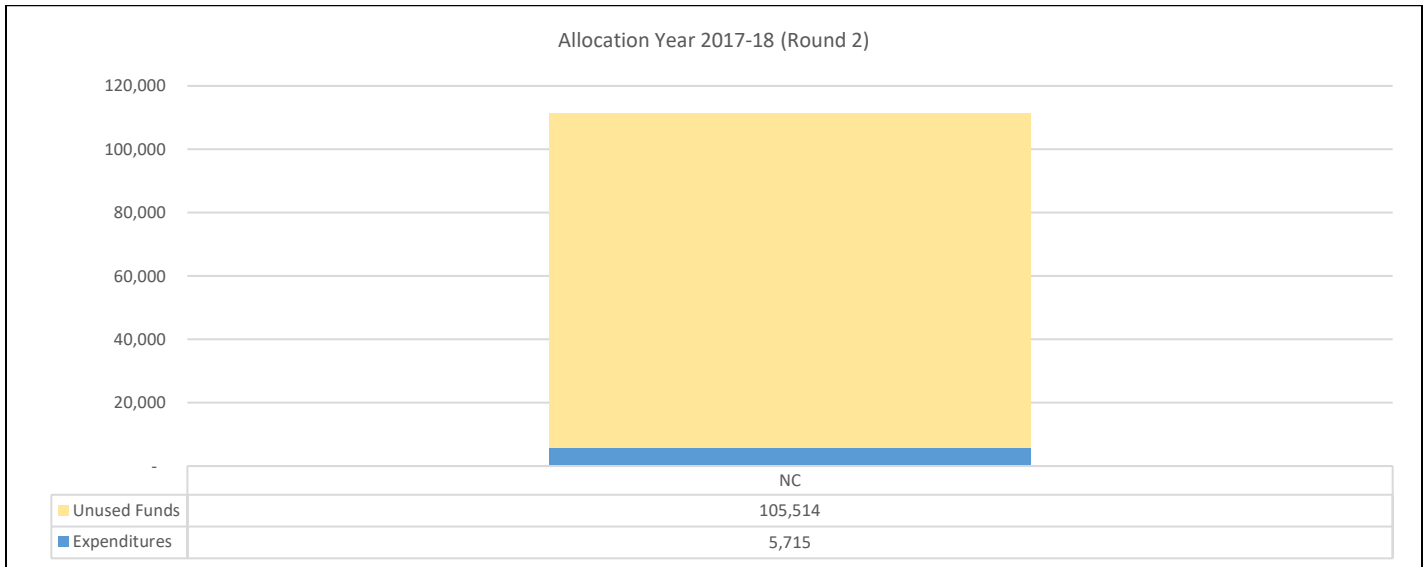
Provide Specific discipline labor market information and completion data for each participating college.	We have completed the discipline labor market information and completion data for our college with categories of years, employment, enrollment, annual earnings, transfers, and degree/certificate awards.
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<b>Victor Valley College (VVC)</b>	
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Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Still in the works of bringing on personnel to handle this project.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	No narrative submitted.
Provide Specific discipline labor market information and completion data for each participating college.	No narrative submitted.

## P16: Awarding Veterans the CTE College Credit They Deserve

### Financial Reporting



### Project Narrative

#### Barstow College (BC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	Identifying where this position could best be used. Discussions on potentially splitting locations between our campuses including our veterans center on campus, our off-campus site at Fort Irwin, and our site here at State St.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College	Will work with region on completing this deliverable as needed.

(CHC) – emergency & public safety, MSJC - healthcare, etc.).	
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### Chaffey College (CC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	The request for a data analyst is currently in the signature cycle.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	The request for a data analyst is currently in the signature cycle.

### Crafton Hills College (CHC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	No narrative submitted.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	No narrative submitted.

### Copper Mountain College (CMC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	We have not hired a Veteran Counselor yet but it is in progress. We will have more to report in the next two quarters depending on how our hiring process goes.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	We have not participated in this yet.

### Moreno Valley College (MVC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	Met with Project Manager for Norco to discuss platform.

Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	Met with Project Manager for Norco to discuss platform.
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### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	SWP Director met with Project lead to determine ways in which to plan and coordinate implementation. Currently specific veterans outreach personnel have not been identified to increase veteran enrollment in CTE programs
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	Due to SWP director coming onboard midterm, this project is still in the planning stages

### Norco College (NC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	Norco College (NC) has identified and hiring appropriate staff for the project.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	Norco College (NC) has convened faculty for the development and beta testing of the new platform, and is testing with Game Design.
One Project Director to coordinate the regional project and develop and launch militaryassist.org to publicly communicate to veterans the number of credits they can expect to receive at each given institution given their rank and completed training/education.	The platform has been designed and deployed in beta testing. Project Director is on-board and starting to schedule meetings with regional partners to expand use of the platform and related regional opportunities.

### Riverside City College (RCC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	No narrative submitted.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	No narrative submitted.

### San Bernardino Valley College (SBVC)

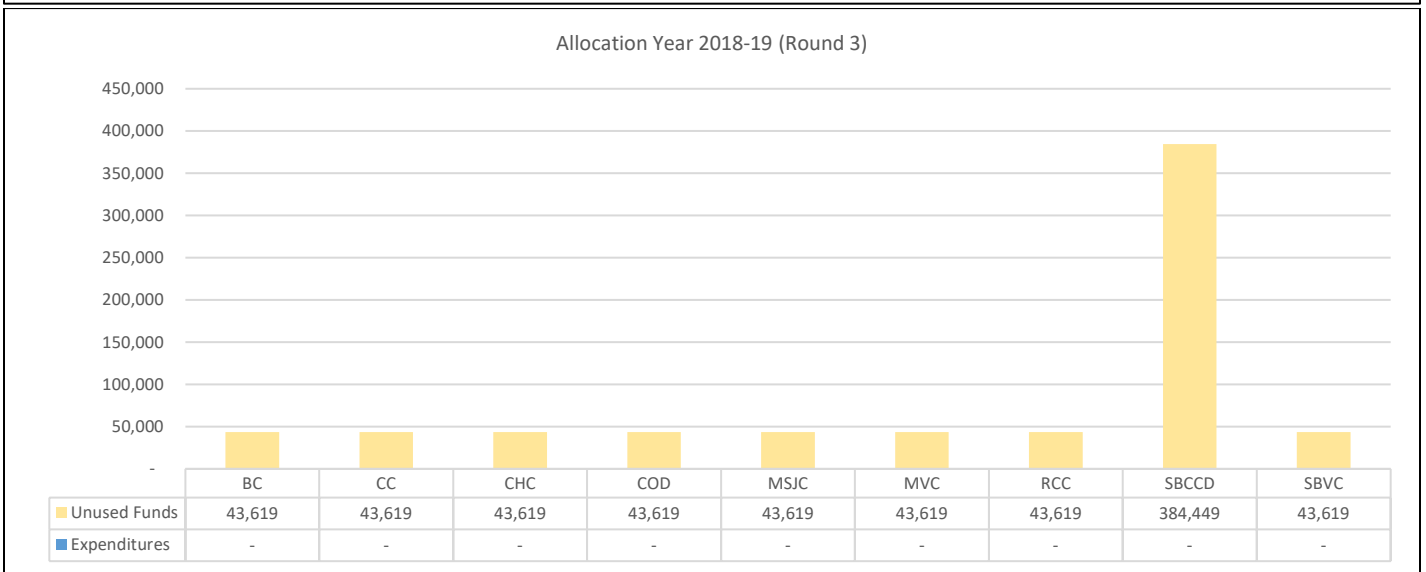
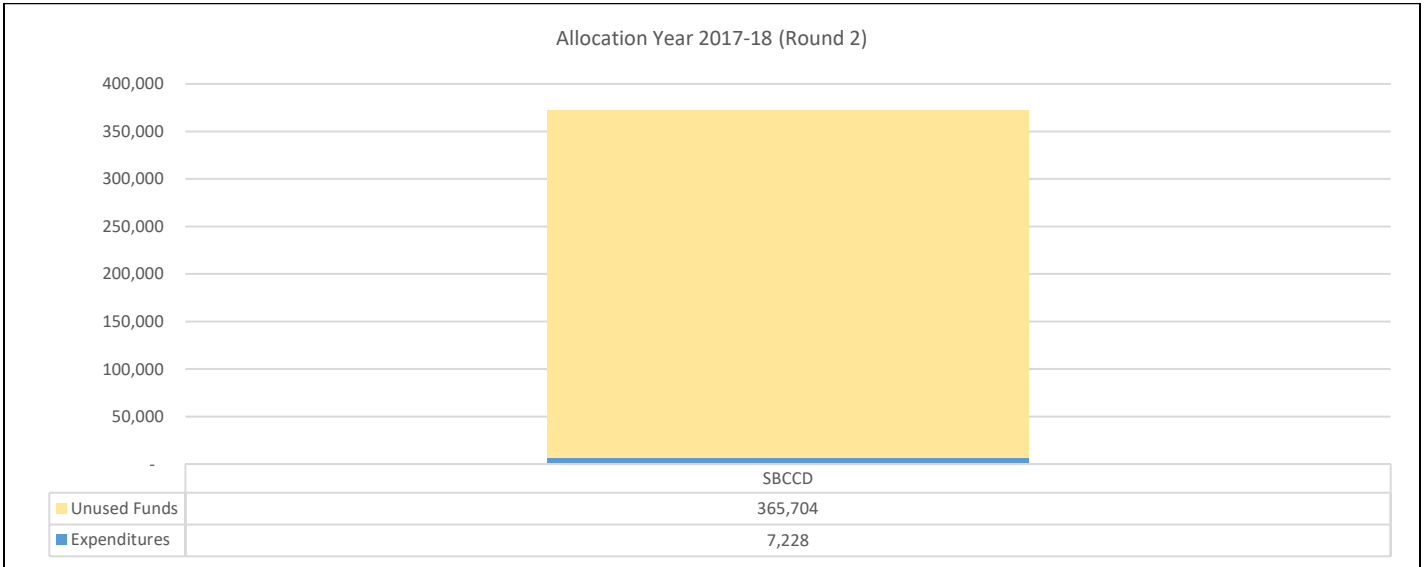
Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	Our representative on-site Jason Alvarez is currently our resource contact and we are working on how to develop the job description (duties and qualifications) this individual would need.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	This activity is in development.

### Victor Valley College (VVC)

Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	We are actively working on hiring a person for this project.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (E.g. Crafton Hills College (CHC) – emergency & public safety, MSJC - healthcare, etc.).	No narrative submitted.

## P17: Cloud-based Netlab+ Pilot Project

### Financial Reporting



### Project Narrative

#### Barstow College (BC)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	Have participated in regional activities for this project over the last quarter.
Hire Project Director	A project director has been hired and is working with faculty and staff to identify desired outcomes.
Develop Training Plan	A training plan is being developed
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	Will continue to develop as project evolves.

Prepare RFQ for service provider(s)	Once the regional needs for the Netlab have been identified a RFQ will be prepared.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	Will continue to develop as project evolves.

### Chaffey College (CC)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	Working with regional Deputy Sector Navigator to coordinate meetings and short term goals
Hire Project Director	Assisting regional Deputy Sector Navigator as needed
Develop Training Plan	Provided input during the initial meeting on what training is required. I also attended a Netlab+ training.
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	Chaffey Faculty are the faculty advisors for the cloud based system and a part of the working group.
Prepare RFQ for service provider(s)	Pending. The working group has a compression planning meeting on Friday December 14th
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	We are in the process of purchasing systems to host & sponsor events.

### Crafton Hills College (CHC)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	No narrative submitted.
Hire Project Director	No narrative submitted.
Develop Training Plan	No narrative submitted.
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	No narrative submitted.
Prepare RFQ for service provider(s)	No narrative submitted.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	No narrative submitted.

### College of the Desert (COD)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	CIS faculty and SWP administrator have participated in meetings to assist with the project goals.
Hire Project Director	This aspect is being handled by the DSN for ICT. COD participates in meetings and provides guidance to this position.
Develop Training Plan	This aspect is being handled by the DSN for ICT. COD participates in meetings and provides input on next steps.
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	CIS full-time faculty member is involved in the project and willing to lend expertise, where applicable.
Prepare RFQ for service provider(s)	This aspect being handled by DSN for ICT. COD provides guidance, where needed.



Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	COD has initiated the CODE Club that will train students in aspects of Cyber Patriot. There is also communication with local high schools who have created Cyber Patriot teams to see how assistance can be provided.
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### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	Project lead has been active in convening Workgroups to set up short term goals
Hire Project Director	MSJC has not hired a Project Director to date.
Develop Training Plan	MSJC had continued to have conversation with regional Project Lead and other colleges to devise a plan of implementation
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	CIS faculty have been identified and Liaisons and are currently waiting for direction in Training and the use of Cloud Based Netlab.
Prepare RFQ for service provider(s)	No RFQ has been delivered to service providers
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	MSJC Liaison continues to meet with DSN/Project Lead to develop strategic plan to host a regional event. Currently through a mini-grant funding model, MJSJC is partnering with local K12 partner TVUSD to plan and implement a Cyber Patriot Team competition.

### Moreno Valley College (MVC)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	Participated on regional workgroup.
Hire Project Director	No narrative submitted.
Develop Training Plan	No narrative submitted.
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	No narrative submitted.
Prepare RFQ for service provider(s)	No narrative submitted.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	Planned for hosting practice session and first three rounds of Cyber Patriot Competition. Attended group to discuss ethical hacking event.

### Riverside City College (RCC)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	No narrative submitted.
Hire Project Director	No narrative submitted.
Develop Training Plan	No narrative submitted.
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	No narrative submitted.
Prepare RFQ for service provider(s)	No narrative submitted.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	No narrative submitted.

## San Bernardino Community College District (SBCCD)

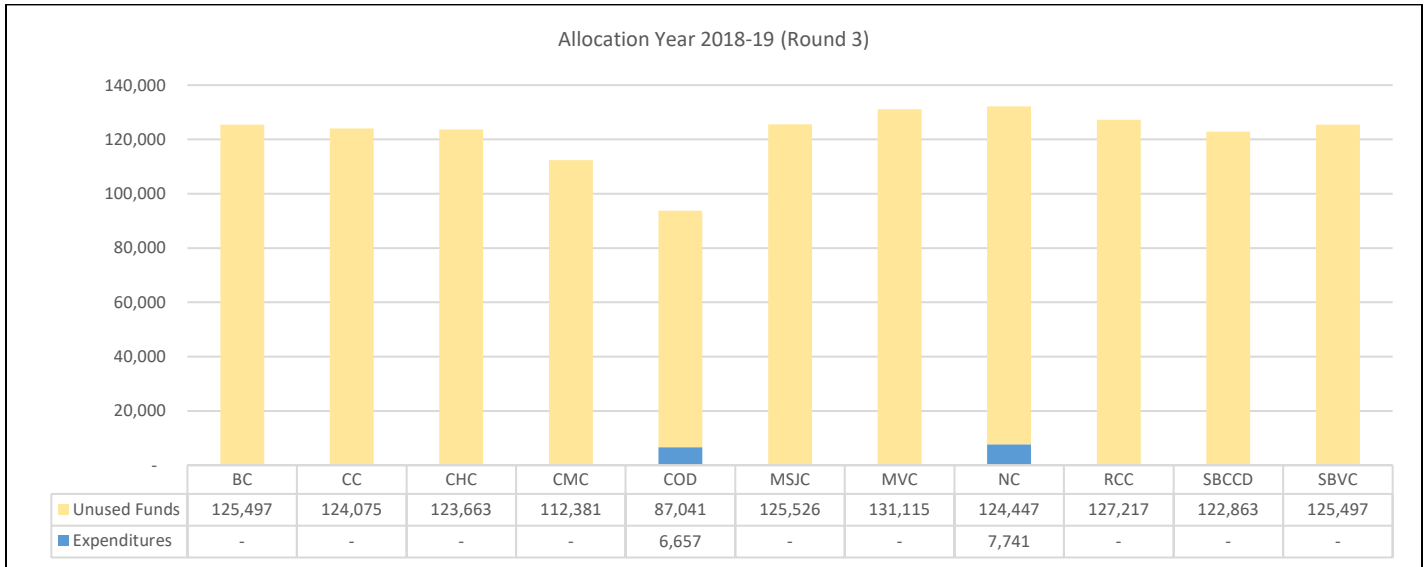
Approved Workplan Activity	Response
Seek Faculty & IT Staff involvement	DSN Mata worked closely with SynED to develop a "design team" that includes representatives from 8 of our 12 colleges. The design team will complete a strategic planning process in Dec 2018 to develop a plan for a virtual lab service for the Inland Empire. The design team includes ICT/CIS faculty, CTE Administrators and IT Managers.
Convene Regional Workgroup to oversee regional coordination and set short-term goals	DSN Mata collaborated SynED to host a project kick off meeting at the Sept 10th regional consortia meeting. The meeting was repeated twice during the quarter. After the meetings, we worked to develop the design team and schedule the strategic planning session. The compression planning model will be used to complete the strategic planning & develop the RFP. Goals have been set and include 3 main phases - compression planning, vendor search & selection, vendor engagement & implementation.
Hire Project Director	SynED has been identified as the contractor who will assist DSN Mata with the project management. Lee Yarborough is serving as the Project Director.
Develop Training Plan	No narrative submitted.
Provide Facilitation for Faculty Training on use of Cloud-Based NetLab+	No narrative submitted.
Prepare RFQ for service provider(s)	This will be completed after the Dec 2018 strategic planning session.
Propagate service to participating colleges	No narrative submitted.
Install equipment/start service	No narrative submitted.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	No narrative submitted.

## San Bernardino Valley College (SBVC)

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	We have convene with the Regional Workgroup to oversee regional coordination and have set our short-term goals.
Hire Project Director	We have not hire a project director. The project is on task as the Dean of Mathematics, Business & Computer Technology Division and her staff & faculty are currently performing the project's task and activities.
Develop Training Plan	We are process of developing our training plan and have been able to send two faculty for professional development.
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	We are in the process of working with our faculty and IT staff to be trained on the use of Cloud-Based NetLab+
Prepare RFQ for service provider(s)	We are currently on task with our project and are ready to put in the RFQ for service providers
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	We have hosted several events with participating CC's, business partners and K-12 School Districts including a CyberPatriot Summer Camp and a Cyber Girls Event this past Spring and Summer.

## P18: Using Employability/Soft Skills to Create Pathways

### Financial Reporting



### Project Narrative

#### Barstow College (BC)

Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	Will continue to review and develop this as project evolves.
Expand noncredit training into the community to sustain full time noncredit staff.	Will continue to develop this as project evolves.

#### Chaffey College (CC)

Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	Two individuals attended the New World of Work workshop at the San Bernardino District office. Faculty is in the process of developing four noncredit Job Readiness courses.
Expand noncredit training into the community to sustain full time noncredit staff.	Two individuals attended the New World of Work workshop at the San Bernardino District office. Faculty is in the process of developing four noncredit Job Readiness courses.

#### Crafton Hills College (CHC)

Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or	No narrative submitted.

will articulate back to the campus and into a for-credit pathway.	
Expand noncredit training into the community to sustain full time noncredit staff.	No narrative submitted.

### College of the Desert (COD)

Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	Recently our college became a New World of Work partner institution by sending 4 faculty members to the training provided by the region. We are currently submitting the New World of Work curriculum to the local curriculum committee in both a noncredit and for credit format. We continue to explore opportunities for the development of Career Education noncredit curriculum.
Expand noncredit training into the community to sustain full time noncredit staff.	Through the local Culinary Arts program partnering with the Indio Jail system to offer noncredit training to inmates, the program will create full time noncredit staff.

### Copper Mountain College (CMC)

Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	This project has not been started.
Expand noncredit training into the community to sustain full time noncredit staff.	This project has not been started.

### Moreno Valley College (MVC)

Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	Launched three noncredit certificate in the computer discipline which will lead to credit pathway.
Expand noncredit training into the community to sustain full time noncredit staff.	Met with the City of Moreno Valley to create a partnership to offer courses at the Employment Resource Center.

### Mt. San Jacinto College (MSJC)

Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	No implementation plan has been developed and or workplan objective met for the project
Expand noncredit training into the community to sustain full time noncredit staff.	No implementation plan has been developed and or workplan objective met for the project

Norco College (NC)	
Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	Faculty champion has been identified and is working with Norco College (NC) faculty to develop additional noncredit courses.
Expand noncredit training into the community to sustain full time noncredit staff.	Faculty champion is working to build knowledge and expertise in this area. A visit to Santa Barbara Community College has been scheduled for early December to learn about their work in noncredit. Staff has attended trainings and conferences to develop capacity in this area.

Riverside City College (RCC)	
Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	No narrative submitted.
Expand noncredit training into the community to sustain full time noncredit staff.	No narrative submitted.

San Bernardino Community College District (SBCCD)	
Approved Workplan Activity	Response
Convene regional meetings and invite representatives from State Chancellors office to address best practices regarding the development and implementation of enhanced noncredit curriculum.	This activity is tentatively scheduled for February or March, 2019.
Work with participating colleges to develop noncredit employability skills curriculum modeled on the New World of Work 21st Century Employability Skills Program available through the State Chancellors Office.	New World of Work (NWoW) training was held at SBCCD on October 25 and 26. This training will allow the colleges to develop a workforce readiness certificate program.
Assist each college in developing marketing strategies to promote noncredit instruction.	Colleges have been provided with contact information, the revised funding formula, and other tools to promote noncredit instruction.

San Bernardino Valley College (SBVC)	
Approved Workplan Activity	Response
Develop additional noncredit courses that provide students with additional skills leading to employment or will articulate back to the campus and into a for-credit pathway.	Faculty is currently working to identify and develop non-credit courses.
Expand noncredit training into the community to sustain full time noncredit staff.	This activity is in development.