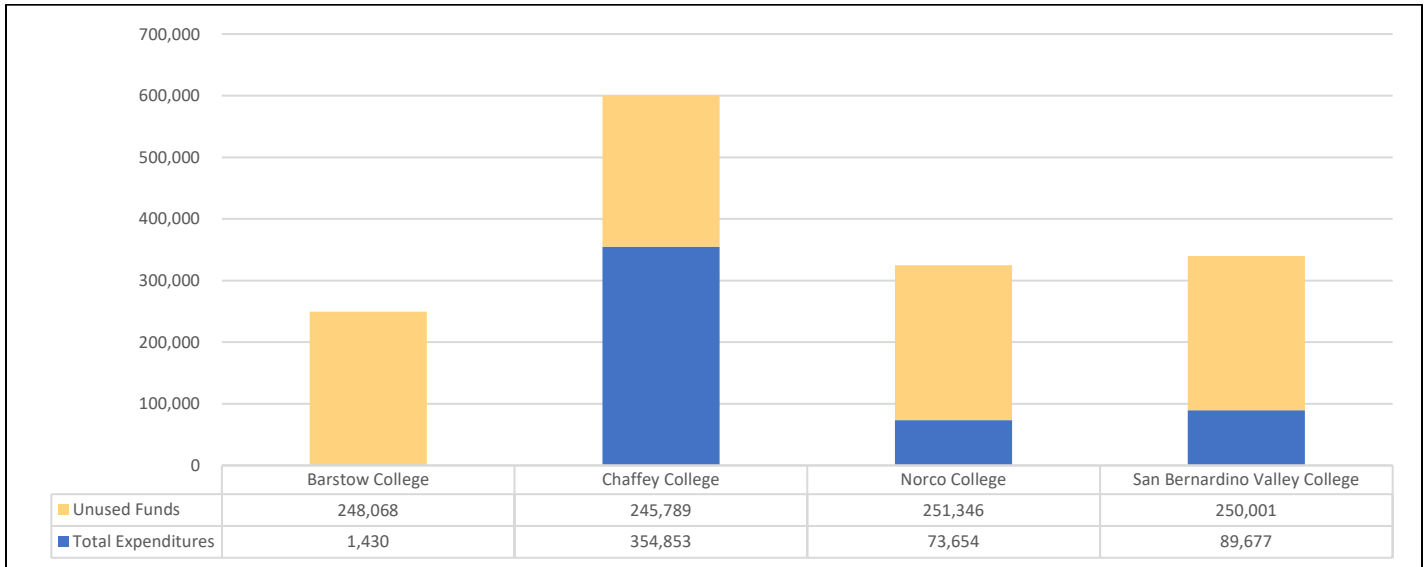


## P01: Regional Mechatronics Technician Training Pathway

### Financial Reporting



### Project Narrative

#### Barstow College

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.	We are in the process of creating new curriculum as well as aligning current curriculum with our region.
Once we identify what curriculum and pathways we need to establish, we will need to develop the curriculum and programs through the curriculum process.	Still in process of developing curriculum.
While the curriculum is being developed, we can identify equipment and supplies needed for the program.	Multiple vendors have been contacted to discuss the required simulators and equipment to support the program.
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.	Continually exploring additional 3rd party certs that align with this program.
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.	Looking at different professional development, training, cross-training opportunities that relate to this project.

### Chaffey College

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. Regional mechatronics breakout session scheduled for IEDRC meeting on 2/4/19. Advanced manufacturing skills panel scheduled for 2/13/19.
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.	Regional breakout session for mechatronics on 2/4/19 will provide guidance to participating colleges regarding industry desired certifications. Round 3 and 4 (if funding is approved) will assist SBVC, Norco, and Barstow (as well as VVC with Round 4) develop their certificate programs.
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 next quarter utilizing Round 3 funding.
Increase the number of participating colleges.	The number of participating colleges increased from 4 in Round 3 to 5 colleges in Round 4 (if funded.)

### Norco College

Approved Workplan Activity	Response
Continue to expand curriculum and program offerings in mechatronics.	Norco College continues to explore ways to build out our educational offerings in mechatronics including the possibility of noncredit curriculum in this area.
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 has developed a partnership with the City of Corona, Corona-Norco Unified School District and local employers to support pathway development for students from local high schools to Norco College.

### San Bernardino Valley College

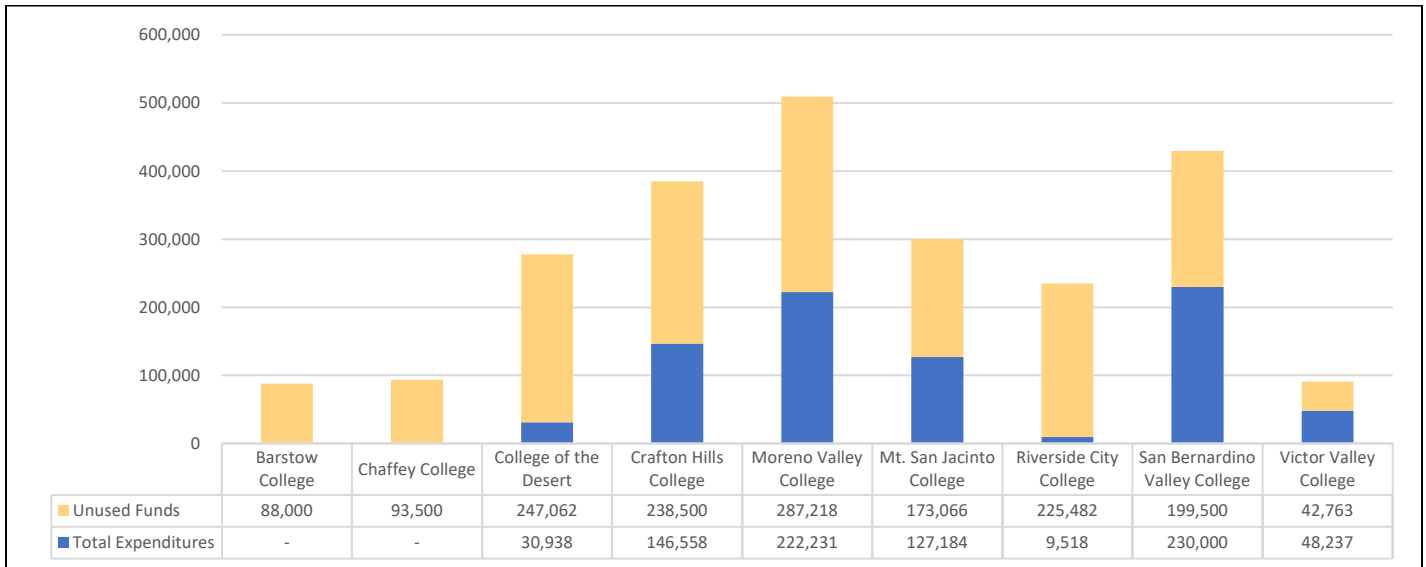
Approved Workplan Activity	Response
Develop the appropriate curriculum and align it with the needs of the industry and employers.	Continually exploring additional 3rd party certs that align with this program.
Procure the necessary equipment needed in the laboratories.	We have acquired a Flexible Manufacturing System trainer that can be assembled/ dis-assembled, troubleshooted, commissioned, maintained, and it includes common automated manufacturing and logistical functions like product movement, barcode reading, sorting, shelving, stacking capability. All of which utilize Mechatronics Technology in accordance with the project.
Provide professional development to the faculty in order to enhance their knowledge in the use of the equipment.	We are in the process to acquire further training on these up-to-date trainers and equipment in order to enhance and support the Mechatronics project objectives at hand.

<p>Create pathways with the high schools.</p>	<p>Outreach activities continue in order to enhance enrollment in our program. In addition, we continue to perform articulation agreements with certain high schools in order to provide a path for students who already are enrolled in basic electrical courses. We are also working on concurrent enrollment as well as dual enrollment classes in order to provide the necessary pathways.</p>
<p>Promote and offer the Mechatronics Certificate program to the community targeting the minorities, underserved and the unemployed.</p>	<p>Outreach activities targeting minorities, underserved, and unemployed continue to be held in order to provide them with viable employable skills needed for the Mechatronics industry.</p>



## P02: Subregional Business Incubator and Makerspace Proposal

### Financial Reporting



### Project Narrative

#### Barstow College

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	(Response not provided.)
Identify the industry needs each Incubator/Maker Space will serve	Noncredit courses and their scheduling are being developed.
Purchase necessary Equipment, materials, and supplies	Various pieces of equipment have been purchased and installed.
Connect with Industry partners, city managers, and SBDC for collaboration	(Response not provided.)
Identification and attainment of appropriate facility	Starting to convert our facility into an area for Makerspace, identified location. Worked with our partner Excelsior Charter Schools, Barstow Campus in order to hold lecture classes at their site to allow for more usage of the bay we are converting into makerspace.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	Continue to look for professional development/training for college faculty and other related to this project.
Marketing of program	Once developed will work on marketing efforts.
Engagement with and recruitment of student participants	Students have been interested in the new equipment we have purchased, but are brainstorming connecting students and community to makerspace. K12 tours, open houses, etc.
Data collection to ensure project meets program goals and objectives	(Response not provided.)
Annual Meeting to give updates to all stakeholders and share best practices	(Response not provided.)

## Chaffey College

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	A job description for hiring a manager for the maker space was submitted to HR for evaluation to assign a salary amount. We are awaiting for those results in order to fly the position. Have also submitted job description for hourly technician positions. The Strong Workforce funds will primarily be spent on these staffing expenses
Identify the industry needs each Incubator/Maker Space will serve	Have not changed.... Providing students and community access to makerspace equipment and training support using self-guided tutorials, instructional aides, student tutors, and technicians, to develop skills needed for modern fabrication and computer-aided creation technologies used increasingly in a variety of traditional career tracks including creative arts, marketing, entrepreneurship, manufacturing and prototyping in engineering applications.
Purchase necessary Equipment, materials, and supplies	Provided CCC Maker Y1 equipment purchases in the prior quarterly report. Final purchases for the CCC Maker grant will be submitted in the coming quarter.
Connect with Industry partners, city managers, and SBDC for collaboration	Monthly contact/meetings with city and college administration.
Identification and attainment of appropriate facility	Continued meetings with faculty advisory committee created last year. Faculty coordinator appointed
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	Discussed with advisory committee. Have coordinated 13 student internships with industry partners relevant to makerspace. This will be able to expand once the maker space is officially open to the community.
Marketing of program	College website, chaffey.edu/mic, social media sites, CCC Maker website, advisory committee, student clubs. Will be working with city and college marketing offices in preparation for launch.
Engagement with and recruitment of student participants	Planning student events during spring 2019 to promote the maker space and highlight student work.
Data collection to ensure project meets program goals and objectives	Have strategies planned for data collection once maker space is open.
Annual Meeting to give updates to all stakeholders and share best practices	Yes, there has been at least an annual meeting with all stakeholders, while some groups have had quarterly or monthly meetings.

## College of the Desert

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 and have begun discussions on ways to serve needs.
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. We continue to explore additional equipment and items that might be best utilized as part of our maker series 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	COD continues to participate in Region-wide events around Makerspace. Additionally staff and faculty attended MakerSpace workshops at the CCCAOE conference in October. We will be sending several faculty and staff members to an upcoming MakeShift Conference in our region to explore the many options available when creating a MakerSpace.
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. We plan to have a meeting and tour with our local regional MakerSpace Director in the next month or so.

<b>Crafton Hills College</b>
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Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	Heather Barger was hired as adjunct faculty in Fall 2017 as the primary manager for the maker space project.
Identify the industry needs each Incubator/Maker Space will serve	The maker space had set up several courses to help with business needs. Some of these include how to use basic accounting procedures when running a business, management with starting up a business and using social media and other marketing principles.
Purchase necessary Equipment, materials, and supplies	\$500 for printer toner/ink for maker space. \$6,000 was spent on white boards for projection, wall mount for projection and a projector.
Connect with Industry partners, city managers, and SBDC for collaboration	A connection with CHC and Yucaipa city managers was formed to boost small business locally. The makerspace is already providing growth opportunities for local small businesses.
Identification and attainment of appropriate facility	Business Incubator Center in the city of Yucaipa\$
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	\$4,500 was spent on training to develop advanced wellness physical therapy (PT) curriculum for a new PT program at CHC.
Marketing of program	The incubator space has been marketed throughout the community and has been featured in several local papers.
Engagement with and recruitment of student participants	Over the last 18 months, classroom sizes have continued to grow with a goal to have 25 students in every class offered.
Data collection to ensure project meets program goals and objectives	Project goals were met by securing the location, identify instructors and offer courses to the community. Location was furnished for the makerspaces needs.
Annual Meeting to give updates to all stakeholders and share best practices	Working on setting up a meeting to provide updates for stakeholders and to share our progress.

<b>Moreno Valley College</b>
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Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	Mr. Jason Kennedy was hired as Makerspace Project Supervisor, effective December 12, 2018.

Identify the industry needs each Incubator/Maker Space will serve	(Response not provided.)
Purchase necessary Equipment, materials, and supplies	(Response not provided.)
Connect with Industry partners, city managers, and SBDC for collaboration	Makerspace Advisory Committee meeting was held on October 24, 2018 to receive industry partner in put. In addition, the college is working with the City of Moreno Valley and has scheduled the iMAKE Mobile Innovation Center to participate in their Wednesday Small Business Workshop series beginning February 2019.
Identification and attainment of appropriate facility	(Response not provided.)
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	Hosted three day training for student workers and staff supporting the iMAKE Mobile Innovation Center November 13-15, 2018.
Marketing of program	Marketing of Makerspace has taken place in meeting and through community presentations including a presentation at the Hispanic Chamber of Commerce Adelante Breakfast and the Moreno Valley Chamber Wake Up Moreno Valley.
Engagement with and recruitment of student participants	Hosted an English 1A class for creation of artifact to support final research paper and recruited 4 students to work at the iMAKE Mobile Innovation Center Events.
Data collection to ensure project meets program goals and objectives	(Response not provided.)
Annual Meeting to give updates to all stakeholders and share best practices	(Response not provided.)

### Mt. San Jacinto College

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	Mt. San Jacinto College has hired a Project Director for the Eagle Makerspace. The position reports to the Director of Career and Workforce Programs and has responsibility for leading the growth of the maker culture at the college. The goal of the program is to establish and sustain an interdisciplinary and student-driven culture of craftsmanship at the college.
Identify the industry needs each Incubator/Maker Space will serve	All industries and communities are offered the opportunity to learn, present, and discuss the maker culture, hands-on learning, and instructional courses that can help in supporting practical applications and enhance the diverse educational experiences at the college. Currently, the Bio Technology industry will have direct benefit as the Makerspace BIO Lab continues with the support of Millipore, Inc. by Industry mentor, and collaboration with San Marcos College to develop Bio Lab Kits for area high schools.
Purchase necessary Equipment, materials, and supplies	The Project Director provided creative and strategic leadership for the design and innovation of a student-driven, interdisciplinary makerspace, including the purchase 18 3D printers that include 15 MonoPrice, 2 Makerbots and a Series One Pro. We also house only one button maker, a Laser engraver and a 3D scanner. Additionally, hand tools and equipment include the sander, drills, and paint supplies.



Connect with Industry partners, city managers, and SBDC for collaboration	MSJC Makerspace team/staff collaborated with the City of Temecula to present community workshops in September 2018. Collaboration with the City of Menifee, Santa Rosa Academy, a charter school in Temecula and California Manufacturing Technology Counseling (CMCT) to host Manufacturer's Day in October 2018. Collaboration with the City of Menifee and Menifee Valley Unified school District to plan a Menifee Mini-Makers Festival scheduled for March 2019.
Identification and attainment of appropriate facility	The Eagle Makerspace is located on the MSJC Menifee campus, building 800. 28627 La Piedra Rd, Menifee Ca
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	The Eagle Makerspace Project Director and 2 Makerspace Specialists received certified training on the laser cutter. The Makerspace team continue to conduct facility upgrades, equipment enhancements, and weekly activities highlighting training sessions, networking events and partnership activities. Project Director attends Makerspace Symposiums-NAACE.
Marketing of program	Marketing and promotion of the Makerspace includes announcements through District newsletter, distribution of flyers, updates on college website, IE DRC email blasts, electronic bulletin and postings, as well as community networking. Most importantly, promotion of the makerspace is provided by individual students who are active in using the inspirational space and free service, then verbally shares this enthusiasm and information about the Makerspace, with others.
Engagement with and recruitment of student participants	Instructors and students can use the space as an extension or expansion of the classroom. Whether it is to complete course projects, perform an experiment, or expand on classroom experiences, the Makerspace receives student participation on a daily basis. Moreover, BIO-technology students use the BIO Lab located in the Eagle Makerspace to complete student projects.
Data collection to ensure project meets program goals and objectives	Currently data collection is done in standard by sign-in sheet. Every visitor to the Makerspace must sign in and complete a survey. However, an automated swipe system has been identified, purchased and will be installed to allow a more accurate collection of data including the capture of facility us, count of student projects as well as student data and demographics.
Annual Meeting to give updates to all stakeholders and share best practices	Meetings occurred regularly through the IE DRC project collaboration to discuss project progress and best practices. MSJC Director will convene with regional project lead to determine strategic measures for providing updates, outcomes and improvements to stakeholders.

### Riverside City College

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	No Director has been hired - instead faculty (in ADM, Cyber, Business, and FTV) are taking the lead to develop the MakerSpace bus and order equipment and get curriculum in order.
Identify the industry needs each Incubator/Maker Space will serve	Applied Digital Media (Marketing/Logos/Website Development/3D printing of items), Cyber Security (giving business owners education on Cyber Security for their respective businesses), Business (Entrepreneurship courses - non-credit certificates), and Film /Television (Commercials for marketing)
Purchase necessary Equipment, materials, and supplies	Finalizing RFP for Maker Space bus. Additional equipment is being purchased for each discipline participating in the project.

Connect with Industry partners, city managers, and SBDC for collaboration	Advisory Committee meetings have been scheduled, and the Makerspace project has been discussed with industry partners, K-12 partners and City representatives.
Identification and attainment of appropriate facility	MakerSpace bus is being purchased.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	All faculty have been working together and attending sessions related to MakerSpace movement and collaborating on ideas.
Marketing of program	Not quite at this point, as we need to secure bus first.
Engagement with and recruitment of student participants	Not quite at this point, as we need to secure bus first.
Data collection to ensure project meets program goals and objectives	Non-credit certificates are already being offered and data is being collected.
Annual Meeting to give updates to all stakeholders and share best practices	Advisory Committee meeting was scheduled in the fall, along with annual counselor's breakfast to notify all industry and K-12 partners of our progress.

### San Bernardino Valley College

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	An existing Director position is working on the Makerspace project and will continue to do so throughout the year.
Identify the industry needs each Incubator/Maker Space will serve	The Makerspace project has identified and will focus on Computer Science and Information Systems, CNC, and Advanced Manufacturing, and we are still determining any other needs to be addressed.
Purchase necessary Equipment, materials, and supplies	We are in the planning stages and purchased equipment and instructional supplies for Computer Science and Information Sciences, as well as CNC, and Advanced Manufacturing.
Connect with Industry partners, city managers, and SBDC for collaboration	As new contacts are continuously added into our database, we use several marketing avenues including emails, social media, and flyers to spread awareness about makerspace resources and programs.
Identification and attainment of appropriate facility	We have secured a building to house the makerspace and hope to generate a renovation and move-in timeline. This will be a co-location with the San Bernardino Community College District's EDCT Division, which focuses on economic development and workforce training needs.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	We have hired one student from SBVC with plans to hire another soon, at the advice of college faculty. We are planning to host an Open House event in 2019 that will help to engage faculty from other departments with whom we have not yet connected and it will provide opportunity for them to learn about makerspace resources and making in the classroom.
Marketing of program	We continue to use social media, emails, our website, traditional flyers, and other avenues for marketing makerspace resources and programs.
Engagement with and recruitment of student participants	We are working to identify a list of student groups that we can outreach to about makerspace resources and the t-shirt printer that they can use for their different organizations. This will help increase student awareness and also help to identify programming wants and needs.
Data collection to ensure project meets program goals and objectives	We will work with the CTE Dean to ensure this occurs.
Annual Meeting to give updates to all stakeholders and share best practices	We continue to attend regional Makerspace meetings and outside events to support and provide resources and information to other colleges and industry partners in an effort to share best practices and align industry needs.

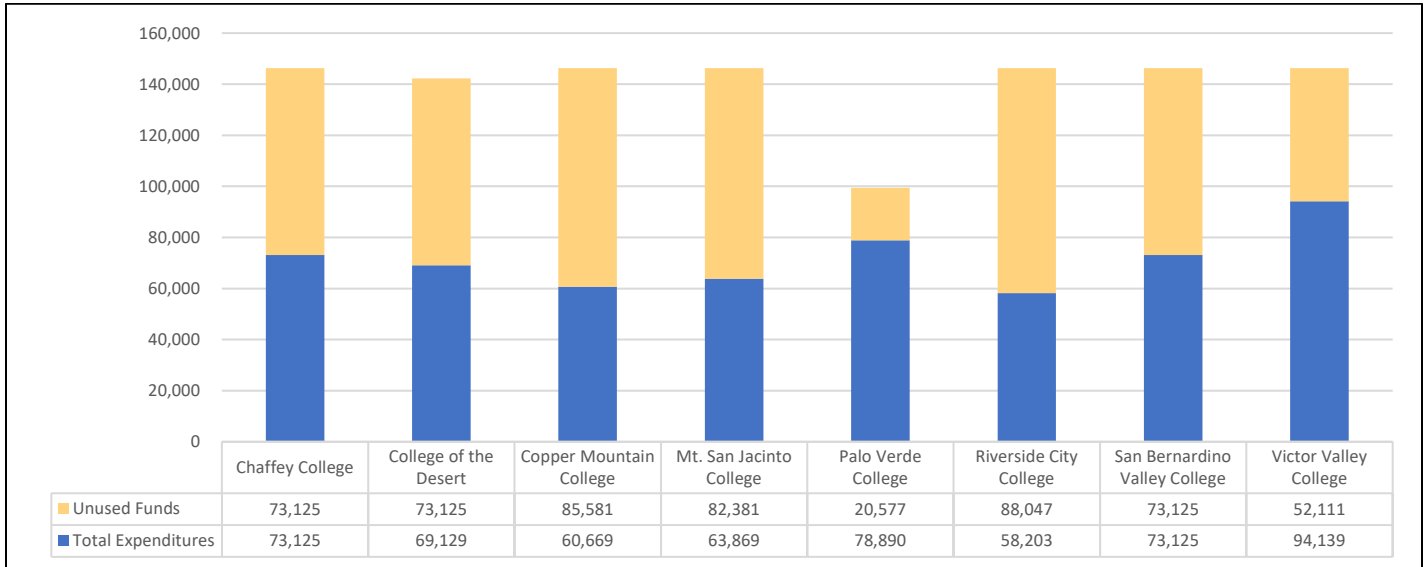
Victor Valley College

Approved Workplan Activity	Response
Hire Director or Regional Incubator/Maker Space Project	Stacy Jones was hired as Regional Makerspace Director and began work on September 12, 2018.
Identify the industry needs each Incubator/Maker Space will serve	Each college has identified, or is in the process of identifying, the programs and industry sectors best served by their respective makerspace.
Purchase necessary Equipment, materials, and supplies	Equipment lists have been requested from each college to have on record.
Connect with Industry partners, city managers, and SBDC for collaboration	A ribbon-cutting was held for the Maker Bus at Moreno Valley College on December 5, 2018 and industry partners have been invited to visit the open makerspaces.
Identification and attainment of appropriate facility	Colleges are looking for space on and off campus with help from their Deans, administration, and/or city partners. Moreno Valley College has found space in the form of a mobile bus and opened their iMAKE Mobile Innovation Center on December 5, 2018.
Professional development/training for college faculty and/or industry leaders for mentorship roles in Makerspace	Colleges have the opportunity to attend the make/SHIFT Makerspace Ecosystem Summit hosted by NACCE, CCC Maker, and CCC Doing What Matters. The Summit will take place April 24-26, 2019.
Marketing of program	Each college has been marketing their makerspace at their campus via the school website, social media, student clubs, college and city marketing departments, flyers, or a combination there of.
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	A Makerspace Progress survey was sent out to get an in-depth look at where each makerspace is with their program.



## P03: Placement and Clinical Site Coordination

### Financial Reporting



### Project Narrative

#### Chaffey College

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	We have been able to obtain 10 new clinical sites and receive board approval for all 10 sites.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	We have obtained 10 new clinical sites for the Vocational nursing program and two for the C N A program.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	2 Faculty attended the New Hire Boot, 5 faculty attended Simulation training.
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 submitting post graduate classes to our curriculum committee and the chancellor's office to offer , iv certification, an Ekg class and a professional development class we are also developing Pathways as a college wide initiative for our student to make it easier for our students to transition from one allied health program to another . C N A to LVN to ADN
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	We continue to participate in the regional meeting, work with the rest of the consortium on professional development and mandatory grant requirements.

College of the Desert	
Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	Each college in the region have created their own database of clinical sites, a regional database has not been developed. The group elected to revise the workplan and delete that goal
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	One additional clinical site and affiliation agreement was obtained during this quarter. Efforts are ongoing to obtain additional new clinical sites.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	A workshop on Simulation Debriefing is being conducted January 23 for the region hosted by College of the Desert
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	The regional group met on January 17,2019 and decided to delete this goal
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	The regional group met on November 1, 2018 and January 17, 2019. Next meeting booked for March 6, 2019 at College of the Desert

Copper Mountain College	
Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	The CMC Nursing program faculty have been actively participating in regional activities to meet the specifications of this project.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	The CMC Nursing program faculty have been actively participating in regional activities to meet the specifications of this project.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	The CMC Nursing program faculty have been actively participating in regional activities to meet the specifications of this project.
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	Faculty continue to develop this work plan.

Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	The CMC Nursing program faculty have been actively participating in regional activities to meet the specifications of this project.
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### Mt. San Jacinto College

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	MSJC Clinical Placement and Clinical Site Coordinator (PCSC) participated in regional meetings with other college PCSCs to determine measures to take for collecting information from clinical education sites to facilitate clinical site selection and student placements. Additionally, assessment on learning experiences and practice opportunities available to students, have been discussed.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	A 3% increase has occurred as CPSC continues to develop partnerships with newest placement sites secured including Kaiser Permanente Murrieta and Loma Linda University Medical Center- Murrieta campus.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	Travel expenses and travel occurred for designated MSJC Clinical Placement Site Coordinator (CPSC) to attend 2 professional development offerings led by COD and CMC respectively. The first of the series included a full day training session titled "Simulation Debriefing "and the second was titled "Best Practices for Clinical Placement Coordinators and Clinical Faculty." Both events took place on college campuses and included 90% attendance of all CPSC's from participating colleges
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	MSJC CPSC developed a list of students scheduled for clinical placement per semester. Third semester clinical for Fall 2018 had 8 students who were placed and completed their rotations. The CPSC continued classroom presentations to increase student's engagement and clinical placement participation.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	MSJC CPSC attended regular meetings coordinated by the IE DRC Project Lead. Agreement occurred between participating colleges to convene at least once per quarter to discuss project progress.

### Palo Verde College

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	We obtained two new clinical sites namely; Mamma's house in Palm Springs and an additional phlebotomy site in El Centro.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	We have updated all agreements with existing sites and are continuing to build relationships with new sites.

Continue the expansion of faculty professional development and of programs and events related to clinical placements.	We already completed the faculty boot camp in San Diego and simulation training in Palm Springs. We are continuing to work on the regional level to further the professional development opportunities for faculty.
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	As we are continuing to sustain our C.N.A and L.V.N programs and develop our future R.N /B.S.N program, we are encouraging students to keep in touch so that they can further their education locally.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	We are currently attending all regional meetings and keeping up to date with all grant requirements.

### Riverside City College

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	The grant-funded Clinical Coordinator has expanded and strengthened our RCC clinical placements, including getting us back into facilities where we had not been able to go to for several years.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	Four new clinical contracts have been developed and no contracts have been discontinued this year. All contracts are multi-year.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	The Clinical Coordinator has been active in SWF-funded professional development meetings and conferences. She has also held an officer position with the Inland Empire Healthcare Consortium, building positive relationships with other nursing programs and with healthcare agency personnel.
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	Graduating RCC nurse graduates are active in our Nursing Alumni Association, which held an annual dinner in the Fall. Many graduates complete their degrees and come back to work at RCC as faculty, both full and part-time.
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	The Clinical Coordinator is active in all consortium meetings, as well as SWF Clinical Coordinator project meetings. RCC recently hosted such a meeting in our School of Nursing.

### San Bernardino Valley College

Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	Working with clinical sites to ensure compliance with agencies. There are annual meetings with clinical sites to update policies, procedures, and orientation for students and adjunct faculty.



Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	Affiliation agreements between college and clinical agencies are current. Regular annual faculty meetings and for orientation are held at each facility.
Continue the expansion of faculty professional development and of programs and events related to clinical placements.	Clinical Site Coordinator is collaborating with other Clinical Placement Coordinators to ensure consistency in practice as well as problem solving issues for clinical placement. We are working with other colleges for faculty development and have sent faculty and adjunct faculty to the Bootcamp and other seminars.
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	SBVC Nursing Program continues to maintain a strong relationship with graduates. Many graduates after pursuing a BSN/MSN seek out employment in the nursing program. Collaboration with the facilities used and the nursing program is done on an annual basis at the Nursing Advisory Committee Meeting
Develop a schedule of regular meetings with the participating colleges to discuss clinical placement relations, professional development, metric results and mandatory grant requirements	The Clinical Placement Coordinator meets quarterly with other Clinical Placement Coordinators to problem solve issues and work toward shared objectives and positive outcomes for all colleges. We continue to maintain a positive relationship with Deputy Sector Navigator for educational opportunities and program enhancements.

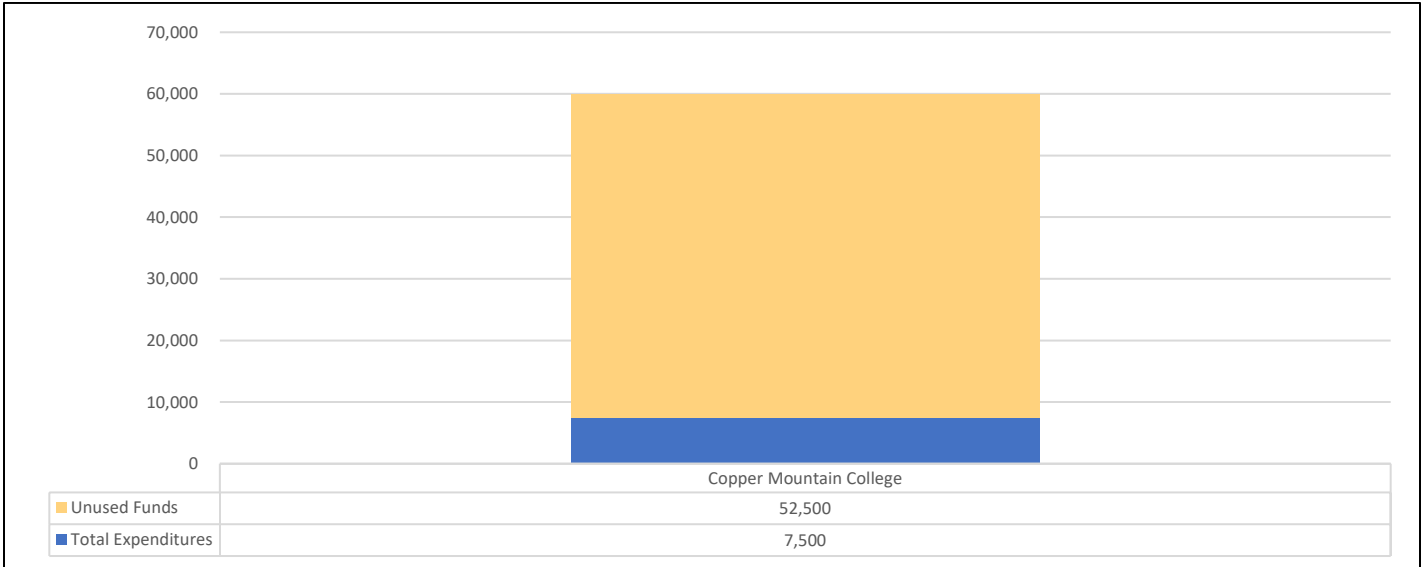
<b>Victor Valley College</b>
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Approved Workplan Activity	Response
Continue the assessment and formation of the regional industry database and expand and strengthen clinical site placements.	Clinical coordinators attend placement meetings by collaborating with other college coordinators with other community colleges. This is usually held by our Deputy Sector Navigator.
Continue with the development and or renewal of multi-year affiliation agreements between the college and healthcare agencies for student placement	Clinical coordinators develop and collaborate 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. Softskills training on December 13th had 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 underclassmen) and community service hours that help increase awareness of the 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	Representatives attended the last meeting at Crafton Hills to plan the upcoming budget, metrics for clinical coordinator round 4.



## P04: Tractor Trailer Operator Feasibility Study

### Financial Reporting



### Project Narrative

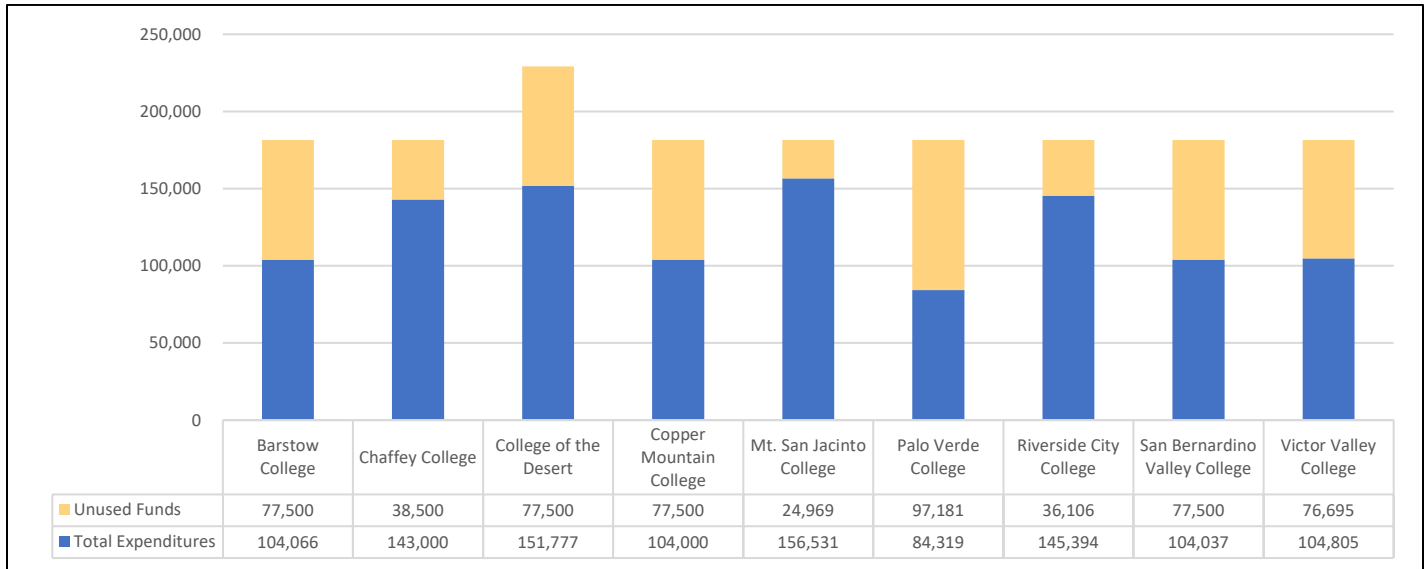
#### Copper Mountain College

Approved Workplan Activity	Response
Research existing training programs and conduct employer survey.	This study has been completed and should be published soon.
Conduct detailed program cost analysis.	To be included in study that is forthcoming.
Identify interested colleges.	In parallel with report publication.



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

### Financial Reporting



### Project Narrative

#### Barstow College

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)	(Response not provided.)
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	The Strong Workforce grant P05 to date has had two small expenditures for equipment components. The balance of the grant is being considered to be disbursed as follows. We plan to purchase “The Switch” electric car project. This will be a modified version not for road use. Estimated cost \$23,000. Additional course items: Nissan Consult 4 Full scan tool kit and Laptop required separately approx. \$4400. We will continue throughout 2019 to identify and procure equipment to utilize the remainder.
Acquire manufacturer system information/subscription for the purchased vehicle	(Response not provided.)
Obtain vehicle or system-related professional development training for faculty	(Response not provided.)
Integrate new curriculum/information into course(s) established under Round 1	Barstow College has been working throughout 2018 on building an alternative fuel vehicle course as recommended from industry at our advisory meetings and sector navigator industry demand. In the fall of 2018 Barstow College did a school wide overhaul of all CORs offered including the Hybrid and Alternative Fuel Class Auto 52A. This delayed the start of the first class which was originally scheduled for spring 2018. During this time we were able to assess additional needs for emerging technologies.

Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	(Response not provided.)
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### Chaffey College

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)	Purchase of first electric vehicle Chevrolet Volt, and purchase of another electric vehicle a Chevrolet Bolt.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	Purchased laptop computers to serve as specialized scan tools and purchased the newest Snap-on Zeus diagnostic scan tools.
Acquire manufacturer system information/subscription for the purchased vehicle	Purchased electronic service information from A Delco for the Chevrolet vehicles and extended contract with Toyota for the previously purchased Toyota Prius vehicles.
Obtain vehicle or system-related professional development training for faculty	John Hudson, Johnny Polidano and Sherm Taylor have attended multiple conference and workshop hosted by fellow colleges addressing electric and hybrid vehicles maintenance, service and diagnostics.
Integrate new curriculum/information into course(s) established under Round 1	Chaffey currently offer one hybrid vehicle course Auto 407, which has been updated to reflect the new technology and the vehicles purchased for the course.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Our vehicles have been driven to several high school career days to be displayed and shown for advertisement, and will be displayed this year at our annual car show which attracts thousands of guest.

### College of the Desert

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)	Difficulty obtaining quote due to limited CNG vehicle build and end of the year timeframe. Continuing quote process: quote should be delivered on 1-23-19.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	Needs analysis of specialized tools, software updates and safety equipment.
Acquire manufacturer system information/subscription for the purchased vehicle	Verify access and extent of manufacturer information.

Obtain vehicle or system-related professional development training for faculty	Trained instructor preparing to conduct a Train-the-Trainer for remaining Automotive/Advanced Transportation COD faculty. Six auto faculty from four colleges attended a one-day workshop on 11/16 on advanced automotive technologies emerging in the ICE and EV vehicle markets; and, 17 auto faculty from various colleges participated in a two-day professional development session on Advanced Electric Vehicle Training, conducted by the National Alternative Fuels Training Consortium based at WVU.
Integrate new curriculum/information into course(s) established under Round 1	Decided on new text for Hybrid, Electrical, and Fuel-Cell courses. Many curriculum changes were approved.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Completed Automotive/Advanced Transportation outreach video.

### Copper Mountain College

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)	Lab vehicles have been acquired in conjunction with recommendations of this regional project. The additional vehicle for this round will be purchased soon.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	This is in process. We are finishing up the requirements for other grant periods and will be focusing on this in the next two quarters.
Acquire manufacturer system information/subscription for the purchased vehicle	This is in process. We are finishing up the requirements for other grant periods and will be focusing on this in the next two quarters.
Obtain vehicle or system-related professional development training for faculty	This is in process. We are finishing up the requirements for other grant periods and will be focusing on this in the next two quarters.
Integrate new curriculum/information into course(s) established under Round 1	The new course that was developed under round 1 has been approved and is currently being offered. The course will be part of our Automotive Technology degree and certificate programs for the next catalog cycle.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	This is ongoing and has been very successful for the automotive program with respect to recruitment.

### Mt. San Jacinto College

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)	Mastery of the ability to prepare an electronic repair order is clearly identified as a student learning outcomes for MSJC AUME 119, 123 and 126, indirectly identified as a program learning outcome under the heading of the Strong Workforce Program. Purchased hybrid vehicle and other lab equipment such as a hoists, driving simulator, will improve student learning in the automotive program by allowing students to obtain and practice a skill that makes them more employable and increases their upward mobility once they enter the workforce

Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	2 workbenches and pair of Wilton vices, 2 capacity lifts and a CarTrain electric and hybrid vehicle training system including USB-Ethernet network adapter, 5 overlay masks for drive systems, Instruction manual and Interactive course on CD ROM. Additionally, a bulk purchase of safety google and gloves occurred, so that every student in the automotive technology lab receives safety equipment and is trained industry safety protocol.
Acquire manufacturer system information/subscription for the purchased vehicle	1 Manufacture System Information annual subscription was obtained. Related Owner Manuals have been acquired
Obtain vehicle or system-related professional development training for faculty	Necessary professional development included 1 faculty training workshop designed to provide fundamentals of electric-drive vehicle powertrain configurations, electric propulsion components, energy storage systems, power electronics and electric machines.
Integrate new curriculum/information into course(s) established under Round 1	Existing MSJC AUME curriculum had been reviewed and revised to include ASE components to better prepare students to become ASE Certified Master Technicians, certified by the National Institute for Automotive Service Excellence on every mechanical and electrical component and system.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	MSJC utilized a variety of strategies and resources to promote AUME program and to increase student registrations including; development of customized content- based marketing materials and an Industry Outlook Brochure, which was created with the assistance of regional colleges to promote automotive technology courses at each participating college IE region and statewide. Industry leaders are invited into the classroom to discuss skillsets and employment opportunities

**Palo Verde College**

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 acquired two vehicles, one electric and one hybrid to facilitate the teaching of the latest technology in the automotive industry.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	We are in the process of acquiring specifications for the diagnostic and safety tools.
Acquire manufacturer system information/subscription for the purchased vehicle	These have been obtained along with the vehicular purchase.
Obtain vehicle or system-related professional development training for faculty	We are currently in the process of identifying appropriate training for our faculty.
Integrate new curriculum/information into course(s) established under Round 1	After faculty training is complete, we plan to integrate the curriculum.
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	We plan to exhibit the cars at the local county fair to increase interest in the automotive program.



**Riverside City College**

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)	Automotive faculty have acquired two new Hybrid/Electric vehicles over the time on this project. Each faculty member (and a classified member as well) have been to multiple trainings and have collaborated with additional discipline faculty throughout region.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	All scan and diagnostic equipment has been ordered, or is being ordered.
Acquire manufacturer system information/subscription for the purchased vehicle	Information on each vehicle has been secured.
Obtain vehicle or system-related professional development training for faculty	Professional development and trainings have been attended by all faculty in discipline.
Integrate new curriculum/information into course(s) established under Round 1	New curriculum is being offered beginning in Spring 2019 and Fall 2019
Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	Recruitment events and Outreach have been conducted and the vehicles have been on display at all events.

**San Bernardino Valley College**

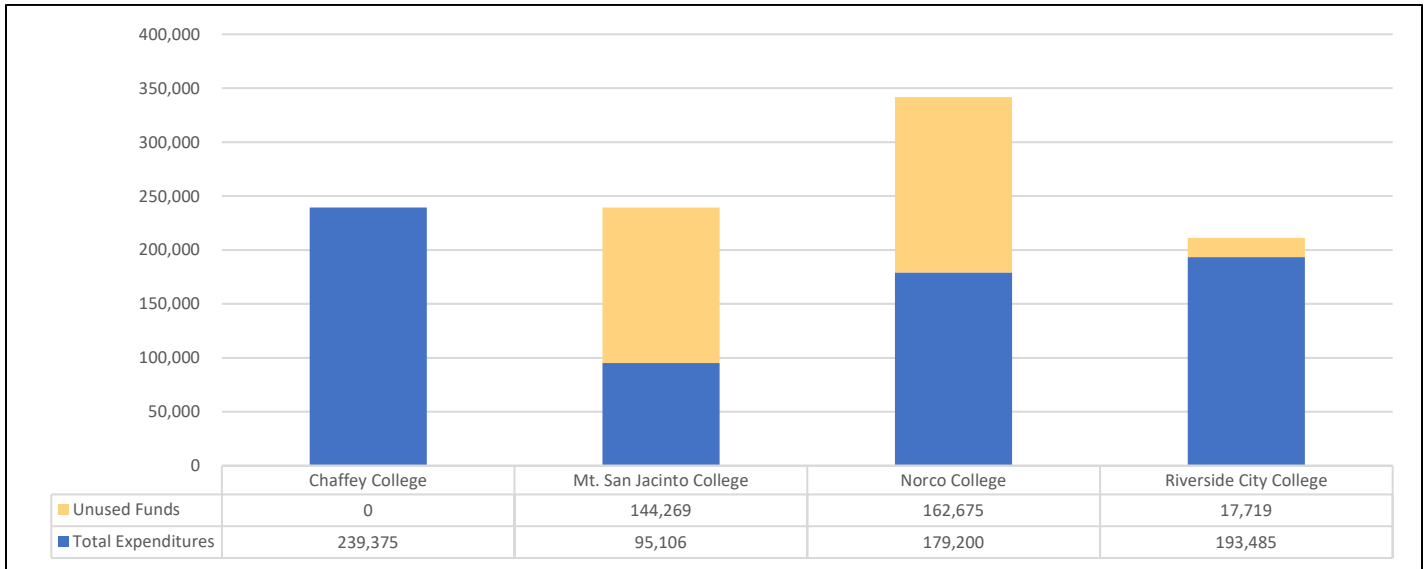
Approved Workplan Activity	Response
Develop specifications and acquiring a new lab vehicle that reflects emerging technologies and market trends (collaborating with other programs and faculty)	The Automotive, Collision & Diesel Department acquired two vehicles, a plug-in Chevy Volt and a Toyota Prius Prime hybrid vehicles for emerging technologies. These vehicles are similar to our SWP Regional partner's vehicles in our sector.
Acquire the associated manufacturer scan/diagnostic hardware and software, specialized tools, and safety equipment	The department acquired diagnostic scan tools for each vehicle manufacturer (Chevy, Ford and Toyota), online information subscriptions, Fluke meters and safety equipment for the new Introduction to Hybrid and Electric Vehicle Technology course.
Acquire manufacturer system information/subscription for the purchased vehicle	The department acquired online manufactures information/subscriptions with the purchase of the manufactures scan tools and safety equipment, for the use in the new Introduction to Hybrid and Electric Vehicle Technology course.
Obtain vehicle or system-related professional development training for faculty	Individual instructors have attended several Hybrid and Electric vehicle workshops and training seminars throughout the last year. The Faculty Chair of Automotive, Collision & Diesel attended an Autonomous Vehicle training event sponsored by NextGen Auto Tech, a Regional Joint Venture Initiative. This will be helpful in adding a new course in Autonomous Vehicles that will be part of the Hybrid & Electric Vehicle Certificate in the future.
Integrate new curriculum/information into course(s) established under Round 1	The department added the Introduction to Hybrid and Electric Vehicle Technology course to the Engine Performance AS Degree and Automotive Technicians Certificate. These new additions will help secure employment in this rapidly changing industry.

Continued engagement of students at outreach/recruitment events, exhibiting the high-tech vehicles and systems.	The outreach, marketing and recruitment efforts are underway. This project will reshape the image of automotive, automotive collision, and Heavy-Duty Truck (Class 3 – 8) careers, increase student interest and enrollment, and improve completion rates across the region.
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Victor Valley College	
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)	Faculty have completed a four day training on the Switchlabs EV educational kit vehicle and have collaborated with the full-time Automotive faculty who are in agreement that their Alternating Current EV Permanent 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 Strong Workforce Local funds in Round I.
Acquire manufacturer system information/subscription for the purchased vehicle	We have recently purchased Factory scan tools for GM, Ford, Chrysler, Toyota and Honda through Strong Workforce Local funds in Round I.
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 Desert Region Strong Workforce group. This training will be provided by the National Alternative Fuel Training Consortium (NAFTC) and was hosted by VVC in our training lab facility.
Integrate new curriculum/information into course(s) established under Round 1	Auto 89.3, 89.4, 89.5, 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 Auto has just completed a High School student technician competition 11/9/18 in which the High School technicians participated in hands-on exercises using four of our Alternative Propulsion Vehicles. Several outreach presentations were completed, each of which we bring one of our Alternative Propulsion Vehicles to display prospective students.

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

### Financial Reporting



### Project Narrative

#### Chaffey College

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 (every other week) schedule to accommodate schedules of underemployed individuals. Program is highly accelerated and concluded as scheduled 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.	Industry SME instructor worked with employers in his sector to tailor curriculum to their needs. SME certified students in D.1.1 Structural Steel Code from the American Welding Society (AWS) certification at the conclusion of training. "Tools for Success" soft skills embedded into training at industry request.
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. Class concluded on 11/17/18 with 13 completers. Round 3 Local SW funds were requested to provide training to additional cohorts and increase the number of students served (funding status pending).
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 approved at the local level and is currently at the state level for approval.

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. NCCER is proprietary IP.
Host at least one Industry Skills Panel to determine need and skills gaps.	Advanced manufacturing skills panel scheduled for 2/13/19.
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 tested for and received D1.1 Structural Steel Code from the American Welding Society (AWS) certification at the end of training (11/17/18).
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 and concluded on 11/17/18. This curriculum was used as the basis for the non-credit classes that are currently at the state level for approval.
Develop additional instructional capacity from qualified industry personnel and other sources.	An industry SME was sourced and brought under contract. Additional instructors are being trained for NCCER certification in the ICTP training taking place on 1/9-1/11/19.
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. Round 3 Local SW funds were requested to purchase additional needed equipment, tools, and classroom/lab renovations resulting in an indoor welding space which is in alignment with industry standards.

### Mt. San Jacinto College

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.	Accelerated education course maps are needed in which outline examples for how schools and districts might organize a one-size-fits-all approach to developing accelerated pathways. MSJC seeks to maximize opportunities for Pathways offerings to high-performing students and which will allow students to earn the certificates and/or associate degrees sooner than the academic plan...
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.	Regional activities continue to offer guidance to schools and districts seeking to organize accelerated pathways and to develop some best practices in curriculum compacting. Initial pathways assessment included the identification of the math skills needed in the accelerated pathway as well as a comparison of recommended Career Education courses/program courses appropriate for condensing to an accelerated schedule.

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 MSJC project director was identified for the ACE project. However, designated Career Education support staff were given responsibility to attend regional meetings, identify MSJC Career Education courses with most potential to become accelerated course models, and to continue conversations about what studies could be combined as multiple-subject and credentialing courses to offer in blended ways so that students obtain a certificate or degree faster.
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### Norco College

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.	An accelerated schedule was implemented at Norco College.
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's ACE program continued to provide industry guest speakers and interviews for program participants.
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 evaluated the ACE program's scalability and determined to plan a new structure for ACE. The current program will sunset in early 2019, to be replaced with a new program to debut in summer 2019. The new ACE will be aligned with the Apprenticeship program and will connect to the Norco College Career Center.

### Riverside City College

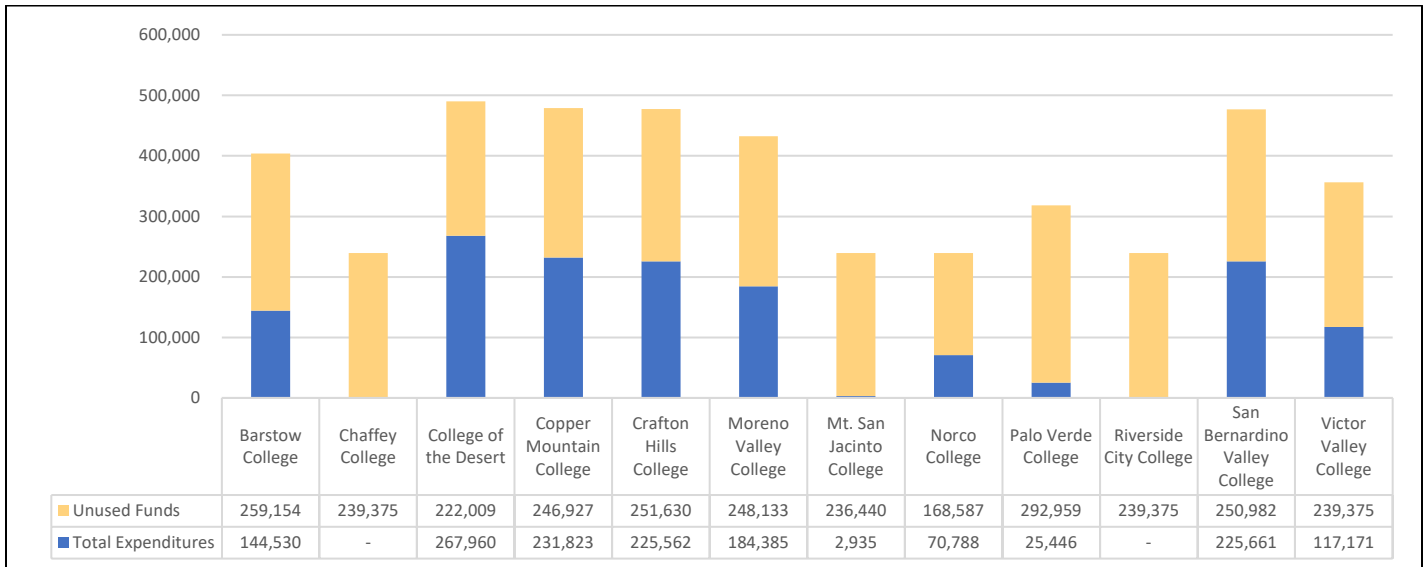
Approved Workplan Activity	Response
Partner colleges will develop and implement various schedules that will provide accelerated pathways. The regional funding will allow the Project Director to advise staff about the development, scheduling, and expansion of short-term course sections.	All pathways for CTE have been provided in the college catalog, with time to completion listed for each certificate and degree. Additional new scheduling patterns to streamline completion for students have been instituted - including certificates that can be completed over shorter periods of time ( 6 weeks, 8 weeks and 10 weeks)
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.	A contract was made with Network Kinecton to provide opportunities to engage with all industry partners in our college area. A full comprehensive database has been developed and relationships fostered. Students have witnessed industry partners come in to be guest speakers, and employment opportunities granted to students.

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.

New scheduling patterns, and faculty mentor support for students have been instituted with the new streamline scheduling patterns of pathways. More completion data has been collected.

## P07: Regional and District Job Developers Proposal

### Financial Reporting



### Project Narrative

#### Barstow College

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.	Created a physical Job Board at CTE site and updated weekly. Posting over 120 positions during the timeframe above.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Partnered with BUSD (James Hochstedler) to hire for a full-time welding position. Biviano Toledo, IMMT student was hired. Met with Sal Monica, Business Service Representative of the Workforce Development Department for the San Bernardino County to discuss job openings and placement opportunities for students. Partnered with Monique Jennings, EEO Director at Ft. Irwin to coordinate CTE student presence at the Fort. Irwin Job fair.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Utilized Argos to pull past CTE graduates and send them job announcements via email. Also sent all CTE Grads (both certificates and degrees) from the past 2 semesters information on my position and ability to help with job searches, job applications (resumes, cover letters, professional references), social media presence and interview skills. Examples of positions sent out include: 10 openings with BNSF, CalPortland 4 Laborer & Processing Attendant positions.

Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Did 4 classroom visits explaining my position and ability to help with job searches, job applications (resumes, cover letters, professional references), social media presence and interview skills to students and faculty. Had Resume Update Meetings with 20 students. Also, spoke on interview skills, employment opportunities and social media presence.
Job Developers to market programs and students to industry specific sector employers	Worked with Ashley Etchison, Director, and Strategic Communications & Marketing of the Strong Workforce Program to gain information on our industry demands by coordinating with the Barstow Chamber to ask all local business owners to provide information via a survey link.

### Chaffey College

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.	A Job Developer has been hired. However, her start date occurs on Monday, 11 February. She will begin to initiate and build relationships with students and employers at that time.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	A Job Developer has been hired. However, her start date occurs on Monday, 11 February. She will begin to initiate and build relationships with students and employers at that time.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	The Job Developer will begin to meet students, faculty, and supplemental instruction departments during her first week of employment.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	The Job Developer will schedule workshops during beginning February 2019.
Job Developers to market programs and students to industry specific sector employers	The Job Developer will begin to market programs during February 2019.
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

### Crafton Hills College

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.	Students were connected to internships and paid work experience opportunity. Several events were held to connect employers to potential candidates as well as having employers come to the college and recruit students
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Connections have been made with over 60 employers. Events were held to bring 27 local employers to connect with CHC students.



Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Over 70 students met with our job developers to go over resumes, cover letters and mock interviews to prepare them for upcoming interviews with local employers
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Job Developers held several workshops including resume builders, interviewing tips and prep, job search assistances, cover and reference letter. Online career counseling is now available to students who would not otherwise be able to visit the career center.
Job Developers to market programs and students to industry specific sector employers	Internship opportunities are offered to prepare students for future careers with employers. Part and full time positions can come from these internships.

### College of the Desert

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 footprint of employer opportunity and student connections continues to increase every semester. Employer relationships and student outreach for CTE programs are endeavored towards by our events, workshops, information sessions, and resources in these areas. The Spring 2019 Career Fair will be heavily participated in by both employers and students representing the CTE fields.
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, along with faculty advocates, to begin matching students to local employers	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 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

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 CMC Job Developer continues to form relationships with local and regional employers and eligible students. Additional jobs have been identified for CMC students and placements are beginning to take off.

Job Developer to form relationships with local employers, industry partners, and other related stakeholders	The CMC Job Developer continues to form relationships with local and regional employers. Additional jobs have been identified for CMC students and placements are beginning to take off.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	CMC Student Services has provided the Job Developer with names of students who recently graduated and who have filed to graduate. The Job Developer has reached out to both groups to offer assistance to students who are interested in help locating job opportunities and going through the process to get gainfully employed. The Job Developer is also reaching out to faculty and current students to build awareness and advocacy for the newly formed Career Center on campus.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	In the recent quarter, more emphasis has been placed on the individual job development aspect of the job developer role.
Job Developers to market programs and students to industry specific sector employers	The CMC Job Developer continues to form relationships with local and regional employers. Additional jobs have been identified for CMC students and placements are beginning to take off.

### Moreno Valley College

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.	Visited businesses throughout the area to build relationship and represent our college by marketing our students and programs.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Added 9 new members to the advisory committees, included the Education and Workforce Development manager for the Inland Empire Economic Partnership and the NCHS Perris Health Center Volunteer and Internship Coordinator.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	(Response not provided.)
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Held a monthly series of workshops to prepare students for employment including: Career Exploration – Medical Assisting and Caregiving on 10/16/18; Employability Skills and Dress for Interview Success on 11/6/18; and Elevator Speech for Job Interviews on 12/4/18
Job Developers to market programs and students to industry specific sector employers	(Response not provided.)

**Mt. San Jacinto College**

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.	Job Developer continues to support the college in various outreach events to support marketing students and Career Education programs.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Job Developer established partnerships with 59 new businesses and continues to develop business relationships within the college district's service area. The Job Developer collaborated with Outreach Coordinator to facilitate Industry skills panels in Audio Technology; convened with Associate Dean and faculty in Nursing and Allied Health department to discuss employment opportunities for LVN occupations. Job Developer continues stay involved in the college district's collaborative Valley Internships project.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Job Developer continues to conduct various employability skills workshops with an increase in student engagement and support their employment needs Job Developer secured 2 students in full-time employment opportunities.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	"Job Developer held 12 workshops and 1 mock interview for the Digital Media program. Results of the workshops concluded with 2 attendees able to obtain full-time employment in relation to their career and training.
Job Developers to market programs and students to industry specific sector employers	Also one of the students from Digital Media was able to obtain internship opportunity. The Job Developer continues to conduct occupation advising sessions to help students address concerns they may have regarding applying for jobs and as well as giving guidance on resume preparation and job search."
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	Job Developer continues business engagement across the community from SCLC (Southwest California Legislative Council) to understand the needs of the regional employers, attend chamber meetings, mixers, and board meetings. Job Developer also collaborates with regional Job Developers to discuss ongoing activities with Inland Empire Economic Partnership. Marketing materials include customized brochures, flyers, and various documents to share updates on progress and project development.

**Norco College**

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.	As a result of building employer relations during the Fall 2018 semester, 109 jobs were advertised to students through the Career Center's online job board, NC Connect. Job postings targeted two groups: (1) part-time flexible schedule jobs to accommodate the availability of current students, and (2) full-time jobs related to the majors offered at the college. The Job Developer also marketed 16 local job fairs to students that occurred throughout the semester and hosted three employers for on-campus recruitment events.

Job Developer to form relationships with local employers, industry partners, and other related stakeholders	During the Fall 2018 semester, local job postings in NC Connect were posted for 60 different organizations within the region, 30 of which were new employer contacts. In addition, the Job Developer attended the CTE Job Developer pre-session of the IEDRC quarterly meeting that included discussions with various regional stakeholders such as educational institutions, county representatives, and workforce development groups. Opportunities to increase job opportunities were also discussed in meetings about growing apprenticeships and cooperative work experience education.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	During the Fall 2018 semester, 621 job-seeking students created accounts in NC Connect to view and apply for local employment opportunities. Those students receive weekly e-mails listing new job opportunities in the area and are provided with a list of upcoming employability workshops, job fairs, and on-campus employer recruitments. In December 2018, a contact list of 1,102 recent completers was generated with plans to reach out and encourage those alumni to utilize employment services during the next quarter.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	The Job Developer presented 15 employment and career-related workshops during the Fall 2018 semester on topics including resume writing, interview skills preparation, professional networking, and Career Center services to a total of 286 students. Resources provided to students included resume writing materials, cover letter outlines, mock interview practice questions, elevator pitch worksheets, LinkedIn profile checklists, and career development guides, among others.
Job Developers to market programs and students to industry specific sector employers	Efforts to centralize and direct employer inquiries to the Career Center included the establishment of an employer services webpage ( <a href="http://www.norcocollege.edu/employers">www.norcocollege.edu/employers</a> ) and numerous employer referrals directly to the Job Developer. In conversations with employers, programs and students were marketed according to organizational needs, and when appropriate, employers were encouraged to connect with other regional job developers. A list of approximately 300 past employer contacts was also generated with plans to reactivate dormant relationships during the next quarter.
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	A Job Developer under the position title of Career Center Director was hired in a previous quarter and began employment on February 2, 2018.

### Palo Verde College

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.	We have obtained the REMIND program to keep in touch with graduating students via text message/email. With the purchase of the PURPLE briefcase employers and employees can be on the same platform.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	We are continuing to develop relationships with the local employers and marketing our position to be the main local point of contact.

Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	We are implementing a career fair in the Spring semester to bring the various interested parties under the same roof. This year it is being held on campus on April 16, 2019. This position also works with faculty advocates to match students with potential job openings.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	This position has been invited to address the students twice a semester with participating faculty and also workshops on resume writing and interview skills have been held. We also hosted mock interview to prepare candidates. One-one appointments to augment student's job search are regularly scheduled.
Job Developers to market programs and students to industry specific sector employers	We hold CTE advisory meetings once a semester to link the college offering with the local need.

Riverside City College	
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 represents our college at many events - Chamber of Commerce, WIB and EDA events. She has made multiple relationships that have evolved into employment opportunities for our students.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Our Job developer has formed many relationships with employers and works collaboratively with Network Kinecton to provide new employment opportunities for students.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Our Job developer tracks meetings with all students, has developed new workshops for employment help for students, and has been able to match the relationships between employers with potential students.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	Our Job Developer has developed Resume and Mock Interview workshops that the faculty within CTE have integrated into their lesson plans so that students can attend and get credit in their respective classes. These workshops are held in our CTE Engagement Center and in collaboration with the Career Center.
Job Developers to market programs and students to industry specific sector employers	Our Job Developer works in collaboration with Network Kinecton on this part of the project.
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	(Response not provided.)

**San Bernardino Valley College**

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.	SBVC Job developers participated in K-12 Activities including College and Career Fairs and community events both on and off campus, representing education for all Career Technical Education offered in our College, District and Region. Additionally we attended industry-sponsored events that targeted the K-12 population of our community. We were able to present tools and finished projects to reflect the course activities.
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	SBVC have developed over 250 relationships with Career Technical Education industries, community and faith based organizations along with City, County, State and Federal entities. The college offers to assist employers with screening and identifying skilled candidates, interviewing facilities and presentation rooms to simplify the hiring process. By providing these services at no cost allows us to form relationships with each entity and provide insight into the quality of the candidates.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Working with campus departments, we have identified the subdivisions and resources for reporting completers while also utilizing our faculty chairs and faculty to identify candidates. We consult with faculty on current student needs and abilities with specific industry standards and personal qualities to provide prescreened candidates to our employers. We also assist faculty with events and workshops for the graduate and survey what student activities may be helpful to their perspective programs.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	SBVC has completed seven workshops to provide students the ability to research companies and careers, complete a resume, and how to interview. Job Developer also gives presentations on Interviewing attire, how to market yourself and build your brand and finally to develop or attend Work Experience programs that are offered for credit on campus. We also ask the assistance of industry personnel to give presentation on these subjects to explain what the employer is looking for.
Job Developers to market programs and students to industry specific sector employers	The Job Developers attend community events, Advisory Councils, Chamber Events to market both our programs and completers. We provide tours of our facility, presentations and off site meetings to explain our Career Technical Educations programs on campus and short videos to represent their activities during lecture and laboratory periods. We also purchased surface pro to assist employers in the application process and hold off campus student tours for information interviews.

**Victor Valley College**

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 attended Career Day at Hesperia Unified School District, Hesperia Chamber Meetings, and Adelanto School District, to market our CTE Programs and speak about the role of the Job Developer.

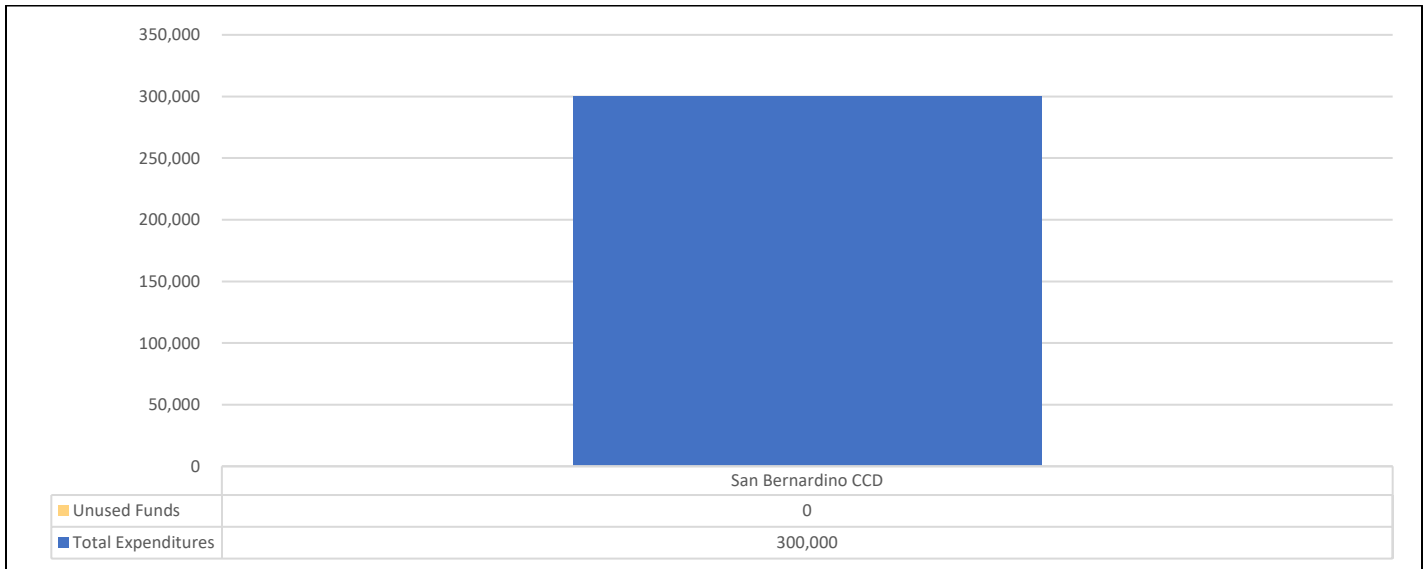
Job Developer to form relationships with local employers, industry partners, and other related stakeholders	Attending Goodwill of Southern California Council Meetings and have met with several employers including: Walmart Transportation, Home Depot, Starbucks, and El Pescador Restaurant, all of whom are excited to partner with VVC to employ qualified students.
Job Developer to identify current students and upcoming completers, along with faculty advocates, to begin matching students to local employers	Have acquired Purple Briefcase Software, and have invited all students to create their profile, which includes posting resumes for review and approval. This allows employers to review resumes based on the program students are enrolled in. The Job Developer will be able to obtain graduation dates, track interviews and jobs they are hired for. Alumni will also have profiles and will be assisted with finding employment if needed.
Job Developers to hold workshops related to employment development and provide career counseling resources to associated students	The plan for 2019 is to hold an Interviewing Skills Workshop, Resume Writing Workshop, Soft Skills Training, and Professional Image Workshops.
Job Developers to market programs and students to industry specific sector employers	Have met with many companies in all sectors including: Southern California Edison, Southwest Gas, Northrup, City of Victorville and Town of Apple Valley. These employers have also agreed to participate in Industry Specific Job Fairs/Interview Panels for our CTE Students.





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

### Financial Reporting



### Project Narrative

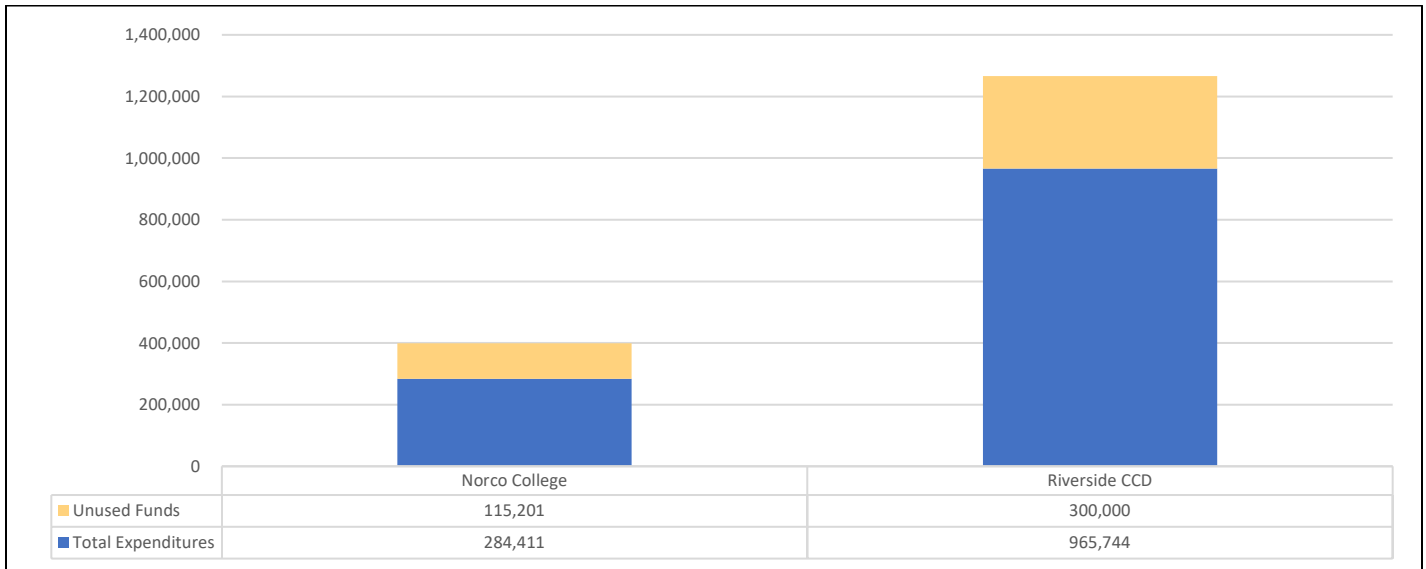
#### San Bernardino Community College District

Approved Workplan Activity	Response
Hold regular planning meetings with key stakeholders from community, community colleges, business and industry	The Regional Advisory Committee expanded its reach to include additional stakeholders on the planning committee. With additional staff representatives from community colleges and K-12s serving on the committee, it led to increased local buy-in, additional outreach & new industry partnerships. The committee held three Regional Advisory meetings during the quarter with pre and post committee meetings. The committee meeting also convened to plan Advisory support for the spring 2019 semester.
Coordination with IEEP and community colleges to ensure engagement of faculty and industry	Partnering with IEEP and community colleges has proven to be successful. IEEP has been an integral partner regarding facilitation and community outreach. CC and HS faculty participation has led to industry collaboration in all identified sectors. As a result of the Digital Media Advisory meeting, two colleges participated in a Morgan Family Foundation Grant to improve DM programs, including. Industry advisement. These funds made an impact.
Conducting semi-annual sector advisory meetings (regional and/or sub-regional)	During this quarter, three Regional Advisory Community Meetings were convened: Energy, Construction, & Utilities (ECU) in September; Digital Media in October; and Healthcare in November. Average attendance was 88 with good representation of high school faculty, community college faculty, and industry partners.
Develop and maintain listing of Industry members by sector that are willing to participate.	During the course of this project, we adopted a CRM pilot project. Four out of six of our DSN's & our Project Manager have included their contacts in the CRM. All Advisory attendees are added to the CRM and on-going communication is maintained.

Hold at least one advisory per year per sector serviced.	ICT: One advisory per year; Digital Media: One advisory per year; Advanced Manufacturing: One advisory per year; Business & Entrepreneurship: one advisory and one sub-sector meeting; Advanced Transportation: one advisory per year with one meeting pending; Healthcare: one regional advisory and additional sub-regional advisories
Maintain list of HS and Community College faculty by sector	Community college and high school faculty contact information is maintained in the Advisory CRM. The Project Manager also maintains Advisory (sector) attendance lists sorted by: community college, high school, and industry.
Facilitate both CC/HS faculty development and cross-discipline faculty development opportunities.	Many cross-discipline opportunities arise during the Advisory process. With each Advisory meeting, approximately five sub-sectors are identified and discussed, offering rich opportunities for cross-discipline networking and partnerships. Through cc and hs collaboration, the Advisory Committee has developed an Advanced Manufacturing & Engineering Advisory meeting.

## P09: Regional Marketing & Outreach

### Financial Reporting



### Project Narrative

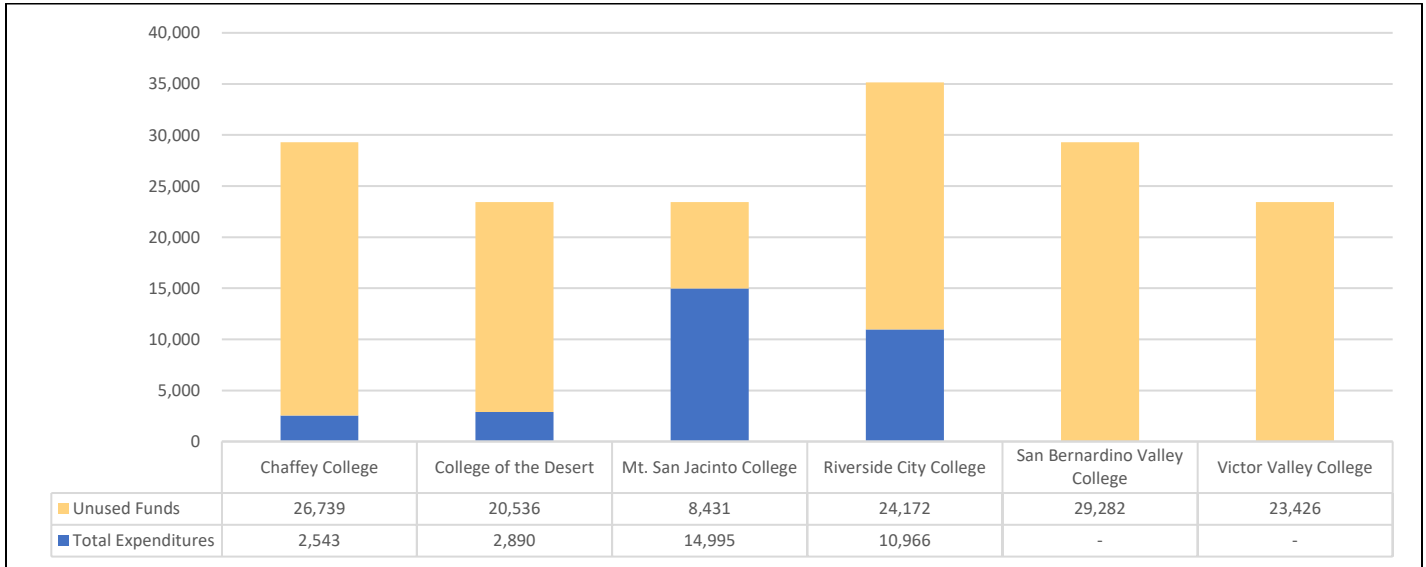
#### Norco College

Approved Workplan Activity	Response
Hire Grants Administrative Specialist	This activity was deleted from the workplan
Media Preferences Survey	Completed in prior quarter
Printing--Magazines and mailings	The viewbook was reordered for the colleges
Printing--for 12 colleges	All colleges received sector brochures and campaign giveaways
Attend Marketing meetings and conferences	Project director attended the statewide regional marketing advisory meeting in Sacramento as well as various regional marketing meetings



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

### Financial Reporting



### Project Narrative

#### Chaffey College

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	Four faculty members attended the Educator's Boot Camp in fall 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	Looking forward, the deputy sector navigator is identifying other opportunities for the new faculty to attend a conference in spring 2019. Provided the dates work with the faculty, all four are willing to attend another conference.
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	Two of the four new faculty have identified mentors and are currently working with him/her.

#### College of the Desert

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	Faculty will be attending the next educator boot camp this summer
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 2 day HWI sponsored Innovations in Health Occupations Education Conference was not offered this January. Faculty will be attending a one day workshop on becoming Certified Nurse Educator

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	A Clinical Orientation workshop is on January 24th and a clinical orientation handbook has been developed. Each new faculty have been assigned a mentor
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### Mt. San Jacinto College

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	A two day workshop was held. Attendance included newly hired faculty and administrators of varying levels of skillset, who participated in interactive presentations about lecture/lessen development, classroom management, and college institutional systems. A series of topics, divided in sections and designed to prepare new educators for the work place and for their classrooms, provided participants with a comprehensive guide to accomplish their teaching goals.
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	MSJC Director of Career and Workforce programs acting a project lead, attended regional Inland Empire Desert Region Consortia (IE DRC) meetings for planning effort, coordinated and facilitated Bootcamp event until its completion. No other project activities were scheduled this quarter.
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 IE DRC has decided to continue this project. As there were no regional project conducted in this quarter, the Director of Career and Workforce programs will continue to act as project lead and collaborate with participating colleges throughout the academic year, to plan upcoming new faculty workshops, talk series, peer-to-peer events, etc.

### Riverside City College

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	Nine RCC faculty attended Iggy's Nurse Educator Boot Camp for 3 days. All faculty who attended highly rated the Boot Camp and were each required to give a brief presentation to the faculty about one of the topics that they learned about.
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	In January 2018 six faculty attended the HWI Innovations conference and reported it was very helpful to their teaching practices.
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	All nine new faculty were assigned a mentor. New faculty and mentors were provided with a New Faculty Mentorship Handbook, which contained an outline of weekly meeting content. Mentors and faculty completed their weekly meetings in the Fall and will continue with monthly meetings in the spring.

### San Bernardino Valley College

Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	A total of five instructors will be attending the first training on August 6 & 7, 2018. One from Pharmacy Technology and four from the Nursing Department.

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 will identify the faculty that will be attending this conference. We will submit the necessary paperwork for them to attend the conference at the beginning of the Spring 2019 term.
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 will assigned mentors in the Fall 2018 semester.

<b>Victor Valley College</b>
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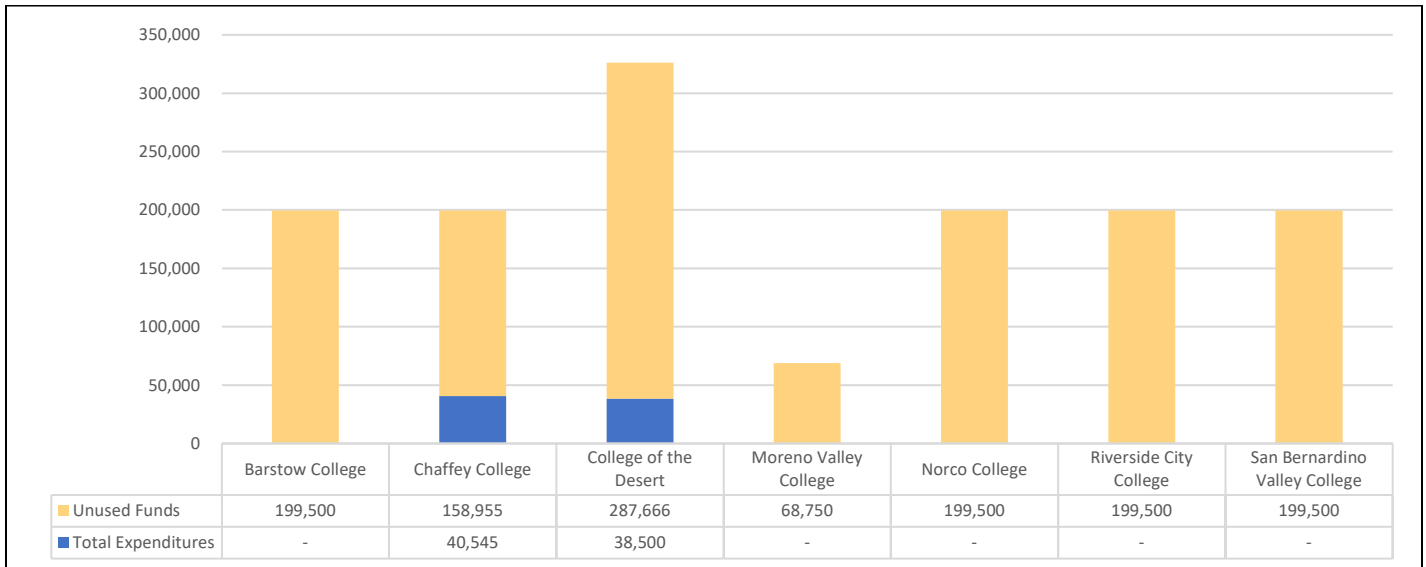
Approved Workplan Activity	Response
Two to three (2-3)-day Educator Boot Camp	We are in the process of developing a new educator orientation hand book which consists of college processes regarding payroll, jargon, leadership structure, Nursing process leader contact and responsibilities. Also, during biannual full faculty meeting provide soft skills modules to current and new part time faculty. During nursing process meetings discuss developed objectives to discuss in meetings such as learning contracts, Nursing progress report and disciplinary process various conflict issues.
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	Inactive- inquiry was made if HWI was to hold another educational conference last year. This conference is held every other year.
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	As stated above, current process leaders will be assigned as mentors to discuss set objectives regarding Nursing progress reports, learning contracts, how to guide students to utilize resource and remediation lab and to discuss various avenues to handle conflict.





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

### Financial Reporting



### Project Narrative

#### Barstow College

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	
Curriculum Sharing, as detailed in full workplan	Met with BESP regional facilitator to discuss curriculum. Started to align current curriculum with BESP AS Degree template.
Regional Advisory, as detailed in full workplan	
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	
Zero Net Energy (ZNE) Core, as detailed in full workplan	
Accelerated Schedule (8-week courses), as detailed in full workplan	
Non-Credit Courses for BESP, as detailed in full workplan	
Professional Development, as detailed in full workplan	

### Chaffey College

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; it is anticipated that 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 12/7/18 and a Local Advisory meeting on 12/12/18, and SWP Project Leads Mtg. on 12/18/18.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	Faculty/SME/program coordinator participated in ECU Regional Advisory meeting on 12/7/18 and a Local Advisory meeting on 12/12/18, and SWP Project Leads Mtg. on 12/18/18.
Zero Net Energy (ZNE) Core, as detailed in full workplan	ZNE Core classes are in development, the three courses that are missing (CA Energy Codes, Zero Net Energy Bldg. Design and Energy Systems Technology Work Experience are being discussed and adapted. Additionally, the Industrial Calculations course was determined to not directly align with Chaffey's and under review as well.
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. These course may be utilized in our BESP program. Decisions will be finalized after our Industry Advisory Meeting scheduled for February 6th.
Professional Development, as detailed in full workplan	No professional development to report for this quarter.

### College of the Desert

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	Current WBL opportunities offered at COD and Chaffey INTECH center. Energize Colleges discussed at SBVC faculty meeting on 11/30. Connections made with So Cal Pipe Trades Local 250 and Carpenters Union. Energize Colleges, union training, and union apprenticeship discussed in BESP Faculty and Industry partner meeting on 12/7 - So Cal Pipe trades Local 250 and 3 college partners attended. Follow-up discussion at Chaffey faculty meeting on 12/12. Future Advisory panels to be attended in February 2019.
Curriculum Sharing, as detailed in full workplan	BESP courses & certificates currently offered at COD - BESP AS degree obtained Chancellor's office approval 11/26. BESP partner schools reviewed program with Faculty Champions and/or curriculum committee. Up to 3 of 6 core classes matched with existing coursework in certain partner schools. Specialties continue to be identified. Partner schools are beginning or continuing to submit BESP AS degree structure into curriculum programs. Anticipated offering Fall 2019 or Spring 2020.

Regional Advisory, as detailed in full workplan	Connections made with industry leaders and So Cal Pipe Trades Local 250 at IHACI conference on 11/14. BESP introduced to faculty and local industry partners at SBVC faculty meeting on 11/30. BESP Faculty and Industry Partner meeting on 12/7 at COD - Local 250 attended and followed up with interest in participating in future Regional Advisory. Follow up faculty meeting at Chaffey on 12/12 to discuss faculty, local industry, and Carpenter's Union participation. Future Regional Advisories scheduled Feb 2019.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	Faculty champions identified. BESP structure, core, and specialties adopted by COD and approved by the Chancellor's office 11/26. Specialties identified by partners include Facilities op, HVAC, Building Auto., Welding, Building Comm, Energy Consultant, Solar Tech, Construction Tech, Electrical, Machining. More to be determined as SLOs continue to be matched. Partners are beginning or continuing to add BESP degree structure to curriculum system. Degree estimated to be offered Fall 2019/Spring 2020.
Zero Net Energy (ZNE) Core, as detailed in full workplan	ZNE core courses currently existing at COD. SBVC, Barstow, RCC, and Chaffey faculty champions have identified up to 3 of 6 core courses already existing in their current curriculum. Core matches include Office Procedures, Industrial Calculations, Blueprint Reading, Work Experience, and California Energy Codes (T24). T24 coursework will possibly be incorporated through COD/online instructor. Partners are beginning or continuing to add coursework into their curriculum system. Est offering Fall 2019/Spring 2020.
Accelerated Schedule (8-week courses), as detailed in full workplan	COD currently offers an 8-week course schedule for all HVAC certificate courses. Accelerated Schedule layout shared with faculty at SBVC faculty meeting 11/30. Layout was also shared at BESP Faculty and Industry Partner meeting at COD on 12/7. The BESP 8-week course template has been shared. Both RCC and Barstow will compare to their own for possible course revisions.
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. Discussion of overlap scheduling with credit courses to boost enrollment and assist incumbent worker at BESP Faculty and Industry Partner meeting at COD on 12/7. Template, curriculum, lesson plans, materials are made available for sharing and review.
Professional Development, as detailed in full workplan	Connections made with industry leaders and So Cal Pipe Trades Local 250 at IHACI conference on 11/14. BESP Faculty and Industry Partner meeting on 12/7 at COD - Local 250 attended and followed up with interest in participating in Regional Advisory - Meeting minutes shared with all partner colleges week of 12/24. Continuing to reach out to industry partners for follow up discussion of the BESP structure. Expected future attendance to Regional Advisory panels in Feb 2019.

### Moreno Valley College

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	
Curriculum Sharing, as detailed in full workplan	Identified Facility Management curriculum for adoption at college.

Regional Advisory, as detailed in full workplan	
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	
Zero Net Energy (ZNE) Core, as detailed in full workplan	
Accelerated Schedule (8-week courses), as detailed in full workplan	
Non-Credit Courses for BESP, as detailed in full workplan	
Professional Development, as detailed in full workplan	

### Norco College

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	Student opportunities for WBL are being developed through the Norco College Career Center and NC Apprenticeship program.
Curriculum Sharing, as detailed in full workplan	Started reviewing in fall semester; trying to determine bandwidth for potential growth in this area
Regional Advisory, as detailed in full workplan	Participated in regional advisory in fall, 2018
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	Started reviewing in fall semester; trying to determine bandwidth for potential growth in this area
Zero Net Energy (ZNE) Core, as detailed in full workplan	Curriculum will be reviewed in spring, 2019 for ZNE
Accelerated Schedule (8-week courses), as detailed in full workplan	Under review
Non-Credit Courses for BESP, as detailed in full workplan	Courses submitted to RCCD for approval in fall, 2018
Professional Development, as detailed in full workplan	No professional development reported this quarter

### Riverside City College

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	Full workplan is being implemented at RCC. All curriculum is being launched with comparable SLO's to meet industry recognized certification.
Curriculum Sharing, as detailed in full workplan	All curriculum is being implemented and launched, along with integrating existing certificates in HVAC and Welding.
Regional Advisory, as detailed in full workplan	We participate in the regional advisory committee and have held a local Advisory committee meeting to integrate this plan into our existing plans.
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	All curriculum has been modified to for SLO alignment with regional curriculum workplan.
Zero Net Energy (ZNE) Core, as detailed in full workplan	The Zero Net Energy core curriculum is being launched at RCC as detailed in the workplan and includes courses at both RCC and Norco College. The colleges are working in collaboration to provide opportunities for all RCCD students and students across the region.

Accelerated Schedule (8-week courses), as detailed in full workplan	All courses are being set up to be short term and accelerated in both Welding and HVAC.
Non-Credit Courses for BESP, as detailed in full workplan	Non -credit courses are being developed especially in Math for the Workplace (which were originally for credit courses at RCC, and can now be non-credit). These courses will replace the Industrial Math course in the core. Additional non-credit programs have been developed and are being implemented in the workplan at RCC in the areas of Business.
Professional Development, as detailed in full workplan	Faculty have been attending multiple conferences to increase professional development.

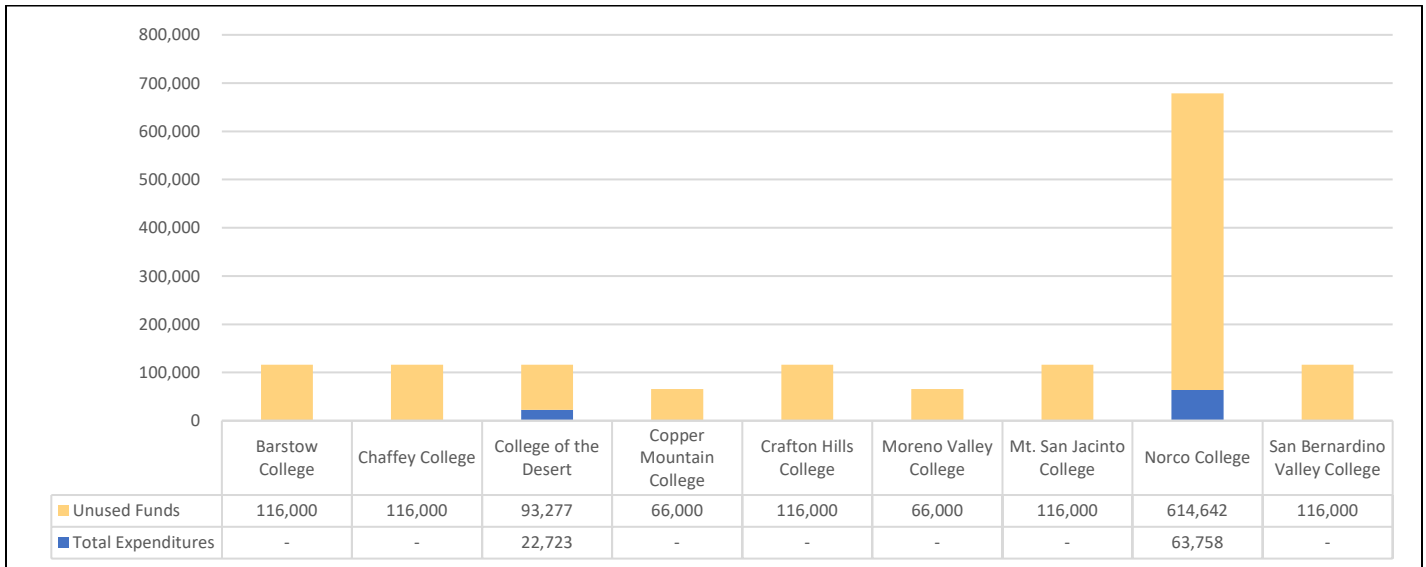
### San Bernardino Valley College

Approved Workplan Activity	Response
Work-based learning (WBL) opportunities, as detailed in full workplan	Due to budget development delay, we will develop new apprenticeship programs in applicable occupations at the beginning of Fall 2018 semester. We have designated an Electronics instructor that will coordinate and work on this project.
Curriculum Sharing, as detailed in full workplan	We will be sharing best practices and curricula with colleges participating in this project.
Regional Advisory, as detailed in full workplan	We attended the Regional Advisory meeting on July 23, 2018 at Riverside Community College (RCC).
Faculty Expert Network for program/course (SLO) Alignment, as detailed in full workplan	At the beginning of the 2018 Fall semester the faculty assigned will review the SLOs.
Zero Net Energy (ZNE) Core, as detailed in full workplan	Faculty will identify and align courses. Also, will work with local high schools to articulate with ZNE Core courses.
Accelerated Schedule (8-week courses), as detailed in full workplan	Work with our HVAC/R Department Chair and faculty to select courses for the accelerated program.
Non-Credit Courses for BESP, as detailed in full workplan	Once the discussions are completed among faculty and the Program Advisory Committee, new noncredit courses will be proposed and developed sometime in the Fall 2018 and Spring 2019 semesters.
Professional Development, as detailed in full workplan	Fall 2018 and Spring 2019 semesters: Faculty will be encouraged to attend the "Train-the -Trainer" professional development events as they are scheduled.



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

### Financial Reporting



### Project Narrative

#### Barstow College

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	Spoke with industry partners at the Marine Corp Logistics Base to start a program that offers paid internships for welders and machinists.
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	
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	

<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>	
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### Chaffey College

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>DAS-registered pre-apprenticeship pending. Chaffey will use LAUNCH for expedited registration &amp; approval process.</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>AJCs to provide supportive services to trainees. Chaffey, LAUNCH &amp; WDBs will collaborate to streamline apprenticeship/WBL opportunities</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>Finalizing LAUNCH MOU for implementation at regional level. Chaffey partners with employers/high schools to deliver pre-apprenticeship</p>
<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>Chaffey targeting new industry partnerships. Chaffey working with VVC to host Industrial Mechanic apprenticeship onsite. Anticipated start: 3/2019 with 3 new employers &amp; 15 new apprentices</p>

### College of the Desert

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>We are exploring both Early Childhood Development apprenticeship as well as a possible Hospitality Apprenticeship program for our Desert Region given the demand of these industries. We will work with DAS to explore the approval process and requirements for establishment.</p>



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	COD is represented at multiple WDA meetings held regionally and in our area to discuss how we can best offer WBL opportunities to our students in CTE programs.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	We are currently exploring integrating a well developed hospitality job shadow program at the K12 level with our hospitality program by offering hands on work experience through the Hyatt Streamline program.
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.	Exploration about the administrative processes are underway. Understanding how we can best provide these support services will be key in the coming months of participation in this project.

Copper Mountain College	
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	We have not begun this project.
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 have not begun this project.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	We have not begun this project.

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.	We have not begun this project.
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<b>Crafton Hills College</b>
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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	Meeting were held to work with the Division of Apprenticeship to create programs at CHC to offer students employable lifetime skills.
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	Currently working with Labor and Workforce Development Agency to establish more apprenticeships in our region.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	Increased pathways have been created to offer more opportunities for high school students to participate in dual enrollment. Increased outreach programs have been held to educate these students on all the CTE programs available.
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.	CHC is not currently sponsoring any apprenticeship programs but plans to as the LAUNCH program matures

<b>Moreno Valley College</b>
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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	

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	
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	
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.	Currently participating as an education provider. Moving forward with the MOU to continue participation. Identified funding to hire an Apprenticeship Director.

### Mt. San Jacinto College

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	MSJC entered into a MOU with the IE DRC LAUNCH for Apprenticeship Program Coordination. LAUNCH acts as an intermediary to provide regional resources for developing programs and increasing pathways into apprenticeship. MSJC Career Education Programs identified to participate in apprenticeship endeavors include (1) Automotive and Transportation Technology (2) Digital Media and (3) Teacher Education and Developmental Studies(TEDS).
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	MSJC's Director of Career and Workforce Programs continues to act as project lead and attended up to 5 informational meetings coordinated by LAUNCH. LAUNCH has convened both post-secondary education workforce development advocates and San Bernardino and Riverside Counties Workforce Development agencies to informational meetings and discussions centered on how to leverage the institutional knowledge of current employees with theoretical learning from the classroom – a work-based learning model.
Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs	MSJC is currently proactive in the GUIDED PATHWAYS Initiative and intends to devise a strategy to increase connections with K-12 school districts within the service area and to align Career Education pathways; and in some cases, establish preapprenticeship opportunities.

<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>MSJC is committed to being progressive in transforming Apprenticeship opportunity at the college and to promote Apprenticeship and work-based learning as proven workforce strategies to help meet the needs of businesses and industry. Moreover, MSJC intends to reference the IE DRC LAUNCH and the regional Strong Workforce Plan, DAS and the vision for the workforce system under the Workforce Innovation and Opportunity Act (WIOA) when given clarification to faculty.</p>
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<b>Norco College</b>
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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>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>Work with regional high school CTE programs to develop work-based learning pathways from High School to college CTE/apprenticeship programs</p>	
<p>Norco College College will provide LAUNCH with support and technical assistance in completing the objectives listed above. In addition, Norco College College will function as the lead and will maintain administrative support for the project.</p>	
<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>Developers and Drivers: These colleges have committed to driving the development of new programs, building new industry partnerships, 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>	
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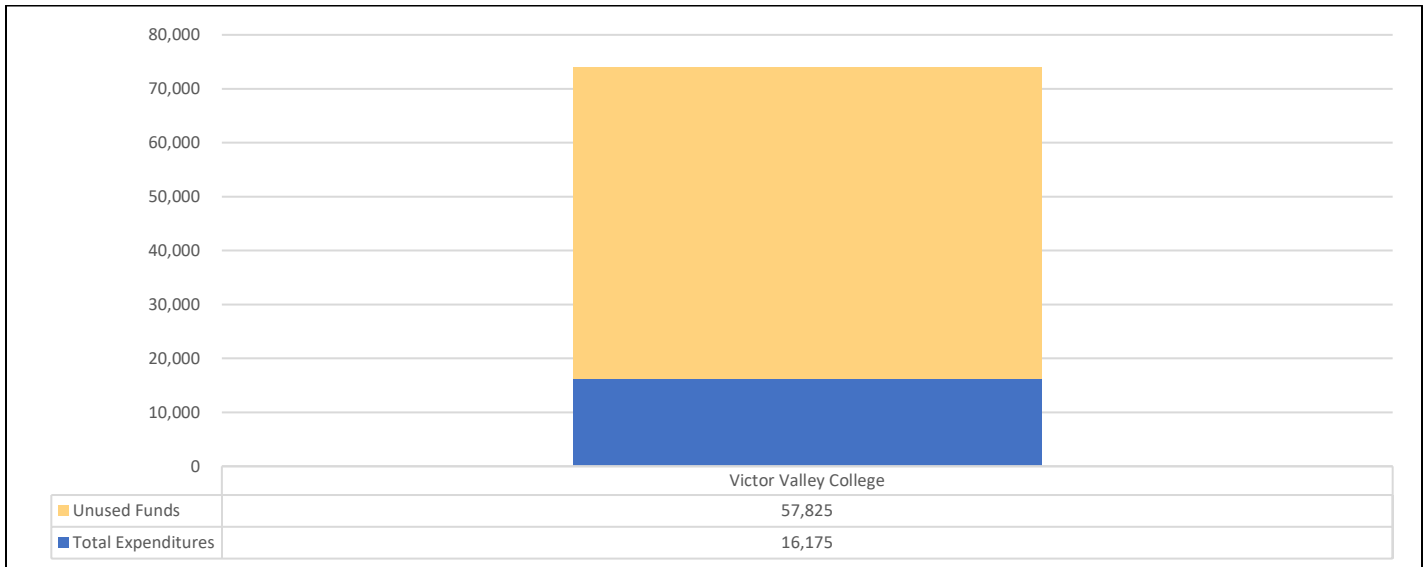
**San Bernardino Valley College**

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>We have attended the planning sessions for this project. We recently assigned a Machinist instructor to work in this project. The instructor will start the implementation process at the beginning of Fall semester.</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 will be collaborating to establish services for work-based learning and apprenticeship in the region in the Fall.</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>We continue our collaboration with local high schools.</p>
<p>Developers and Drivers: These colleges have committed to driving the development of new programs, building new industry partnerships, 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>We will present the project to employers during our Advisory meeting.</p>



## P13: Small Business Curriculum Alignment and Development

### Financial Reporting



### Project Narrative

#### Victor Valley College

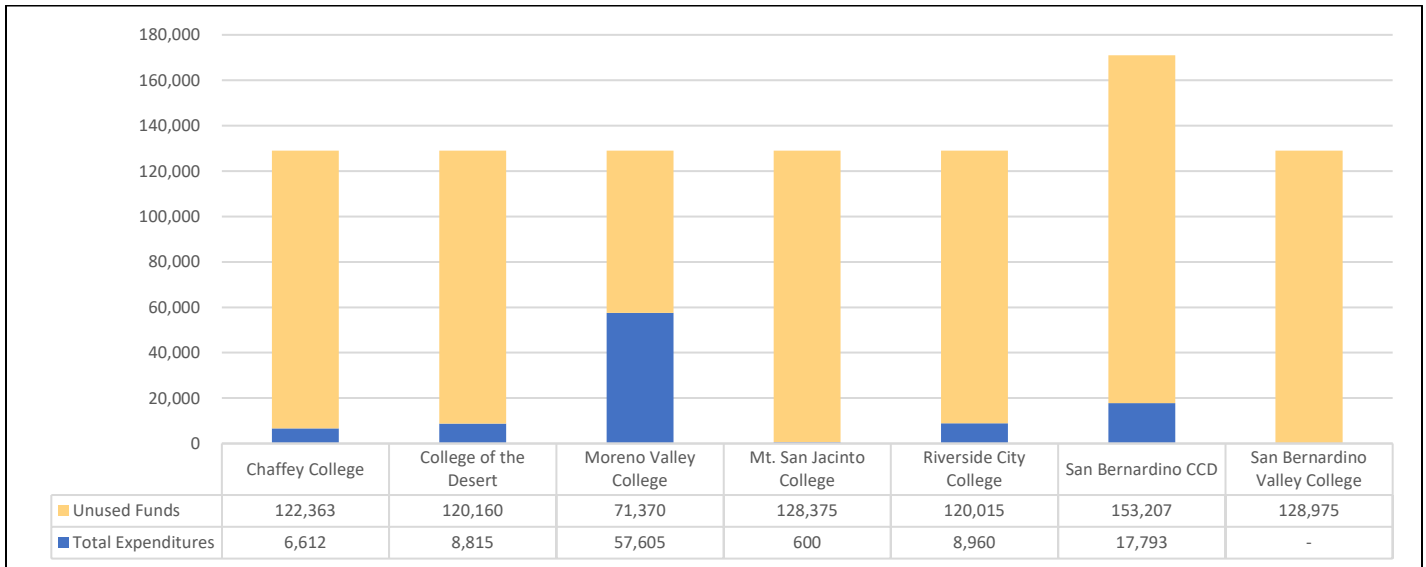
Approved Workplan Activity	Response
Program planning retreat	This was not in the budget
Convene faculty and academic senate to review, write, and approve curriculum at an institutional and then regional level	Meetings have been held monthly with the curriculum team. An introductory Entrepreneurship/Innovation Course Outline has been created, and four additional course outlines for Design Thinking, Social Media Marketing, Entrepreneurial Financing, and Powerful Presentations are currently being completed.
Meetings with employers to ensure curriculum meets industry needs	Employers have attended all advisory meetings for each sector in the region.
Development of a curricular model that contains flexibility in order meet industry demands	The course outlines are editable to ensure each college can fit it within their programs.
Marketing of course offerings at a local and regional level	Marketing has not occurred as the courses are not being offered yet.
Data collection of student engagement, enrollment, completion, and workforce results (qualitative and quantitative)	This will take place when the courses begin to be offered.





## P14: Inland Empire Cyberhub Centers

### Financial Reporting



### Project Narrative

#### Chaffey College

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 has completed a strategic-planning session of the technology needed for the physical space and have written a 3 year plan. We hope to use the cyber hub space to support Cyber Security education at Chaffey and to support community partner high schools. We hope to work with the region to support regional efforts as needed. Currently in discussions with CJUHSD to host training sessions for mayors cup
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	We have a marketing strategy that we hope to use to advertise efforts at Chaffey. To that end, we have enlisted the use of CTE counselors, created a cyber-security club, and have hired two student workers to advertise CIS and our new Cyber Security program. We have had an initial conversation with Baldy View ROP and CJUHSD to query what the needs are at our local district.
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.

College of the Desert	
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 being utilized for cyber classes and Code Club meetings. Equipment has been purchased, with additional items being researched to best meet upcoming needs.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	The marketing of the summer CODE camp was successful and will be expanded for the summer 2019. Communication has started to allow for collaboration with high school cyber patriot teams. A relationship with a local business partners has been established to create projects for the CODE Club.
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	
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.	Created space for cyber-hub. Hosted over 30 regional teams for AFA CyberPatriot competition rounds 1 & 2.

Mt. San Jacinto College	
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	MSJC has been directly involved with P14 Cyberhub Centers project and the beginning efforts to grow the number of cybersecurity support networks across the region. As local community colleges develop a plan to bring awareness about cybersecurity and robust curriculum to train students and prepare them for high demand on the future cyber workforce. MSJC continues to enhance cybersecurity curriculum, provide professional development opportunity to faculty and market the program to students
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	MSJC has enhanced existing curriculum to build strong cyber-security career pathways for students. The expansion of cyber-security courses and pathways help and support of the regional CyberHub centers and the CA Cyber Hub as well as adding cyber components to existing computer technology on campuses. MSJC will work with the IE DRC Project lead to develop a marketing campaign for cyber-security classes as well as determine virtual or remote location options of a Cyberhub Center.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	MSJC anticipates future strategic planning with an industry related consultant to construct a guide for the enhancements and expansion of existing cyber-security programs and activities at the MSJC campuses. Moreover, MSJC will continue to support of the regional CyberHub centers and the CA Cyber Hub projects, in efforts to build the cybersecurity support networks across the region.

Riverside City College	
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 project has been attended by RCC Cyber Security faculty with multiple brain storming sessions. Cyberhub project is being implemented at RCC with existing elements.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	RCC faculty have participated in multiple events to collaborate with fellow CC's. Additionally, Cyber Security plans have been developed with local K-12 partners with the guidance from industry.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	Program plans - analyzing short and long term costs for supplies/equipment and space have been considered and plans are in place to implement.

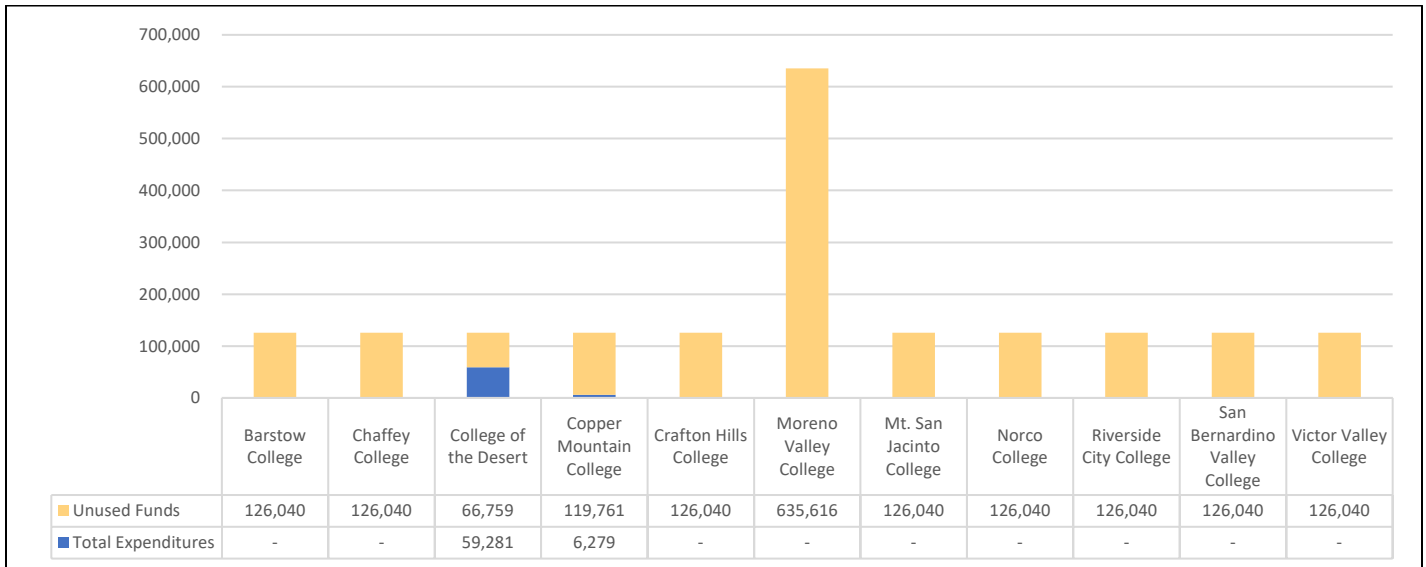
San Bernardino Community College District	
Approved Workplan Activity	Response
Develop sustainability strategy with participating Community Colleges, Business Partners, and K-12 School District Partners.	
Convene strategic planning meeting with participating Community Colleges, Business Partners, and K-12 School District Partners in years two and three.	DSN Mata hired a contract employee to assist with the project management. He is currently working on the Feb 23 California Mayors Cup Cyber Challenge (CMCC) event. The event will have a main site at Moreno Valley College and a satellite location at Mt. San Jacinto. DSN Mata hosted 3 project team meetings during the quarter.
Develop collaborative marketing strategy with participating Community Colleges, Business Partners, and K-12 School District Partners.	DSN Mata has worked to establish a project team that stays connected on an ongoing basis through Zoom virtual meetings. Meeting provide an opportunity for DSN Mata to give project updates and for the participating colleges to provide updates, ask questions and identify collaboration opportunities.
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	Moreno Valley College is currently the only college that has identified and designed their Cyber Hub space. They are currently working on redesigning the space.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	The IE Cyber Hub project provides opportunities for the participating colleges to work with their K12 partners including hosting a camp, cyber competition or other student event. MSJC is working with Temecula Valley USD to support their Cyber Patriot teams. Moreno Valley College and MSJC will both participate in the CMCC Feb 23.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	

San Bernardino Valley College

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	Due to budget issues we are planning to start the implementation of the project at the beginning of August 2018.
Collaborative shared marketing strategy from participating CC's, Business Partners, and K-12 School District Partners	We will continue to work closely with local K-12 School Districts and Business Partners creating pathways for students.
Short-term and long-term cost analysis based on technology, physical space, determined usage, and first year, and third-year implementation stages	We will be collaborating with Ashley Gaines lead contact for the SBVC Makerspace, and also with the Computer Information Technology Department to expand our existing Cyber-Security program.

## P15: Regional Data Analysis and Alignment

### Financial Reporting



### Project Narrative

#### Barstow College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	On October 18, 2018, I (Stephanie Ingalls) attended the 3 Year Planning Process Data and Accountability Regional Training in San Bernardino. This training introduced labor market information online tools and trained attendees how to efficiently collect labor market data using said tools, and how to use the data to make decisions regarding programs, degrees, and certificates at our schools.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	On November 27, 2018, I (Stephanie Ingalls) attended the Appetite for Analytics training in San Bernardino. This training included demonstrations for how to collect labor market data using tools such as O*Net, the training provided information on CIP, SOC, and TOP codes, and also introduced Launchboard and demonstrated how to effectively collect program data using Launchboard. I also learned about gathering specific occupation data, including historical data and occupation projection data.
Provide Specific discipline labor market information and completion data for each participating college.	On December 13, 2018, both Lisa Holmes and I (Stephanie Ingalls) attended the Data Analysis & Alignment meeting in Chino held by Luke Meyer and Michael Goss to discuss the P-15 Data Alignment project. We learned the purpose of this project would be to collect data regarding programs and TOP codes along with collecting occupational data as they pertain to programs at the community colleges.

### Chaffey College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	The Data Analyst has yet to be hired. The personnel has been submitted to Human Resources and expected to be recruited within the first quarter of 2019.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	This activity will occur once the Data Analyst has been hired.
Provide Specific discipline labor market information and completion data for each participating college.	This activity will occur once the Data Analyst has been hired

### College of the Desert

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 continues to hone survey versions.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	COD completed the TOP code alignment project for DDP, Film, Automotive and Kinesiology. Through work with the regional team, additional programs are being tagged for analysis.
Provide Specific discipline labor market information and completion data for each participating college.	Labor market information from Centers of Excellence is being continually used for the code alignment and analysis of new programs.

### Copper Mountain College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	The CTE researcher has not been directed to conduct surveys such as this and has not done this so far.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	Currently in process in conjunction with regional meetings led by the Center of Excellence.
Provide Specific discipline labor market information and completion data for each participating college.	This activity has been completed at the local level with locally developed documents. Coordination with the region is taking place to standardize the reporting.

### Crafton Hills College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Surveys have been sent out after six months to track employment status of our CTE programs. Most students upon completion of these programs have found employment. Earnings varied upon position, location and department.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	TOP/CIP/SOC for each of our programs were aligned with participating colleges.
Provide Specific discipline labor market information and completion data for each participating college.	LMI data was obtained from the COE for each program at our college.

### Moreno Valley College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	

Align TOP/CIP/SOC codes at a regional level with the participating colleges.	Attended project meetings to develop plan in partnership with the Center of Excellence for the alignment of TOP/CIP/SOC codes.
Provide Specific discipline labor market information and completion data for each participating college.	Center of Excellence has expanded employees to support creation of discipline specific labor market and completion information for each college. Most colleges have hired or identified the institutional researcher/data analyst to participate on the project.

### Mt. San Jacinto College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Collaboration between MSJC Institutional Research department and the Centers of Excellence (COE) of the Chancellor's office allows a provision of relevant information and meaningful analysis to facilitate data informed decision-making at MSJC. Effective, useful, and meaningful results are obtained by maintaining an environment of purposeful scrutiny of our methods and by pursuing the highest level of efficiency in data reporting.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	MSJC continues to collaborate with the IE DRC on regional efforts to align TOP/CIP/SOC codes amongst colleges, both locally and statewide.
Provide Specific discipline labor market information and completion data for each participating college.	MSJC utilizes its Institutional Research department and the regional COE, as well as the many resources provided by the Chancellor's office, for specific industry labor market information. Additionally MSJC Career Education advisory meetings provide opportunity for local industry leaders to share insight on current labor market demand and employment projections.

### Norco College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Activity started in fall, 2018.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	Work in progress
Provide Specific discipline labor market information and completion data for each participating college.	Activity started in fall, 2018; work in progress

### Riverside City College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	Surveys are being developed to track employment status and earnings of students. This is in conjunction with Job Developer Project and ACE project.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	Current TOP/CIP/SOC codes are currently being aligned.
Provide Specific discipline labor market information and completion data for each participating college.	Labor Market data is being pulled for RCC.

### San Bernardino Valley College

Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	In the process of conducting surveys we encountered obstacles on how to distribute them. For that reason as a Region we decided to postpone conducting surveys until we find better practices.

Align TOP/CIP/SOC codes at a regional level with the participating colleges.	We are in the process of aligning the TOP/CIP/ SOC. We have the CTE Data Inventory for three programs. We will attend the IEDRC meeting to share data.
Provide Specific discipline labor market information and completion data for each participating college.	We have attended LAUNCH and LMI trainings provided for the Region. We are in the process of completing data for each CTE program.

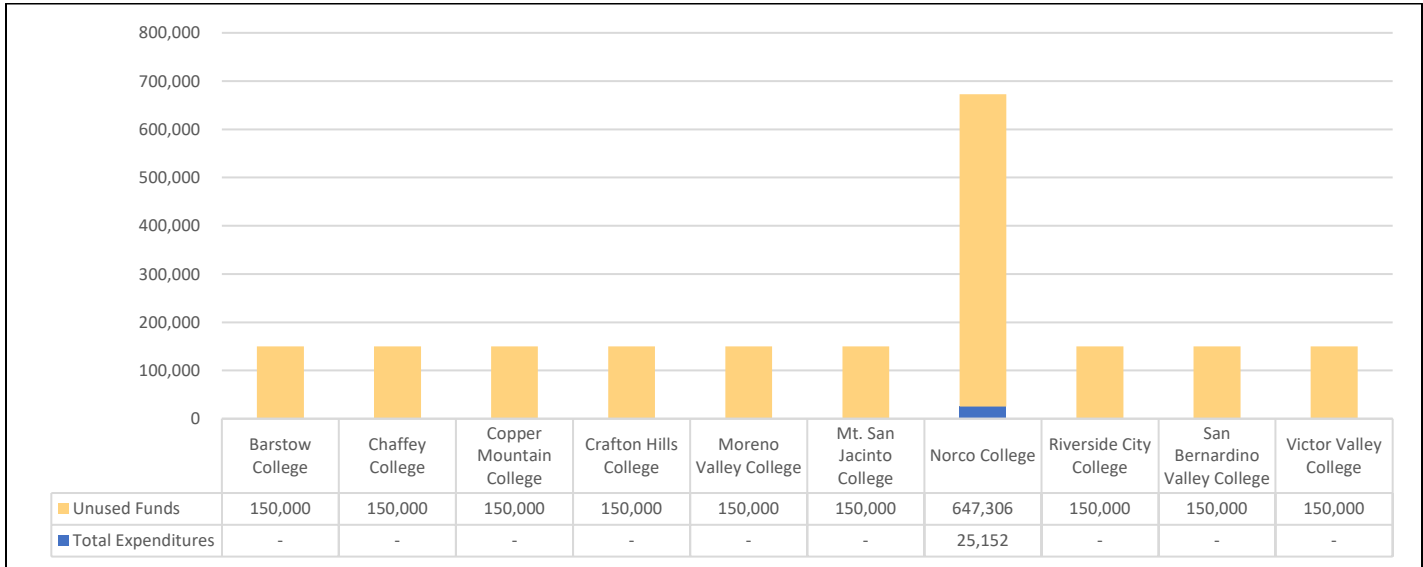
<b>Victor Valley College</b>
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Approved Workplan Activity	Response
Conduct Surveys to track alumni, employment status, and earnings.	We are currently briefing our Institutional Effectiveness Research Office to work on this project. Project will progress as planned in February.
Align TOP/CIP/SOC codes at a regional level with the participating colleges.	
Provide Specific discipline labor market information and completion data for each participating college.	



# P16: Awarding Veterans the CTE College Credit They Deserve

## Financial Reporting



## Project Narrative

### Barstow College

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.	Continuing to explore different options for this
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	

### Chaffey College

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.	Chaffey College met with the Regional Director of this project for a brief training of the ACE system. The College will coordinate with various departments on campus to identify the appropriate dedicated individual to manage this project.

Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	This activity will occur during the first or second quarter of 2019.
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**Copper Mountain College**

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.	CMC began recruiting for a CTE Veteran Counselor last quarter. The successful candidate was recently identified. The Student Services function was not aware that this funding was accepted earlier in the project term.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	This will take place as the new counselor comes on board. It has not happened yet.

**Crafton Hills College**

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.	Currently, looking to hire a dedicated CTE Veterans Officer
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	Currently taking a different direction on this project. Working on setting up a meeting to discuss new outcomes.

**Moreno Valley College**

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.	Database was not complete for this work to take place. Work will begin in Q3.

Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	Database was not completed for courses with ACE recommendations to be reviewed. MVC data will be input in Q3.
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**Mt. San Jacinto College**

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.	MSJC Dean and Director met with regional IE DRC project lead to discuss project progress to date. It was determined that the military credit platform project being developed as an workplan objective, was in its initial stages and being piloted by Norco College. The platform will identify career pathways and determine articulated credit for veterans who register for college courses. Additionally, with project continuation, MSJC is contemplating the hire of a CTE Veteran Articulation Officer or Counselor.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	Preliminary discussion has begun to identify Career Education courses the could potentially benefit by multi- sector course alignment

**Norco College**

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 has hired a full time veteran’s outreach specialist. The role is to assist with veterans outreach and the military articulation platform.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	Norco College is currently working with other project partners to align CTE courses with ACE courses and MOS's. We are beginning to gather information from some of the partner institutions to import their data into MAP.
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.	Norco has hired a regional project director. The militaryassist.org domain has been purchased; however, the MAP project is being developed before being published. The MAP project is in the 4th stage of development. Using the MAP platform we have preliminarily identified possible matches of 973 ACE occupations and 59 ACE courses to 82 Norco courses as a beta test for the process/site. The next phase is to have faculty review the courses to determine if they will be forwarded for publishing.

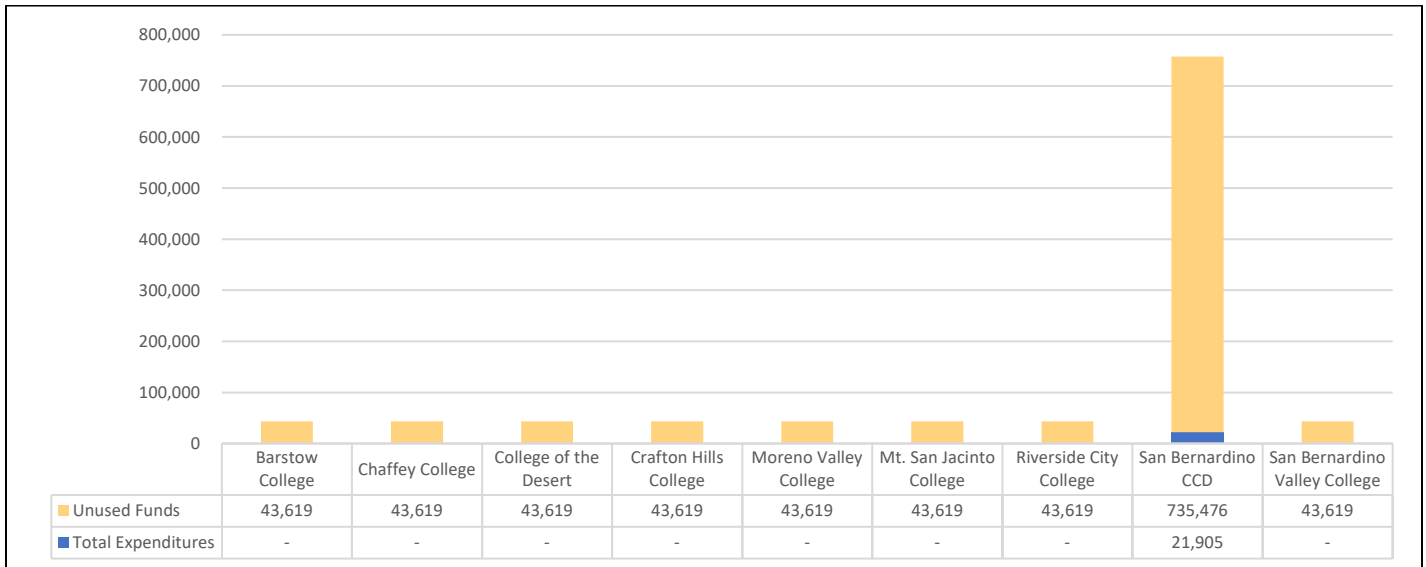
Riverside City College	
Approved Workplan Activity	Response
Each college to hire either dedicated CTE Veteran Articulation officers to help college faculty map MOSs, Ratings, and AFSCs to specific articulated CTE courses, and/or to hire specific veterans outreach personnel to increase veteran enrollment in CTE programs.	The leadership over the Veterans Center at RCC has recently changed. Veterans staff and counselor have been notified of project and have committed to being involved. Meetings are scheduled to integrate programs to meet the needs of our Veterans, especially in CTE.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	RCC - has pulled together discipline faculty in BUS, CIS, Automotive and Welding to review recommendations.

San Bernardino Valley College	
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 – emergency & public safety, MSJC - healthcare, etc.).	This activity is in development.

Victor Valley College	
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 in the process of hiring a counselor to meet the needs for the project. In addition we are working with our current counseling staff to understand the needs of our veterans in line with this program to maximize success.
Convene discipline faculty at each institution to review/approve ACE recommendations in alignment with specific CTE courses. (e.g. Crafton Hills College – emergency & public safety, MSJC - healthcare, etc.).	We have a dedicated Veterans Resource Center that we have been fortunate enough to have for the last several years. We currently have a Certifying Official, a VRC Technician, VA Work-study, and Counseling person at our VRC. Inside of our VRC we have a computer lab, small library, and a lounge area where our veterans can study, relax, and bond with other veterans.

## P17: Cloud Based Netlab+ Pilot Project

### Financial Reporting



### Project Narrative

#### Barstow College

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	Sent faculty to compression planning meeting. Staff participated in an online course covering NETLAB+: Building Custom Pods hosted by the National Convergence Technology Center.
Hire Project Director	
Develop Training Plan	
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	
Prepare RFQ for service provider(s)	
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	

#### Chaffey College

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 completed a compression planning meeting on Friday December 14th
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	We purchased systems which could be used to host & sponsor events and are taking deliveries. Not all items have arrived and the items will still need to be setup before use.

<b>College of the Desert</b>
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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, with one of the focus areas centering on Ethical Hacking. COD has also started discussing Cyber Patriot opportunities with local high schools to see how assistance can be provided.

<b>Crafton Hills College</b>
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Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	Working on setting up a meeting to discuss goals, plans and needs of the project
Hire Project Director	Stipend for full time faculty as project lead to take over responsibilities for project.
Develop Training Plan	A training plan will be developed after the regional workgroup has met and discussed the needs of the project.
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	After the needs of the project have been set, faculty will be hired.
Prepare RFQ for service provider(s)	Once the regional needs for the project have been identified a RFQ will be created.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	Following the purchase of equipment for the project events will be held.

<b>Moreno Valley College</b>
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Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	
Hire Project Director	
Develop Training Plan	

Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	Mr. Donnell Layne and Dr. Kasey Nguyen are participating in the project.
Prepare RFQ for service provider(s)	
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	Hosted over 30 regional teams for CyberPatriot rounds 1 & 2.

### Mt. San Jacinto College

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	MSJC Director of Career and Workforce programs continues to attend the Inland Empire Desert Regional Consortia( IE DRC) meetings for project review and to discuss project goals, timeline and upcoming activities.
Hire Project Director	As this regional project continues, MSJC is contemplating the hire of a project director.
Develop Training Plan	A compression planning session took place and involved participation colleges. Compression Planning is a visual group process designed to bring out a group's best thinking and energy on a specific issue in an environment of fair play and equal participation led by a skilled facilitator
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	A needs assessment was conducted by the IE DRC Project lead and the findings were presented to the participating colleges MSJC has been very participatory in collaboration with SynED identify MSJC courses, programs and faculty that will benefit from further developments in the Cloud-based Netlab project.
Prepare RFQ for service provider(s)	NO RFQ for service providers has been prepared at this time.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	MSJC will host cyber patriot team activities on 2/23/2019

### Riverside City College

Approved Workplan Activity	Response
Convene Regional Workgroup to oversee regional coordination and set short-term goals	RCC faculty have attended regional meetings to help brainstorm and collaborate on ideas.
Hire Project Director	Project Director is being hired in Spring 2019
Develop Training Plan	Preliminary plan has been developed, and will be finalized in Spring 2019
Seek Faculty & IT Staff involvement and provide facilitation for Faculty Training on use of Cloud-Based NetLab+	FT Faculty in Cyber Security and CISCO have been involved with our IT department to provide facilitation on this project.
Prepare RFQ for service provider(s)	RFQ's have been discussed.
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	Cyber Patriot camps are held during the summer, and will be once again held in the summer for HS students, and additional competitions for Cyber students and teams will be held in the Spring 2019 semester.

### San Bernardino Community College District

Approved Workplan Activity	Response
Seek Faculty & IT Staff involvement	DSN Mata in collaboration with SynED developed a Virtual Lab As a Service "design team" that includes representatives from 8 IE colleges. This team will help with the design of the VLAAS.
Convene Regional Workgroup to oversee regional coordination and set short-term goals	Several VLAAS team meetings were held via Zoom during the quarter. The "design team" also participated in a compression planning process in December. The team worked to identify the key components of the ideal

	VLAAS system for students, faculty and colleges. The information collected will be used to develop a RFP for potential suppliers.
Hire Project Director	DSN Mata contracted with SynEd to provide a project manager. She has been working closely with DSN Mata.
Develop Training Plan	
Provide Facilitation for Faculty Training on use of Cloud-Based NetLab+	
Prepare RFQ for service provider(s)	
Propagate service to participating colleges	
Install equipment/start service	
Host Cyber Patriot and Ethical Hacking events and sponsor CyberPatriot teams	

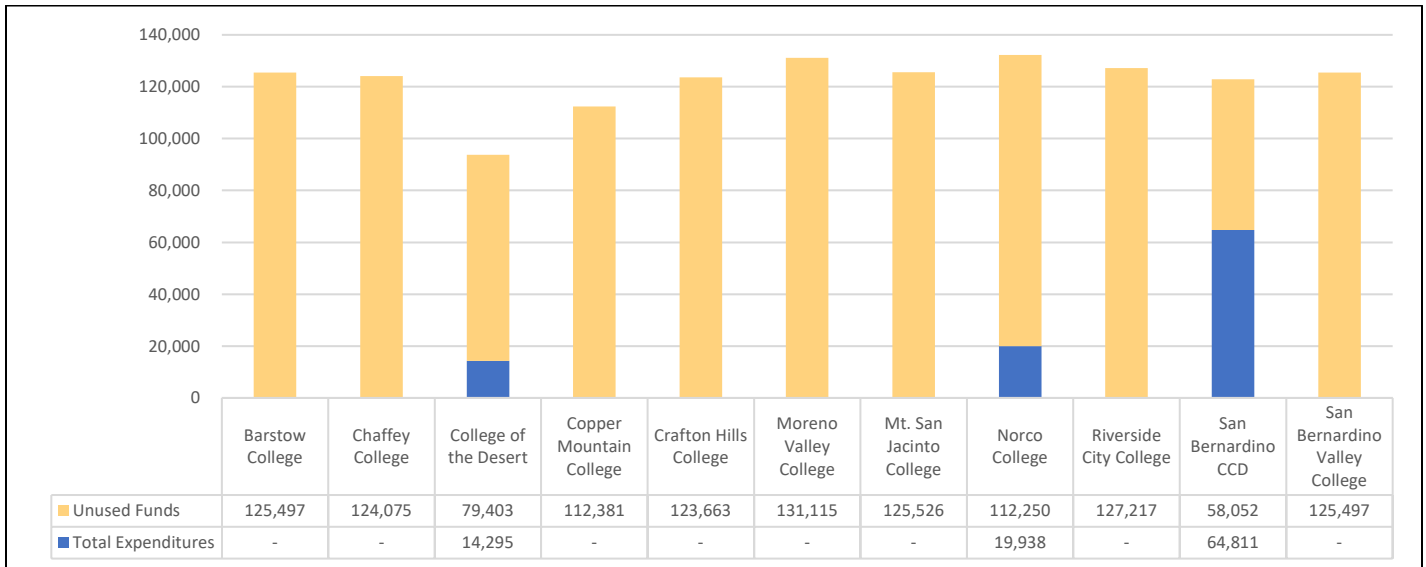
### San Bernardino Valley College

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

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.	Continuing to look into this.
Expand noncredit training into the community to sustain full time noncredit staff.	

#### Chaffey College

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.	Four employability skills courses have been developed and are awaiting curriculum approval. A non-credit "Job Readiness Certificate of Competency" incorporating the four courses has also been created. Prior to curriculum approval, the program must be vetted by the Chaffey College Educational Program Proposal team which is scheduled to occur during spring 2019.
Expand noncredit training into the community to sustain full time noncredit staff.	One faculty and one staff member has been trained on the "New World of Work" curriculum. There is a plan to recruit more faculty to receive training on the NWOW curriculum.

College of the Desert	
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.	Created curriculum proposals for both credit and non-credit offerings of the NWOW program. Awaiting completion of the curriculum process.
Expand noncredit training into the community to sustain full time noncredit staff.	Planning to attend non-credit regional training being planned by San Bernardino Community College District.

Copper Mountain College	
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 yet for Copper Mountain College.
Expand noncredit training into the community to sustain full time noncredit staff.	This project has not been started yet for Copper Mountain College.

Crafton Hills College	
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.	Workshops are being offered to help teach students skills needed for employment.
Expand noncredit training into the community to sustain full time noncredit staff.	Additional workshops and career fairs are being offered in the community to increase opportunities for noncredit staff.

Moreno Valley College	
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.	Created 3 noncredit certificates in computer information systems. Certificates will lead to the for-credit IT Technician Pathway.
Expand noncredit training into the community to sustain full time noncredit staff.	

Mt. San Jacinto College	
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 new noncredit courses were developed. However, existing courses were assessed to determine non credit to credit articulation.
Expand noncredit training into the community to sustain full time noncredit staff.	MSJC has identified noncredit training opportunities to expand offerings in the community and in efforts to sustain fulltime noncredit staff.

Norco College	
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.	Noncredit courses were developed in fall, 2018 and forwarded into the RCCD curriculum review process.
Expand noncredit training into the community to sustain full time noncredit staff.	First approvals in progress

Riverside City College	
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.	Non-credit pathways in Employability skills and computer skills have been developed and approved through the Curriculum processes. Courses have been offered and certificates are being completed. Data will be provided. These non-credit pathways lead into credit pathways.
Expand noncredit training into the community to sustain full time noncredit staff.	Non-credit training is currently being developed based on outcome data from courses.

San Bernardino Community College District	
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

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.