

**SUBMITTAL TO THE BOARD OF SUPERVISORS
COUNTY OF RIVERSIDE, STATE OF CALIFORNIA**

663



FROM: Economic Development Agency/Workforce Development Division

SUBMITTAL DATE:
October 22, 2015

SUBJECT: Subcontract, Program Years 2015/17 for Participant Placement Services Between Chaffey Community College District and the County of Riverside, All Districts, [\$35,000]; Trade Adjustment Assistance Community College and Career Training Grants Program Funds 100%; Project CEQA Exempt

RECOMMENDED MOTION: That the Board of Supervisors:

1. Find that the project is exempt from California Environmental Quality Act (CEQA) pursuant to State CEQA Guidelines Section 15061(b)(3);
2. Approve the attached Subcontract (Agreement) Program Years 2015/2017 for provision of Participant Placement Services between Chaffey Community College District as the fiscal agent and the County of Riverside (County) as the subawardee, in the maximum amount of \$35,000, for the period November 3, 2015 through September 30, 2017;

(Continued)

Robert Field
Assistant County Executive Officer/EDA
By: Jeff Van Wagenen, Managing Director

FINANCIAL DATA	Current Fiscal Year:	Next Fiscal Year:	Total Cost:	Ongoing Cost:	POLICY/CONSENT (per Exec. Office)
COST	\$ 23,000	\$ 12,000	\$ 35,000	\$ 0	Consent <input type="checkbox"/> Policy <input checked="" type="checkbox"/>
NET COUNTY COST	\$ 0	\$ 0	\$ 0	\$ 0	
SOURCE OF FUNDS: Trade Adjustment Assistance Community College and Career Training Grants Program Funds 100%				Budget Adjustment: No	
				For Fiscal Year: 2015/16-2017/18	

C.E.O. RECOMMENDATION:

APPROVE

BY: *Rohini Dasika*
Rohini Dasika

County Executive Office Signature

MINUTES OF THE BOARD OF SUPERVISORS

On motion of Supervisor Ashley, seconded by Supervisor Benoit and duly carried by unanimous vote, IT WAS ORDERED that the above matter is approved as recommended.

Ayes: Jeffries, Tavaglione, Washington, Benoit and Ashley
Nays: None
Absent: None
Date: November 3, 2015
xc: EDA

Kecia Harper-Ihem
Clerk of the Board
By: *[Signature]*
Deputy

Prev. Agn. Ref.: District: All Agenda Number:

3-11

FORM APPROVED COUNTY COUNSEL
DATE 10/15/15
BY: GREGORY P. PRIAMOS

FISCAL PROCEDURES APPROVED
PAUL LANGULO, CPA, AUDITOR-CONTROLLER
BY: Susana Garcia-Bocanegra
DATE 10/22/15

A-30 Positions Added
4/5 Change Order
Vote

**SUBMITTAL TO THE BOARD OF SUPERVISORS, COUNTY OF RIVERSIDE, STATE OF CALIFORNIA
Economic Development Agency/Workforce Development Division**

FORM 11: Subcontract, Program Years 2015/17 for Participant Placement Services Between Chaffey Community College District and the County of Riverside, All Districts, [\$35,000]; Trade Adjustment Assistance Community College and Career Training Grants Program Funds 100%; Project CEQA Exempt

DATE: October 22, 2015

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RECOMMENDED MOTION: (Continued)

3. Authorize the Assistant County Executive Officer/EDA, or designee, to sign the attached Agreement; and
4. Authorize the Assistant County Executive Officer/EDA, or designee, to take all necessary steps to implement the attached Agreement, including, but not limited to signing subsequent necessary documents, and necessary amendments provided the contract amount is not increased, subject to County Counsel approval.

BACKGROUND:

Summary

Trade Adjustment Assistance Community College and Career Training (TAACCCT) provides community colleges and other eligible institutions of higher education with capacity-building funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less. TAACCCT-funded programs will prepare participants for employment in high-wage, high-skill occupations by using innovative and sophisticated strategies that address the unique needs of unemployed or under-employed adults. Through these programs, the U.S. Department of Labor is helping to ensure that our nation's institutions of higher education are helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers. The U.S. Department of Labor is implementing the TAACCCT program in partnership with the Department of Education.

The overarching goals of the TAACCCT program are as follows: to increase attainment of degrees, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare eligible workers and other adults for high-wage, high-skill employment or re-employment in high-growth industry sectors; introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for eligible workers and other adults; and to demonstrate improved employment outcomes.

The Chaffey Community College District (District) was awarded a TAACCCT grant by the U.S. Department of Labor. The District desires to partner with the County of Riverside by and through its Economic Development Agency/Workforce Development Division(WDC) to provide job candidate and student referrals to the various job development and employment programs made available through the TAACCCT grants program. Staff recommends that the partnership is memorialized pursuant to the attached proposed Subcontract (Agreement) with a contract amount of \$35,000 and a term from November 3, 2015 to September 30, 2017.

Pursuant to the California Environmental Quality Act (CEQA), the proposed Agreement was reviewed and determined to be categorically exempt under State CEQA Guidelines Section 15061(b)(3), General Rule or "Common Sense" Exemption. The project relates to the provision of participant placement services by the County with the objective of supporting the District's TAACCCT program. It can be seen with certainty that there is no possibility that the participant placement services may have a significant effect on the environment, as the participant placement services set forth in the proposed Agreement are purely administrative in nature and will not lead to any direct or reasonably indirect physical environmental impacts.

(Continued)

FORM 11: Subcontract, Program Years 2015/17 for Participant Placement Services Between Chaffey Community College District and the County of Riverside, All Districts, [\$35,000]; Trade Adjustment Assistance Community College and Career Training Grants Program Funds 100%; Project CEQA Exempt

DATE: October 22, 2015

PAGE: 3 of 3

BACKGROUND:

Summary (Continued)

A Notice of Exemption will be filed by the County EDAWDC staff with the County Clerk within 5 days of the approval of the Agreement.

County Counsel has approved the proposed Agreement as to form. Staff recommends approval of the proposed Agreement.

Impact on Citizens and Businesses

The TAACCCT funds will be used to help facilitate employer engagement in the sector strategy, supporting their involvement in both required and encouraged roles in the TAACCCT partnership. Specific activities include but are not limited to: evaluation of the current industry sector approach to ensure targets are in current and future economic growth sectors; strengthening employer engagement through industry alliance in the targeted industries; maintenance and growth of the market share of the businesses accessing workforce services.

Eligible job candidates and students will be provided viable referrals to various job development and employment programs made available through TAACCCT Grants Program. Potential candidates may receive screening, job development assessments, and direct referrals to beneficial TAACCCT funded training programs throughout the Inland Empire. The County will also assist in placing students into internships, apprenticeships and jobs with employers in the region. The County and the District will collaborate on the best methods to achieve maximum participation of area residents seeking job opportunities and programs that can improve their job skills.

SUPPLEMENTAL:

Additional Fiscal Information

No County costs will be incurred and no budget adjustment required at this time. 100% of the funds are derived from the Trade Adjustment Assistance Community College and Career Training Grants Program funds.

Contract History and Price Reasonableness

There is no established contract history, as this is the initial agreement with Chaffey Community College District for this type of project.

Attachment

Subcontract, Program Years 2015/2017 for Participant Placement Services

A SUBCONTRACT
BETWEEN
CHAFFEY COMMUNITY COLLEGE DISTRICT
AND
COUNTY OF RIVERSIDE
ECONOMIC DEVELOPMENT AGENCY/
WORKFORCE DEVELOPMENT DIVISION

This SUBCONTRACT ("SUBCONTRACT") is made and entered into the 3rd day of November 2015, by and between CHAFFEY COMMUNITY COLLEGE DISTRICT, a community college district duly organized under the laws of the State of California (collectively "District"), and the COUNTY OF RIVERSIDE, a political subdivision of the State of California, by and through its Economic Development Agency/Workforce Development Division (collectively "County"). The County and District are collectively referred to herein as the "Parties."

1. Purpose

This SUBCONTRACT outlines the agreement between the Parties to provide job candidate and student referrals to the various job development and employment programs made available through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program, which was awarded to the District under Grant Agreement #TC-26434-14-60-A-6 ("grant").

These services may include screening and assessment of potential candidates and directly referring them to beneficial TAACCCT funded training programs throughout the Inland Empire ("region"), in cooperation with the District and (11)-eleven other institutions of higher education in the region that are participating in the TAACCCT grant program. The County will also assist in placing students into internships, apprenticeships and jobs with employers in the region. The County and the District will collaborate on the best methods to achieve maximum participation of area residents seeking job opportunities and programs that can improve their job skills.

2. Background

TAACCCT provides community colleges and other eligible institutions of higher education with capacity-building funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less. TAACCCT-funded programs will prepare participants for employment in high-wage, high-skill occupations by using innovative and sophisticated strategies that address the unique needs of unemployed or under-employed adults. Through these programs, the U.S. Department of Labor is helping to ensure that our nation's institutions of higher education are helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the

needs of employers for skilled workers. The U.S. Department of Labor is implementing the TAACCCT program in partnership with the U.S. Department of Education.

The overarching goals of the TAACCCT program are to: increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors; introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for eligible workers and other adults; and to demonstrate improved employment outcomes.

3. Party Obligations

Through the County and District partnership set forth in this SUBCONTRACT, the Parties will cooperate to provide job candidate and student referrals to the various job development and employment programs made available through the TAACCCT Grants Program.

The Parties shall work together and perform as follows:

A. County Obligations

The County agrees as follows:

1. Provide assistance to participants with employment opportunities through the county-wide workforce development outreach efforts to businesses and industry.
2. Refer dislocated, unemployed, underemployed, lower-income, and those with disabilities as well as other clients, to training offered through this funding.
3. Refer veterans to training offered through this funding.
4. Screen referrals for Trade Adjustment Assistance Program eligibility along with Workforce Innovation and Opportunity Act (WIOA) eligibility.
5. Actively participate in Manufacturing Council of the Inland Empire (MCIE) meetings, collaborative meetings and TAACCCT Advisory Committee.
6. Facilitate job placement of qualified candidates by connecting them to current, related jobs.
7. Connect employers to the classroom to provide facility tours to faculty and/or students.
8. Connect with employers to recruit directly from the training location into jobs that match the specialized training.

9. Participate in program evaluation(s), and provide outcome data to participants, as appropriate.
10. Provide space for staff to meet with participants, conduct workshops and collaborative meetings, etc.
11. Participate in recruitment activities.
12. Provide support services in a leveraged and coordinated manner with the community colleges through WIOA, as appropriate.
13. Work with the TAACCCT coordinator and director to ensure that proposed programs of study qualify for inclusion on appropriate eligible training provider lists (ETPL).
14. Evaluate the targeted industry sector to ensure targets are aligned with current and future regional economic growth.
15. Strengthen employer engagement through new and existing industry alliances.
16. Assist TAACCCT Consortium in building community and employer support.
17. Other services as outlined in the County's partnership letter, dated June 26, 2014, submitted by the Riverside County Workforce Investment Board to the U.S. Department of Labor, Employment and Training Administration.

B. District Obligations

The District agrees to fulfill all grant terms and conditions of award, as set forth in Grant Agreement #TC-26434-14-60-A-6; grant documents included as Exhibit "1", attached hereto and incorporated herein by this reference.

4. Project Funding and Invoicing

The maximum funding available for grant reimbursement of the services provided under this SUBCONTRACT is THIRTY FIVE THOUSAND DOLLARS (\$35,000). District shall reimburse County for actual costs incurred in the performance of this SUBCONTRACT up to a maximum amount of THIRTY FIVE THOUSAND DOLLARS (\$35,000).

To receive grant reimbursement, County must submit a quarterly invoice along with the completed recruitment/placement forms generated over the applicable invoicing period. The submittals may be submitted electronically to District by no later than twenty (20) days after the end of the quarter. Submittals must follow the general format shown in the Invoice Template, included as Exhibit "2", attached hereto and incorporated herein by this reference.

Invoice Submittal Process – Signed invoices, together with completed recruitment/placement forms, will be mailed or emailed to:

Mail: Chaffey Community College District
Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services
5885 Haven Avenue
Rancho Cucamonga, CA 91737-3002

Email: Anita.undercoffer@chaffey.edu

Payment Process – Following the receipt and approval of the invoice, District shall make payments no more than once per quarter. District shall make such payments within (30)-thirty days from receipt of invoice and documentation, provided there are no revisions required to correct discrepancies or conform to grant requirements. The total of such payments shall not exceed the funding amount specified above, which is \$35,000.

5. County Not Obligated for Any Costs

The District acknowledges and agrees that the County shall not be liable for any costs incurred by the District, including any of its affiliates in connection with the administration and/or implementation of the TAACCCT Grants Program or any related partnership or program.

The District further acknowledges and agrees that the County shall not be liable in any way for payment of any costs, fees, wages or any other amounts to be paid to any party arising out of or related to (i) services provided pursuant to this SUBCONTRACT, (ii) the administration and/or implementation of the TAACCCT Grants Program, and/or (iii) this SUBCONTRACT.

6. General Terms

It is further mutually agreed by the Parties as follows:

A. Insurance

Without limiting or diminishing the District’s obligation to indemnify or hold the County harmless, the District shall procure and maintain or cause to be maintained, at its sole cost and expense, the following insurance coverage’s during the term of this SUBCONTRACT. As respects to the Insurance section only, the County herein refers to the County of Riverside, its Agencies, Districts, Special Districts, Workforce Development Board (WDB) and Departments, their respective directors, officers, Board of Supervisors, employees, elected or appointed officials, agents or representatives as Additional Insureds.

a. Workers’ Compensation:

If the District has employees as defined by the State of California, the District shall maintain statutory Workers’ Compensation Insurance (Coverage A) as prescribed by the laws of the State of California. Policy shall include Employers’ Liability (Coverage B)

including Occupational Disease with limits not less than \$1,000,000 per person per accident. The policy shall be endorsed to waive subrogation in favor of the County of Riverside.

b. Commercial General Liability:

Commercial General Liability insurance coverage, including but not limited to, premises liability, unmodified contractual liability, products and completed operations liability, personal and advertising injury, and cross liability coverage, covering claims which may arise from or out of the District's performance of its obligations hereunder. Policy shall name the County as Additional Insured. Policy's limit of liability shall not be less than \$1,000,000 per occurrence combined single limit. If such insurance contains a general aggregate limit, it shall apply separately to this SUBCONTRACT or be no less than two (2) times the occurrence limit.

c. Vehicle Liability:

If vehicles or mobile equipment are used in the performance of the obligations under this SUBCONTRACT, then the District shall maintain liability insurance for all owned, non-owned or hired vehicles so used in an amount not less than \$1,000,000 per occurrence combined single limit. If such insurance contains a general aggregate limit, it shall apply separately to this SUBCONTRACT or be no less than two (2) times the occurrence limit. Policy shall name the County as Additional Insureds.

d. General Insurance Provisions - All lines:

- 1) Any insurance carrier providing insurance coverage hereunder shall be admitted to the State of California and have an A M BEST rating of not less than A: VIII (A:8) unless such requirements are waived, in writing, by the County's Risk Manager. If the County's Risk Manager waives a requirement for a particular insurer such waiver is only valid for that specific insurer and only for one policy term.
- 2) The District must declare its insurance self-insured retention for each coverage required herein. If any such self-insured retention exceeds \$500,000 per occurrence each such retention shall have the prior written consent of the County Risk Manager before the commencement of operations under this SUBCONTRACT. Upon notification of self-insured retention unacceptable to the County, and at the election of the County's Risk Manager, the District's carriers shall either; 1) reduce or eliminate such self-insured retention as respects this SUBCONTRACT with the County, or 2) procure a bond which guarantees payment of losses and related investigations, claims administration, and defense costs and expenses.
- 3) The District shall cause the District's insurance carrier(s) to furnish the County of Riverside with either 1) a properly executed original Certificate(s) of Insurance and certified original copies of Endorsements effecting coverage as required herein, and 2) if requested to do so orally or in writing by the County Risk Manager,

provide original Certified copies of policies including all Endorsements and all attachments thereto, showing such insurance is in full force and effect. Further, said Certificate(s) and policies of insurance shall contain the covenant of the insurance carrier(s) that thirty (30) days written notice shall be given to the County of Riverside prior to any material modification, cancellation, expiration or reduction in coverage of such insurance.

In the event of a material modification, cancellation, expiration, or reduction in coverage, this SUBCONTRACT shall terminate forthwith, unless the County of Riverside receives, prior to such effective date, another properly executed original Certificate of Insurance and original copies of endorsements or certified original policies, including all endorsements and attachments thereto evidencing coverage's set forth herein and the insurance required herein is in full force and effect. The District shall not commence operations until the County has been furnished original Certificate (s) of Insurance and certified original copies of endorsements and if requested, certified original policies of insurance including all endorsements and any and all other attachments as required in this Section. An individual authorized by the insurance carrier to do so on its behalf shall sign the original endorsements for each policy and the Certificate of Insurance.

4) It is understood and agreed to by the parties hereto that the District's insurance shall be construed as primary insurance, and the County's insurance and/or deductibles and/or self-insured retention's or self-insured programs shall not be construed as contributory.

5) If, during the term of this SUBCONTRACT or any extension thereof, there is a material change in the obligations of the Parties; or, there is a material change in the equipment to be used in the performance of the obligation of the Parties; or, the term of this SUBCONTRACT, including any extensions thereof, exceeds five (5) years; the County reserves the right to adjust the types of insurance and the monetary limits of liability required under this SUBCONTRACT, if in the County's Risk Manager's reasonable judgment, the amount or type of insurance carried by the District has become inadequate.

6) The District shall pass down the insurance obligations contained herein to all tiers of subcontractors working under this SUBCONTRACT.

7) The insurance requirements contained in this SUBCONTRACT may be met with a program(s) of self-insurance acceptable to the County.

8) The District agrees to notify the County of any claim by a third party or any incident or event that may give rise to a claim arising from the performance of this SUBCONTRACT.

B. Indemnity; Holdharmless

The District shall indemnify and hold harmless the County of Riverside, its Agencies, Districts, Special Districts, Workforce Development Board (WDB) and Departments, their respective directors, officers, Board of Supervisors, elected and appointed officials, employees, agents and representatives (individually and collectively hereinafter referred to as Indemnitees) from any liability whatsoever, based or asserted upon any acts, services, misconduct or obligations of the District, including their respective officers, employees, subcontractors, agents or representatives arising out of or in any way relating to this SUBCONTRACT, including but not limited to property damage, bodily injury, or death or any other element of any kind or nature whatsoever arising from the performance of the District, including their respective officers, employees, subcontractors, agents or representatives Indemnitors from this SUBCONTRACT. The District shall defend, at their sole expense, all costs and fees including, but not limited, to attorney fees, cost of investigation, defense and settlements or awards, the Indemnitees in any claim or action based upon such alleged acts or omissions.

With respect to any action or claim subject to indemnification herein by the District, the District shall, at their sole cost, have the right to use counsel of their own choice and shall have the right to adjust, settle, or compromise any such action or claim without the prior consent of County; provided, however, that any such adjustment, settlement or compromise in no manner whatsoever limits or circumscribes the District's indemnification to Indemnitees as set forth herein.

The District's obligation hereunder shall be satisfied when the District has provided to County the appropriate form of dismissal relieving the County from any liability for the action or claim involved.

The specified insurance limits required in this SUBCONTRACT shall in no way limit or circumscribe the District obligations to indemnify and hold harmless the Indemnitees herein from third party claims.

The County shall indemnify, defend and hold harmless District, the State of California, the Trustees of the Chaffey Community College District, the Chaffey Community College District and their officers, employees, representatives, volunteers and agents from and against any and all liability, loss, damage, expense, costs (including without limitation costs and fees of litigation) in connection with County's failure to comply with any of the County's obligations contained in this SUBCONTRACT, except to the extent such loss or damage was caused by the negligence or misconduct of the District.

C. Alternative Dispute

The Parties agree that before either party commences any legal or equitable action, action for declaratory relief, suit, proceeding, or arbitration that the Parties shall first submit the dispute to mediation through a mutually acceptable professional mediator in Riverside County. Each party shall bear its own expenses and costs associated with the mediation. The cost of mediator shall be shared equally by the Parties.

D. Notices

Any and all notices sent or required to be sent under this SUBCONTRACT shall be mailed to the following addresses, or any other address provided by the Parties in writing; and are deemed delivered one (1) day after their deposit in the United States Mail, postage prepaid:

County: County of Riverside Economic Development Agency/
Workforce Development Division
1325 Spruce Street, Suite 110
Riverside, CA 92507
Attn: Heidi Marshall, Director of Workforce Development

District: Chaffey Community College District
5885 Haven Avenue
Rancho Cucamonga, CA 91737-3002
Attn: Kathy Dutton, Director
Employment Development & Community Education

E. Termination

Either party may terminate this SUBCONTRACT for any reason by giving written notice to the designated representative of the other party thirty (30) days prior to the expiration of this SUBCONTRACT. Except as otherwise provided herein, upon termination of this SUBCONTRACT, neither party shall have any obligation to other.

F. Legal Authority

Nothing in this SUBCONTRACT binds the County or District to perform any action that is beyond its legal authority.

G. Conflict of Interest

No member, official or employee of the County or District shall have any personal interest, direct or indirect, in this SUBCONTRACT nor shall any such member, official or employee participate in any decision relating to this SUBCONTRACT which affects his or her personal interest or the interests of any corporation, partnership or association in which he or she is directly or indirectly interested.

H. Confidentiality

- a. The District shall not use for personal gain or make other improper use of privileged or confidential information which is acquired in connection with this SUBCONTRACT. The term "privileged or confidential information" includes but is not limited to: unpublished or sensitive technological or scientific information; medical, personnel, or security records; anticipated material requirements or

pricing/purchasing actions; County information or data which is not subject to public disclosure; County operational procedures; and knowledge of selection of contractors, subcontractors or suppliers in advance of official announcement.

- b. The District shall protect from unauthorized disclosure names and other identifying information concerning persons receiving services pursuant to this SUBCONTRACT, except for general statistical information not identifying any person. The District shall not use such information for any purpose other than carrying out the District's obligations under this SUBCONTRACT. The District shall promptly transmit in writing to the County all third party requests for disclosure of such information. The District shall not disclose, except as otherwise specifically permitted by this SUBCONTRACT or authorized in advance in writing by the County, any such information to anyone other than to the County. For purposes of this paragraph, identity shall include, but not be limited to, name, identifying number, symbol, or other identifying particular assigned to the individual, such as finger or voice print or a photograph.

I. Interpretation and Governing Law; Severability

This SUBCONTRACT and any dispute arising hereunder shall be governed and interpreted in accordance with the laws of the State of California. This SUBCONTRACT shall be construed as a whole according to its fair language and common meaning to achieve the objectives and purposes of the Parties hereto, and the rule of construction to the effect that ambiguities are to be resolved against the drafting party shall not be employed in interpreting this SUBCONTRACT, all Parties having been represented by counsel in the negotiation and preparation hereof.

Any legal action related to the performance or interpretation of this SUBCONTRACT shall be filed only in the Superior Court of the State of California located in Riverside, California, and the parties waive any provision of law providing for a change of venue to another location. In the event any provision in this SUBCONTRACT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

J. No Third-Party Beneficiaries

This SUBCONTRACT is made and entered into for the sole protection and benefit of the Parties hereto and shall not create any rights in any third Parties, including, but not limited to any businesses or individuals participating in the TAACCCT Grants Program, or any affiliates. No other person or entity shall have any right of action based upon the provisions of this SUBCONTRACT.

K. Section Headings

The Section headings herein are for the convenience of the Parties only and shall not be deemed to govern, limit, modify or in any manner affect the scope, meaning or intent of the provisions or language of this SUBCONTRACT.

L. Compliance with Laws and Regulations

By executing this SUBCONTRACT, the Parties agree to comply with all applicable federal, state and local laws, regulations and ordinances.

M. Waiver

Any waiver by the County of any breach of any one or more of the terms of this SUBCONTRACT shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term of this SUBCONTRACT. Failure on the part of the County to require exact, full and complete compliance with any terms of this SUBCONTRACT shall not be construed as in any manner changing the terms or preventing the County from enforcement of the terms of this SUBCONTRACT.

N. Authority to Execute

The persons executing this SUBCONTRACT or exhibits attached hereto on behalf of the Parties to this SUBCONTRACT hereby warrant and represent that they have the authority to execute this SUBCONTRACT and warrant and represent that they have the authority to bind the respective Parties to this SUBCONTRACT to the performance of its obligations hereunder.

O. Amendments and Modifications

It is agreed that the rights, interests, understandings, agreements and obligations of the respective Parties pertaining to the subject matter of this SUBCONTRACT may not be amended, modified or supplemented in any respect except by a subsequent written instrument evidencing the express written consent of each of the Parties hereto and duly executed by the Parties.

P. Administration/Subcontract Liaison

The Assistant County Executive Officer of the Economic Development Agency, or designee, shall administer this SUBCONTRACT on behalf of the County.

Q. Assignment

The District shall not delegate or assign any interest in this SUBCONTRACT, and shall not transfer any interest in the same, whether by operation of law or otherwise, without the prior written consent of the County.

R. Effective Date; Term

The term of this SUBCONTRACT shall commence on the date of the last signature below ("Effective Date") and shall continue through September 30, 2017 ("Term"), unless extended by written mutual agreement of the Parties or terminated earlier.

S. Order of Precedence

The terms and conditions of this SUBCONTRACT hereby incorporate the Grant Agreement *Order of Precedence* should there be any conflicting language or obligations. That order of precedence is as follows:

1. Sections 271 and 272 of the Trade Act of 1974 (19 USC 2371 and 2372);
2. The Health Care and Education Reconciliation Act of 2010, Pub. L. No. 111-52;
3. The Consolidated Appropriations Act of 2014 (Pub. L. 113-76);
4. Other applicable Federal statutes and their implementing regulations; and
5. Terms and Conditions of the Grant Award; Grant Agreement #TC-26434-14-60-A-6;
6. This SUBCONTRACT.

T. Entire Subcontract

This SUBCONTRACT is intended by the Parties hereto as a final expression of their understanding with respect to the subject matter hereof and as a complete and exclusive statement of the terms and conditions thereof and supersedes any and all prior and contemporaneous agreements and understandings, oral or written, in connection therewith. Any amounts to or clarification necessary to this SUBCONTRACT shall be in writing and acknowledged by all Parties to the SUBCONTRACT.

[Signatures on Following Page]

[Remainder of Page Intentionally Blank.]

IN WITNESS WHEREOF, the Parties hereto have caused their duly authorized representatives to execute this SUBCONTRACT as of the dates written below.

<p>“COUNTY”</p> <p>COUNTY OF RIVERSIDE, a political subdivision of the State of California, by and through its Economic Development Agency/Workforce Development Division</p> <p>By: _____ Heidi Marshall Director of Workforce Development</p> <p>Date: _____</p>	<p>“DISTRICT”</p> <p>CHAFFEY COMMUNITY COLLEGE DISTRICT, a community college district duly organized under the laws of the State of California</p> <p>By: _____ Kim Erickson Exec. Director of Business Services</p> <p>Date: _____</p>
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APPROVED AS TO FORM

GREGORY P. PRIAMOS
County Counsel

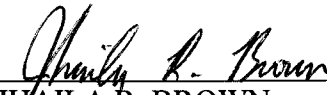
By: 
JHAILA R. BROWN
Deputy County Counsel

Exhibit "1"
#TC-26434-14-60-A-6 – Grant Documents
(Behind this page.)

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

GRANT / AGREEMENT
NOTIFICATION OF
AWARD/OBLIGATION

Under the authority of the *Health Care and Education Reconciliation Act of 2010*, this grant or agreement is entered into between the above named *Grantor Agency* and the following named *Awardee*, for a project entitled - **TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING GRANTS PROGRAM.**

Name & Address of Awardee: Chaffey Community College 5885 Haven Avenue Rancho Cucamonga, CALIFORNIA 91737-3002	Agreement #: TC-26434-14-60-A-6 CFDA #: 17.282 Accounting Code: 1630-2014-0501871414BD201401870001145CC000AD000AOWM00AOWM00-A90200-410023 Mod Amount: \$14,980,284.00 EIN: 956000558 DUNS #: 076084326
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The Period of Performance shall be from **October 01, 2014 thru September 30, 2018.**
Total Government's Financial Obligation is **\$14,980,284.00** (unless other wise amended).
To execute initial grant agreement.

In performing its responsibilities under this grant agreement, the awardee hereby certifies and assures that it will fully comply with the following regulations and cost principles, including any subsequent amendments:

Uniform Administrative Requirements:

29 CFR Part 97, for State/Local Governments and Indian Tribes; OR
29 CFR Part 95, for Institutions of Higher Education, Hospitals and other Non-Profit Organizations and Commercial Organizations.

Cost Principles:

2 CFR 225, for State/Local Governments and Indian Tribes;
2 CFR 220, for Institutions of Higher Education; OR
2 CFR 230, for Non-Profit Organizations.
48 CFR Part 31.

Other Requirements (As Applicable):

29 CFR Part 96 and 99, Single Audit Act
29 CFR Part 93, Lobbying Certification
29 CFR Part 37, Nondiscrimination and Equal Opportunity Requirements
29 CFR Part 98, Debarment and Suspension; Drug Free Workplace
20 CFR Part 652 et al., Workforce Investment Act
Wagner-Peyser Act
Grant Award Document, Parts I through IV, and attachments.

The awardee's signature below certifies full compliance with all terms and conditions as well as the above stated grant regulations and certifications, and that this document has not been altered.

Signature of Approving Official - **AWARDEE**

Signature of Approving Official - **DOL / ETA**

SEE SF-424 for signature

(Signature / Date)

No additional signature required

(Type Name and Title)



STEVEN RIETZKE
Grant Officer

September 26, 2014

CONDITION OF AWARD

Chaffey Community College

Condition 1 – Submit a Detailed Evaluation Plan

In accordance with the Solicitation, all Grantees must submit a more detailed evaluation plan to ETA. This detailed plan should provide an elaboration of all the components of the evaluation plan summary, as described in Section V.C.1 of the Solicitation, including a timeline that identifies either the specific date by which a third-party evaluator will be selected or the process for selecting the evaluator. The Grantee must submit this plan for approval prior to implementing the evaluation component of the project. ETA will transmit the approval to the Grantee in a separate document upon review of the plan.

Please note randomized control trials are encouraged; however, grantees may implement evaluations using non-experimental designs as long as there is sufficient and convincing evidence demonstrating that this alternative design will allow for drawing causal inferences about the effect of the program.

Condition 2 – Participate in the TAACCCT National Evaluation

Grantees must also participate in activities for the TAACCCT national evaluation, as described in Section VI.B.4 of the Solicitation. These activities may include data collection activities such as surveys and site visits, provision of personally identifiable participant and comparison group data, and technical assistance activities.

Condition 3 – Response to General Compliance Review

In addition to the review of evaluation plans, ETA is performing a general compliance review to help ensure that grant projects are in compliance with the Solicitation and other Federal requirements. ETA will transmit the results of this review and instructions for response to the Grantee in a separate document after receipt of this grant award. As a condition of its grant award, the Grantee must respond to the actions cited in the review document.

Condition 4 - Budget:

The grantee must submit a budget modification request which includes the following:

- Completed SF-424A which aligns with the totals on the SF-424 and includes:
 1. the entirety of the award amount only.
- Budget narrative with a clearly delineated description of costs associated with each line item on the SF-424A in a narrative format which aligns with the subtotals and totals provided in the narrative and aligns with the totals indicated on the SF-424A.

GRANT TERMS AND CONDITIONS

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1. Order of Precedence

The terms and conditions of this Notice of Award and other requirements have the following order of precedence if there is any conflict in what they require: (1) Sections 271 and 272 of the Trade Act of 1974 (19 USC 2371 and 2372); The Health Care and Education Reconciliation Act of 2010, Pub. L. No. 111-152; (2) The Consolidated Appropriations Act of 2014 (Pub. L. 113-76); (3) other applicable Federal statutes and their implementing regulations; (4) terms and conditions of award.

2. Solicitation for Grant Application

The Solicitation for Grant Application and any amendments <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf> and http://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10_amend1.pdf are hereby incorporated into this Grant Agreement. Grantees are bound by the authorizations, restrictions, and requirements contained in the Solicitation for Grant Applications.

3. Approved Statement of Work

The awardee's project narrative is taken as the Statement of Work. It has been included as Attachment D. If there is any inconsistency between items in this project narrative and any Department of Labor (DOL) regulation, guidance or OMB cost principle, the DOL regulation, guidance or cost principle will prevail.

4. Approved Budget

The awardee's budget documents are attached in this Notice of Award Package. The documents are: 1) the SF-424, included at Attachment A; 2) the SF-424 A, included at Attachment B; and 3) the Budget Narrative, included at Attachment C. The awardee must confirm that all costs are allowable before expenditure. Approval of the budget as awarded does not constitute prior approval of those items requiring prior approval, including those items specified in the cost principles or this grant award as requiring prior approval. The Grant Officer is the only official with the authority to provide prior written approval (prior approval).

5. Evaluation, Data, and Implementation

The awardee must cooperate with the DOL in the conduct of a third-party evaluation, including providing to DOL or its authorized contractor appropriate data and access to program operating personnel and participants in a timely manner.

6. Indirect Cost Rate and Cost Allocation Plan

 X A. A **current** federally approved Negotiated Indirect Cost Rate Agreement (NICRA) or current federally approved Cost Allocation Plan (CAP) has been provided – copy attached. Regarding only the NICRA:

- (1) Indirect Rate approved: 30 %
- (2) Type of Indirect Cost Rate: see attachment E
- (3) Allocation Base: see attachment E
- (4) Current period applicable to rate: 11/1/2012 – 6/30/2017

Estimated Indirect Costs are shown on the SF-424A budget form. If a new NICRA is issued during the life of the grant, it must be provided to DOL within 30 days of issuance. Funds may be re-budgeted as necessary between direct and indirect costs consistent with institutional requirements and DOL regulations for prior approval, however the total amount of grant award funding will not be increased. Any budget changes impacting the Statement of Work and agreed upon outcomes or deliverables require a request for modification and prior approval from the Grant Officer.

- B. (1) Latest NICRA or CAP approved by the Federal Cognizant Agency¹ (FCA) is not current, or
- (2) No NICRA or CAP has ever been approved by an FCA.

URGENT NOTICE: Estimated indirect costs have been specified on the SF-424A, Section B, Object Class Category "j", however only \$N/A will be released to support indirect costs in the absence of a NICRA or CAP approved by the cognizant agency. The remaining funds which have been awarded for Indirect Costs are restricted and may not be used for any purpose until the awardee provides a signed copy of the NICRA or CAP and the restriction is lifted by the Grant Officer. Upon receipt of the NICRA or CAP, ETA will issue a grant modification to the award to remove the restriction on those funds.

The awardee must submit an indirect cost rate proposal or CAP. These documents should be submitted to DOL's Division of Cost Determination (DCD), or to the awardee's Federal Cognizant Agency. In addition, the awardee must notify the Federal Project Officer that the documents have been sent. Contact information for the DCD is available at <http://www.dol.gov/oasam/boc/dcd/>. If this proposal is not submitted **within 90 days of the effective date of the award**, no funds will be approved for the reimbursement of indirect costs. Failure to submit an indirect cost proposal by the above date means the grantee will not receive further reimbursement for indirect costs until a signed copy of the federally approved NICRA or CAP is provided and the restriction is lifted by the Grant Officer. All indirect charges must be returned through the Payment Management System and no indirect

¹ The Federal agency providing the organization the preponderance of direct Federal funds.

charges will be reimbursed.

The total amount of DOL's financial obligation under this grant award **will not** be increased to reimburse the awardee for higher negotiated indirect costs.

- ___ C. The organization elected to exclude indirect costs from the proposed budget. Please be aware that incurred indirect costs (such as top management salaries, financial oversight, human resources, payroll, personnel, auditing costs, accounting and legal, etc. used for the general oversight and administration of the organization) must not be classified as direct costs; these types of costs are indirect costs. Only direct costs, as defined by the applicable cost principles, will be charged. Audit disallowances may occur if indirect costs are misclassified as direct.

If DOL is your FCA, grantees should work with DOL's DCD, which has delegated authority to negotiate and issue a NICRA or CAP on behalf of the Federal Government. More information about DOL's DCD is available at <http://www.dol.gov/oasam/boc/dcd/>. This website has guidelines to develop indirect cost rates, links to the applicable cost principles, and contact information. The DCD also has Frequently Asked Questions providing general information about the indirect cost rate approval process and due dates for provisional and final indirect cost rate proposals at <http://www.dol.gov/oasam/faqs/FAQ-dcd.htm>.

7. Federal Project Officer

The DOL/ETA Federal Project Officer (FPO) for this award is:

Name: Region 6, FPO TBD
Telephone: 415-625-7900
Email: RO6-RA-SF@dol.gov

The FPO is not authorized to change any of the terms or conditions of the award or approve prior approval requests. Any changes to the terms or conditions or prior approvals must be approved by the Grant Officer through the use of a formally executed award modification.

8. Funding Restrictions

a. Administrative Costs

There is a 10% limitation on administrative costs on funds awarded under this grant. Under no circumstances may administrative costs exceed this limit. Administrative costs under this award follow the definition in the Workforce Investment Act at 20 CFR 667.220(b) and (c). Compliance with the administrative costs limits is monitored throughout the grant period. Any amounts exceeding this limitation at closeout will be disallowed and subject to debt collection.

b. Consultants

For the purposes of this award, fees paid to a consultant shall be limited to \$585 per day without additional Grant Officer approval. Regulations regarding the determining of a consultant's rate of pay are located at 5 CFR 304.104 with the calculation for a maximum amount located at 5 CFR 304.105.

c. Salary and Bonus Limitations

Under Public Law 113-76 Section 105 none of the funds appropriated under the heading "Employment and Training" shall be used by a recipient or sub-recipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. The Executive Level II salary may change yearly and is located on the OPM.gov website (<http://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/2014/executive-senior-level>). The salary and bonus limitation does not apply to vendors providing goods and services as defined in OMB Circular A-133. Where States are recipients of such funds, States may establish a lower limit for salaries and bonuses of those receiving salaries and bonuses from subrecipients of such funds, taking into account factors including the relative cost-of-living in the State, the compensation levels for comparable State or local government employees, and the size of the organizations that administer Federal programs involved including Employment and Training Administration programs. See Training and Employment Guidance Letter No. 5-06 for further clarification, available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2262

d. Budget Line Item Flexibility

Flexibility is allowed in the transfer of funds among direct cost categories within the grant budget, except personnel and fringe benefits, provided no single line item is increased or decreased by more than 20% of the amount obligated. Any changes in excess of 20% and any changes in personnel and fringe benefits must receive prior written approval from the Grant Officer. Failure to obtain such prior written approval may result in cost disallowance.

Any changes to personnel costs within the personnel line item do not require a grant modification unless the changes result in a change to the amount listed on the SF 424a Personnel line. It is recommended that your assigned Department of Labor (DOL) Federal Project Officer (FPO) review within-line changes prior to implementation to ensure they do not require a modification.

Guidance on flexibility in the transfer of funds between direct and indirect costs is provided in Subsection A of the Indirect Cost and Cost Allocation Plan term within this agreement.

9. Administrative Requirements

a. Central Contractor Registration and Universal Identifier Requirements

1. Requirement for Central Contractor Registration (CCR)

Unless you are exempted from this requirement under 2 CFR 25.110, you as the awardee must maintain the currency of your information in the CCR until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

2. Requirement for Data Universal Numbering System (DUNS) Numbers

If you are authorized to make subawards under this award, you:

- i. Must notify potential subrecipients that no entity (see definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.
- ii. May not make a subaward to an entity unless the entity has provided its DUNS number to you.

3. Definitions

For purposes of this award term:

- iii. Central Contractor Registration (CCR) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the CCR Internet site (currently at <http://www.sam.gov>).
- iv. Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at <http://fedgov.dnb.com/webform>).
- v. Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:
 - a. A Governmental organization, which is a State, local government, or Indian Tribe;
 - b. A foreign public entity;
 - c. A domestic or foreign nonprofit organization;
 - d. A domestic or foreign for-profit organization; and
 - e. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
- vi. Subaward:
 - a. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 - b. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. —.210 of the attachment to OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").

- c. A subaward may be provided through any legal agreement, including an agreement that you consider a contract.

vii. Subrecipient means an entity that:

- a. Receives a subaward from you under this award; and
- b. Is accountable to you for the use of the Federal funds provided by the subaward.

b. Federal Funding Accountability and Transparency Act

1. Reporting of first-tier subawards.

- i. **Applicability.** Unless you are exempt as provided in paragraph d. of this award term, you must report each action that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5) for a subaward to an entity (see definitions in paragraph e. of this award term).
- ii. **Where and when to report.**
 - a. You must report each obligating action described in paragraph a.1. of this award term to <http://www.fsrs.gov>.
 - b. For subaward information, report no later than the end of the month following the month in which the obligation was made. (For example, if the obligation was made on November 7, 2010, the obligation must be reported by no later than December 31, 2010.)
- iii. **What to report.** You must report the information about each obligating action that the submission instructions posted at <http://www.fsrs.gov> specify.

2. Reporting Total Compensation of Recipient Executives.

- i. **Applicability and what to report.** You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if—
 - a. the total Federal funding authorized to date under this award is \$25,000 or more;
 - b. in the preceding fiscal year, you received—
 - (A) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
 - (B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and

4. Exemptions

If, in the previous tax year, you had gross income, from all sources, under \$300,000, you are exempt from the requirements to report:

- i. Subawards, and
- ii. The total compensation of the five most highly compensated executives of any subrecipient.

5. Definitions. For purposes of this award term:

- i. Entity means all of the following, as defined in 2 CFR part 25:
 - a. A Governmental organization, which is a State, local government, or Indian tribe;
 - b. A foreign public entity;
 - c. A domestic or foreign nonprofit organization;
 - d. A domestic or foreign for-profit organization;
 - e. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
- ii. Executive means officers, managing partners, or any other employees in management positions.
- iii. Subaward:
 - a. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 - b. The term does not include your procurement of property and services needed to carry out the project or program (for further explanation, see Sec. — .210 of the attachment to OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations").
 - c. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.
- iv. Subrecipient means an entity that:
 - a. Receives a subaward from you (the recipient) under this award; and
 - b. Is accountable to you for the use of the Federal funds provided by the subaward.
- v. Total compensation means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):
 - a. Salary and bonus.

- b. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
- c. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
- d. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
- e. Above-market earnings on deferred compensation which is not tax-qualified.
- f. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

c. Personally Identifiable Information

Grantees must recognize and safeguard personally identifiable information except where disclosure is allowed by prior written approval of the Grant Officer or by court order. Grantees must meet the requirements in Training and Employment Guidance letter (TEGL 39-11, Guidance on the Handling and Protection of Personally Identifiable Information (PII), (located at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7872).

d. Audits

Organization-wide or program-specific audits shall be performed in accordance with the Single Audit Act Amendments of 1996, as implemented by OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" adopted by DOL in 29 CFR parts 95 and 97. Awardees that are subject to the provisions of OMB Circular A-133 and that expend \$500,000 or more in a year in Federal awards shall have an audit conducted for that year in accordance with the requirements contained in OMB Circular A-133.

e. Equipment

Awardees must receive prior approval from the DOL/ETA Grant Officer for the purchase of any equipment with a per unit acquisition cost of \$5,000 or more, and a useful life of more than one year. This includes the purchases of ADP equipment. Equipment purchases must be made in accordance with 29 CFR 95 or 29 CFR 97, as applicable.

This grant award *does not* give approval for equipment specified in an awardee's budget or statement of work unless specifically approved above. If not specified above, the awardee must submit a detailed description list to the FPO for review within 90 days of the Notice of Award date. Failure to do so will necessitate the need for approval of equipment purchase on an individual basis.

Awardees may not purchase equipment in the last year of performance. If any approved acquisition has not occurred prior to the last year of performance, approval for that item(s) is

rescinded.

f. Program Income

The awardee is required to utilize the addition method if any Program Income is generated throughout the duration of this award. The awardee is allowed to deduct costs incidental to generating Program Income to arrive at a net Program income [29 CFR Part 95.24(c) or 29 CFR Part 97.25(c)(g)(2)].

g. Pre-Award

All costs incurred by the awardee prior to the start date specified in the award issued by the Department are incurred at the awardee's own expense.

h. Reports

All ETA awardees are required to submit quarterly financial and narrative progress reports for each grant award.

- A. Quarterly Financial Reports. Pursuant to 29 CFR parts 95.52 and 97.41, all ETA awardees are required to report quarterly financial data on the ETA 9130. ETA 9130 reports are due no later than 45 calendar days after the end of each specified reporting quarter. Reporting quarter end dates are June 30, September 30, December 31, and March 31. A final financial closeout report is required to be submitted no later than 90 calendar days after the grant period of performance ends. For guidance on ETA's financial reporting, reference Training and Employment Guidance Letter (TEGL) 13-12.

ETA requires all grant recipients to submit the 9130 form electronically through an on-line reporting system. Expenditures are required to be reported on an accrual basis, cumulative from the beginning of the life of a grant, through the end of each reporting period.

The instructions for accessing both the on-line financial reporting system and the HHS Payment Management System can be found in the transmittal memo accompanying this Notice of Award. To gain access to the online financial reporting system, a request for a password and pin must be submitted via e-mail to ETApasword.pin@dol.gov. The Financial Report Access Document, copies of the ETA 9130, and detailed reporting instructions are available at www.doleta.gov/grants/financial_reporting.cfm.

- B. Quarterly Narrative Progress Reports. Awardees are required to submit a narrative quarterly and final report to the designated Federal Project Officer (FPO) on grant activities funded under this award. All reports are due no later than 45 calendar days after the end of each specified reporting quarter. Reporting quarter end dates are June 30, September 30, December 31, and March 31.

- 1. The last quarterly progress report that awardees submit will serve as the grant's Final Performance Report. This report should provide both *quarterly and*

cumulative information on the grant's activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project.

2. The awardee shall use any standard forms and instructions to report on training and employment outcomes and other data relating to the progress reports as provided by ETA.
3. The awardee shall utilize standard reporting processes and electronic reporting systems to submit their quarterly progress reports as provided by ETA.

i. Managing Subawards

Subaward means an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.

The provisions of the Terms and Conditions of this award will be applied to any subrecipient under this award. The awardee is responsible for the monitoring of the subrecipient, ensuring that the Terms and Conditions are in all subaward packages and that the subrecipient is in compliance with all applicable regulations and the terms and conditions of this award (29 CFR 95.5, 29 CFR 95.51 and 29 CFR 97.40).

j. Final Year/ Closeout Requirements

At the end of the grant period, the awardee will be required to close the grant with ETA. The awardee will be notified approximately 15 days prior to the end of the period of performance that the initiation of closeout will begin at the end of the grant. Information concerning the awardee's responsibilities at closeout may be found in ETA's Closeout Frequently Asked Questions at <http://www.doleta.gov/grants/docs/GCFAQ.pdf>. Also, a sample closeout/end user manual is provided at <http://www.doleta.gov/grants/docs/GCS.pdf>. Awardees will be provided the end user manual specific to their grant at the initiation of closeout.

k. Publicity

No funds provided under this grant shall be used for publicity or propaganda purposes, for the preparation, distribution or use of any kit, pamphlet, booklet, publication, radio, television or film presentation designed to support or defeat legislation pending before the Congress or any state or local legislature or legislative body, except in presentation to the Congress or any state or local legislature itself, or designed to support or defeat any proposed or pending regulation, administrative action, or order issued by the executive branch of any state or local government, except in presentation to the executive branch of any state or local government itself. Nor shall grant funds be used to pay the salary or expenses of any awardee or agent acting for such awardee, related to any activity designed to influence the enactment of legislation, appropriations, regulation, administrative action, or Executive Order proposed or pending before the Congress, or any state government, state legislature, or local legislature body other

than for normal and recognized executive-legislative relationships or participation by an agency or officer of a state, local, or tribal government in policymaking and administrative processes within the executive branch of that government.

l. Public Announcements

When issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing project or programs funded in whole or in part with Federal money, all awardees receiving Federal funds, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with Federal money, (2) the dollar amount of Federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

m. Procurement

The Uniform Administrative Requirements (29 CFR Parts 95 and 97) require all awardee procurement transactions to be conducted in a manner to provide, to the maximum extent practical, open and free competition. If the statement of work identifies a specific entity to provide goods or services, the DOL ETA's award does not provide the justification or basis to sole-source the procurement, i.e., avoid competition.

n. Vendor/Contractor

The term "vendor", also referred to as a contractor, is defined in OMB Circular A-133 as a dealer, distributor, merchant or other seller providing goods or services that are required for the conduct of a Federal program. These goods or services may be for an organization's own use or for the use of beneficiaries of the Federal program. Additional guidance on distinguishing between a subrecipient and a vendor/contractor is provided in OMB Circular A-133 §.210. When procuring vendor/contractor provided goods and services, DOL ETA grantees and subgrantees must follow the procurement requirements at 29 CFR 95.40-48 and 29 CFR 97.36, which call for free and open competition.

o. Intellectual Property Rights

To ensure that the Federal investment of these funds has as broad an impact as possible and to encourage innovation in the development of new learning materials, as a condition of the receipt of a TAACCCT grant, the grantee will be required to license to the public all work (except for computer software source code, discussed below) created with the support of the grant under a Creative Commons Attribution 4.0 (CC BY) license. Work that must be licensed under the CC BY includes both new content created with the grant funds and modifications made to pre-existing, grantee-owned content using grant funds.

This license allows subsequent users to copy, distribute, transmit, and adapt the copyrighted Work and requires such users to attribute the Work in the manner specified by the grantee. Notice of the license shall be affixed to the Work. For general information on CC BY, please visit <http://creativecommons.org/licenses/by/4.0>. Instructions for marking your work with CC BY can be found at http://wiki.creativecommons.org/Marking_your_work_with_a_CC_license.

Questions about CC BY as it applies to specific TAACCCT grant applications should be submitted to DOL to the Grants Management Specialist specified in Section VII.

Only work that is developed by the grantee with the grant funds is required to be licensed under the CC BY license. Pre-existing copyrighted materials licensed to, or purchased by the grantee from third parties, including modifications of such materials, remains subject to the intellectual property rights the grantee receives under the terms of the particular license or purchase. In addition, works created by the grantee without grant funds do not fall under the CC BY license requirement.

The purpose of the CC BY licensing requirement is to ensure that materials developed with funds provided by these grants result in work that can be freely reused and improved by others. When purchasing or licensing consumable or reusable materials, grantees are expected to respect all applicable Federal laws and regulations, including those pertaining to the copyright and accessibility provisions of the Federal Rehabilitation Act.

Further, the Department requires that all computer software source code developed or created with TAACCCT funds will be released under an intellectual property license that allows others to use and build upon them. Specifically, the grantee will release all new source code developed or created with TAACCCT grant funds under an open license acceptable to either the Free Software Foundation and/or the Open Source Initiative.

Separate from the CC BY license to the public, the Federal Government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use for Federal purposes: the copyright in all products developed under the grant, including a purchases ownership under an award (including, but not limited to, curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. The grantee may not use Federal funds to pay any royalty or license fee for use of a copyrighted work, or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities.

If applicable, the following needs to be on all products developed in whole or in part with grant funds, "This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership."

p. Special Requirements for Conference and Conference Space

The awardee must obtain prior approval from ETA before holding any conference (which

includes meeting, retreat, seminar, symposium, training activity or similar event held in either Federal or non-Federal space), or any activity related to holding a conference, including, but not limited to, obligating or expending ETA funds, signing contracts for space or services, announcing ETA's involvement in any conference, and using DOL/ETA official's name or DOL/ETA's name or logo. ETA retains the right to obtain information from the awardee about any conference that is funded in whole or in part with ETA funds. Awardees must submit requests to appropriate Department officials through their Federal Project Officer.

q. Funding for Travel to and From Meetings with an Executive Branch Agency

Grant funds may not be used for the purposes of defraying the costs of a conference held by any Executive branch department, agency, board, commission, or office unless it is directly and programmatically related to the purpose for which the grant or contract was awarded.

No funds made available through DOL appropriations may be used for travel and conference activities that are not in compliance with Office of Management and Budget Memorandum M-1-12 dated May 11, 2012. (P.L. 113-6, 3003 (c)(d)(e)).

10. Program Requirements

The Solicitation for Grant Applications contains the program requirements for this award.

11. Public Policy

a. Executive Orders

12928: Pursuant to Executive Order 12928, the awardee is strongly encouraged to provide subcontracting/subgranting opportunities to Historically Black Colleges and Universities and other Minority Institutions such as Hispanic-Serving Institutions and Tribal Colleges and Universities; and to Small Businesses Owned and Controlled by Socially and Economically Disadvantaged Individuals.

13043: Pursuant to Executive Order 13043, Increasing Seat Belt Use in the United States, dated April 16, 1997, recipients are encouraged to adopt and enforce on-the-job seat belt policies and programs for their employees when operating company-owned, rented, or personally owned vehicles.

13153: Pursuant to Executive Order 13153, Federal Leadership On Reducing Text Messaging While Driving, dated October 1, 2009, recipients and subrecipients are encouraged to adopt and enforce policies that ban text messaging while driving company-owned or -rented vehicles or GOV, or while driving POV when on official Government business or when performing any work for or on behalf of the Government. Recipients and subrecipients are also encouraged to conduct initiatives of the type described in section 3(a) of this order.

13166: As clarified by Executive Order 13166, Improving Access to Services for Persons with Limited English Proficiency, dated August 11, 2000, and resulting agency guidance, national origin discrimination includes discrimination on the basis of limited English proficiency (LEP). To ensure compliance with Title VI, recipients must take reasonable steps to ensure that LEP persons have meaningful access to programs in accordance with DOL's Policy Guidance on the Prohibition of National Origin Discrimination as it Affects Persons with Limited English Proficiency [05/29/2003] Volume 68, Number 103, Page 32289-32305. Meaningful access may entail providing language assistance services, including oral and written translation, where necessary. Recipients are encouraged to consider the need for language services for LEP persons served or encountered both in developing budgets and in conducting programs and activities. For assistance and information regarding your LEP obligations, go to <http://www.lep.gov>.

b. Veteran's Priority Provisions

The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program's eligibility requirements. Grantees must comply with DOL guidance on veterans' priority. ETA's Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.

c. Flood Insurance

The Flood Disaster Protection Act of 1973, as amended, 42 U.S.C. 4001 et seq., provides that no Federal financial assistance to acquire, modernize, or construct property may be provided in identified flood-prone communities in the United States, unless the community participates in the National Flood Insurance Program and flood insurance is purchased within 1 year of the identification. The flood insurance purchase requirement applies to both public and private applicants for DOL support. Lists of flood-prone areas that are eligible for flood insurance are published in the Federal Register by FEMA.

d. Architectural Barriers

The Architectural Barriers Act of 1968, 42 U.S.C. 4151 et seq., as amended, the Federal Property Management Regulations (see 41 CFR 102-76), and the Uniform Federal Accessibility Standards issued by GSA (see 36 CFR 1191, Appendixes C and D) set forth requirements to make facilities accessible to, and usable by, the physically handicapped and include minimum design standards.

All new facilities designed or constructed with grant support must comply with these requirements.

e. Drug-Free Workplace

The Drug-Free Workplace Act of 1988, 41 U.S.C. 702 et seq., and 2 CFR 182 require that all organizations receiving grants from any Federal agency maintain a drug-free workplace. The recipient must notify the awarding office if an employee of the recipient is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for suspension or debarment.

f. Hotel-Motel Fire Safety

Pursuant to 15 USC 2225a, the recipient must ensure that all space for conferences, meetings, conventions or training seminars funded in whole or in part with federal funds complies with the protection and control guidelines of the Hotel and Motel Fire Safety Act (P.L. 101-391, as amended). Recipients may search the Hotel Motel National Master List at <http://www.usfa.dhs.gov/applications/hotel/> to see if a property is in compliance, or to find other information about the Act.

12. Attachments

Attachment A: SF-424

Attachment B: SF-424 A

Attachment C: Budget Narrative

Attachment D: Statement of Work

Attachment E: Negotiated Indirect Cost Rate Agreement (if applicable)

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 07/04/2014	4. Applicant Identifier: _____
--	--

5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
--	---

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: Chaffey Community College

* b. Employer/Taxpayer Identification Number (EIN/TIN): 95-6000558	* c. Organizational DUNS: 0760843260000
--	---

d. Address:

* Street1: 5885 Haven Avenue
Street2: _____
* City: Rancho Cucamonga
County/Parish: _____
* State: CA: California
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 91737-3002

e. Organizational Unit:

Department Name: Economic Development	Division Name: Community Education
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.	* First Name: Kathy
Middle Name: _____	
* Last Name: Dutton	
Suffix: _____	

Title: Director, Economic Development/Community Educ

Organizational Affiliation: Administrator

* Telephone Number: 909 652-6042	Fax Number: 909 652-6456
---	---------------------------------

* Email: kathy.dutton@chaffey.edu
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Employment and Training Administration

11. Catalog of Federal Domestic Assistance Number:

17.282

CFDA Title:

Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants

*** 12. Funding Opportunity Number:**

SGA-DFA-PY-13-10

* Title:

Trade Adjustment Assistance Community College and Career Training Grants Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

SF424_Question14.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Inland Empire Regional Training Consortium Project (IERTC Project)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant CA-031

* b. Program/Project CA-031

Attach an additional list of Program/Project Congressional Districts if needed.

SF424_Question16.pdf

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2014

* b. End Date: 09/30/2018

18. Estimated Funding (\$):

* a. Federal	14,980,284.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	14,980,284.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

Yes No

If "Yes", provide explanation and attach

[Redacted]

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix Dr. * First Name: Henry

Middle Name:

* Last Name: Shannon

Suffix:

* Title: Superintendent/President

* Telephone Number: 909 652-6100 Fax Number: 909 652-6104

* Email: henry.shannon@chaffey.edu

* Signature of Authorized Representative: Jim Filpot * Date Signed: 07/04/2014

SGA-DFA-PY-13-10

Trade Adjustment Assistance Community College and Career Training Grants

SF424 Question No. 14

SF424

14. Areas Affected by Project

This project would serve the Inland Empire Region, which includes San Bernardino and Riverside County located in CA.

SF424 Question No. 16

SF424

16. Congressional Districts Of:

Program Congressional Districts by College

1. Chaffey College – CA-031
2. Norco College – CA-042
3. Barstow Community College – CA-025
4. College of the Desert – CA-036
5. Mt. San Jacinto College – CA-041
6. Victor Valley College – CA-008
7. San Bernardino Valley College – CA-043
8. Crafton Hills College – CA-008
9. Riverside City College – CA-044
10. MiraCosta College – CA-049
11. California State University, San Bernardino – CA-031
12. University of California, Riverside – CA-041

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 06/30/2014

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. SEA/Trade Adjustment Assistance Community College and Career Training Grants Program	17.282	\$	\$	\$ 14,980,284.00 <i>(Handwritten: 14,980,284)</i>	\$	\$ 14,980,284.00 <i>(Handwritten: 14,980,284.00)</i>
2.						
3.						
4.				\$ 14,980,284 <i>(Handwritten: 14,980,284)</i>		\$ 14,980,284.00 <i>(Handwritten: 14,980,284.00)</i>
5. Totals		\$	\$	\$ 14,980,284.00 <i>(Handwritten: 14,980,284)</i>	\$	\$ 14,980,284.00 <i>(Handwritten: 14,980,284.00)</i>

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Prescribed by OMB (Circular A-102) Page 1

Tracking Number: GRANTS1696243

Funding Opportunity Number: SGA-DFA-PY-13-10 Received Date: 2014-07-04T15:20:53-0400

SECTION C - NON-FEDERAL RESOURCES

(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS
8. ETA/Trade Adjustment Assistance Community College and Career Training Grants Program	\$ 0.00	0.00	0.00	0.00
9.				
10.				
11.				
12. TOTAL (sum of lines 8-11)	\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS

Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 9,703,657.00	\$ 2,425,914.25	\$ 2,425,914.25	\$ 2,425,914.25
14. Non-Federal	\$	0.00	0.00	0.00
15. TOTAL (sum of lines 13 and 14)	\$ 9,703,657.00	\$ 2,425,914.25	\$ 2,425,914.25	\$ 2,425,914.25

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
	(b) First	(c) Second	(d) Third	(e) Fourth
16. ETA/Trade Adjustment Assistance Community College and Career Training Grants Program	\$ 9,703,657.00	\$ 4,246,881.00	\$ 4,339,599.00	\$ 1,680,285.00
17.				
18.				
19.				
20. TOTAL (sum of lines 16 - 19)	\$ 9,703,657.00	\$ 4,246,881.00	\$ 4,339,599.00	\$ 1,680,285.00

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges: \$18,719,369	22. Indirect Charges: \$1,251,053 (see attached consortium IRC % & Type)
23. Remarks: See attached budget justification narrative	

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SECTION B - BUDGET CATEGORIES

5. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
	ETA/Trade Adjustment Assistance Community College and Career Training Grants Program				
a. Personnel	\$ 3,563,757.00				\$ 3,563,757.00
b. Fringe Benefits	2,349,253.00				2,349,253.00
c. Travel	257,387.00				257,387.00
d. Equipment	2,734,575.00				2,734,575.00
e. Supplies	1,704,783.00				1,704,783.00
f. Contractual	5,857,616.00				5,857,616.00
g. Construction	0.00				
h. Other	252,000.00				252,000.00
l. Total Direct Charges (sum of 6a-6h)	18,719,369.00				\$ 18,719,369.00
j. Indirect Charges	1,231,953.00				\$ 1,231,953.00
k. TOTALS (sum of 6l and 6j)	\$ 19,951,322.00				\$ 19,951,322.00
7. Program Income	\$ 0.00				\$ 0.00

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Prescribed by GMS (Circular A-102) Page 1A

PERSONNEL - \$5,563,757

A total of \$5,563,757 is requested to cover personnel cost over the four-year project period. As the Lead Agency, Chaffey College will hire the core leadership and support staff that will oversee the proposed program and coordinate services with each participating consortium college. This core staff includes the following: Project Manager 100% FTE years 1-3 / 50% FTE year 4; Project Coordinator 100% FTE years 1-3; Lead Data Manager 100% FTE years 1-4; Accounting Tech 100% FTE years 1-3 / 50% FTE year 4; Admin Assistant 100% FTE years 1-3 / 50% FTE year 4; and a Faculty Engineering Tech 50% FTE years 1-3. Year four of the project focuses specifically on assessment related activities (no direct service to students will be offered). As a result, staffing was scaled back in year four accordingly.

In addition to this core staff, each consortium member will have a dedicated Site Coordinator responsible for overseeing the implementation of the IERTC within their college. This staff member will coordinate all efforts with the Project Manager and Project Coordinator. Locations will also have a supportive Site Data Manager who will be responsible for maintaining program and participant data at the college level and will work closely with the Expert Review Team and ICF, the projects third-party evaluator. Additional support staff (i.e., Employment Placement Coordinator, Automation Systems Tech, etc.) is included at the consortium site level based on specific needs at each site. Full time status of all personnel at the consortium site level varies by member based on need and number of students that will be served.

PERSONNEL COST		
Member	Description	Cost
Chaffey	<ul style="list-style-type: none"> • Project Manager @100% FTE yrs 1-3 / 50% FTE yr 4. Position will be a Professional Expert, salary steady yrs 1-4 @ \$98,400 per/yr. No COLA/Step. Total @ \$344,400. • Project Coordinator @100% FTE yrs 1-3. Position will be a Professional Expert, salary steady yrs 1-4 @ \$75,000 per/yr. No COLA/Step. Total @ \$225,000 • Lead Data Manager @ 100% FTE yrs 1-3 + 7.5 % COLA-Step/yr. Total @\$299,937 • Accounting Tech II @ 100% FTE yrs1-3 / 50% FTE yr4 + 7.5% COLA-Step/yr. Total @ \$139,496. • Admin Assistant II @ 100% FTE yrs 1-3 +7.5% COLA-Step/yr. Total @ \$132,353 • Faculty Engineering Tech 50% FTE yrs 1-3 +7.5% COLA-Step/yr. Total @ \$138,496 	\$ 1,279,682
Norco	<ul style="list-style-type: none"> • Site Coordinator @ 100% FTE - includes STEP increases and a 2% COLA in yrs 2 - 3 and 50% in yr 4. Total @ \$253,721 • Site Data Manager @ 25% FTE - salary based on Grade P of the management salary schedule, includes STEP increases and a 2% COLA in yrs 2 - 4. Total @ 63,359 	\$ 700,369

	<ul style="list-style-type: none"> Automation Systems Technician @ 100% FTE non-tenure track. Includes STEP increases and a 2% COLA in yrs 2 - 4. Total @ 271,615 Employment Placement Coordinator @ 25% FTE @ \$42,025 Grants Admin Assistant - @ 50% FTE - salary based on Grade 1 of the classified salary schedule, includes STEP increases and a 2% COLA in yrs 2 and 3. Total @ \$69,649 	
Barstow	<ul style="list-style-type: none"> Site Coordinator @ 100% FTE yrs1-3 / 50% FTE yr 4. + 2.5% COLA annually. Total @ \$343,337 Site Data Manager @ 50% FTE yrs1-3 / 25% FTE yr 4. + 2.5% COLA annually. Total @ \$65,053 Full time Faculty @ 100% FTE yrs 1-3 + 2.5% COLA annually. Total @ \$230,672 Adjunct Faculty @ \$48/hr x 2,000 contact hours. Total @ \$9,800 Professional Development Stipends @ \$43,100 yr 2 and \$43,518 yr 3 	\$ 735,520
College of the Desert	<ul style="list-style-type: none"> Site Coordinator @ 100% FTE- includes STEP increases and a 2% COLA in yrs 2 - 3 and 50% in yr 4. Total @ \$268,045 Site Data Manager @ 10% FTE - salary yrs 1-3 and 25% salary yr 4 based on Grade 15 of the classified salary schedule, includes 4%STEP increases and a 2% COLA in yrs 2 - 4. Total @ \$35,615 HVAC Technician faculty 50% FTE. Includes STEP increases and a 2% COLA in yrs 2 - 4. Total @ \$109,379 CTE Transitions Specialist @ 50% FTE of starting annual salary \$66,070 yr 1, yr 2 & 3 Step increase and 2% COLA Project Secretary @ 100% FTE - includes STEP increases and a 2% COLA in yrs 2 and 3. Total @ \$105,143 Faculty stipends to coordinate instructional ties to Internships, teach Work Experience classes, and promote service learning activities designed to facilitate TAA job placement @ \$16,000 Student tutors to be paid on an hourly basis to meet the needs of students. Estimated hours needed are 1,200 hours per yr at \$12 per hour @ \$43,200 	\$ 668,022
Mt. San Jacinto	<ul style="list-style-type: none"> Site Coordinator-Professional Expert, NTE 1200 hrs @ \$50.00/hr. Total @ \$210,000 Site Data Manager (Admin Associate), 25% of current AA III to the Dean of CTE, includes STEP increases in 2-4. Total @ \$70,485 Categorically funded faculty, Level 13, step 5 full-time non-tenure track- 1 FTE. Includes STEP increases in yr 2-3. Total @ \$212,522 Outreach Specialist Coordinator, Level 24, step 2, 0.5FTE, Total @ \$79,106 Faculty stipends \$40/hr NTE 100 hrs x 2 positions to coordinate instructional components Total @ \$24,000 Student tutors to be paid on an hourly basis to meet the needs of students. Estimated hours needed are 250 hours per yr at \$10 per hour x 2 positions Total @ \$15,000 	\$ 611,113
Victor Valley	<ul style="list-style-type: none"> Site Coordinator - Provides 400 hours per yr of special assignment time at \$55 per hour (adjunct contract rate) for hiring faculty to develop curriculum, lesson plans, supporting documentation and obtain accreditation for new NIMS machining certification program (Yr Four facilitates anticipated grant reporting at 100 hours) . Total @ \$71,500 Site Data Manager - Provides 160 hours per yr at \$55 per hour (adjunct contract rate) of paid staff development and training time for faculty in the implementation new NIMS machining certification program. Total @ \$6,000 Professional Development Stipends - Provides 100 hours/yr of clerical support to process NIMS accreditation forms and reports. Total @ \$26,400 Clerical Support - Provides 100 hours/yr of clerical support per yr to process required grant reports. Total @ \$4,500 	\$ 108,400
SB Valley	<ul style="list-style-type: none"> Site Coordinator @ 100% FTE @ \$349,395 over 4 yrs Site Data Manager (Admin Assistant) @ 100% FTE @ \$202,982 over 4 yrs Professional Experts - Professional experts will be employed on an as-needed basis to deliver not-for-credit instruction at the Regional Training Center and at the college. It is expected that Professional Experts will deliver 928 hours of instruction @ \$60,320 	\$ 752,697

	<ul style="list-style-type: none"> Adjunct Faculty (for curriculum/course develop/delivery). Categorical funded full-time non-tenure track faculty position, 2.0 FTE @ \$140,000 	
Crafton Hills	<ul style="list-style-type: none"> Site Coordinator - Professional Expert, NTE 20 hrs. @ \$65.00/hr. Total @ \$21,550 Faculty stipends, \$50/hr. NTE 100 hrs x 2 positions. Total @ \$9,000 	\$ 30,550
Riverside CC	<ul style="list-style-type: none"> Site Coordinator - \$101,364 starting annual salary yr 1, yr 2 Step increase and 2% COLA \$108,146, .2 FTE for yrs 1-4. Total @ \$86,468 Site Coordinator - \$111,200 starting annual salary yr 1, yr 2 & 3 a 2% COLA increase, .2 FTE for yrs 1-4. Total @ \$91,666 Faculty stipends - \$25,000 yr 1 & \$15,000 yr 2 & \$10,000 yr 3 for cyber security. Total @ \$50,000 Adjunct faculty time for cyber security - 54 hours (3 units) x 1 section x 2 semesters x \$73.20 lecture rate. Total @ \$16,396 Adjunct faculty time for quality assurance - 54 hours (3 units) x 2 sections a semester x 2 semesters x \$73.20 lecture rate. Total @ \$32,792 TriTech SBDC Director - \$31,280 over 3 yrs. Total @ \$31,280 TriTech SBDC Business Associate - 20 hrs/week at \$19/hr. Total @ \$54,720 TriTech SBDC Associate Director / Business Development Administrative Assistant - \$30,000 for 3 yrs. Total @ \$30,000 Tutors (\$10/hour) x 32 weeks x 20 hours/week for yrs 2 and 3. Total @ \$25,600 Administrative Assistant / Site Data Manager 50% FTE - \$35,688 starting annual salary with STEP increase @ 5% and COLA increase @ 2% after yr 1. 50% yrs 1-3. Total @ \$57,682 	\$ 476,604
MiraCosta	<ul style="list-style-type: none"> Site Coordinator @ 10% - @ \$40,612 Assistant Site Coordinator @ 10% - @ \$26,197 Grants Assistant/Site Data Manager @ 10% - salary based on the classified salary schedule @ \$26,490 	\$ 93,300
CSUSB	<ul style="list-style-type: none"> Site Coordinator (Dr. Stull). The position will oversee all aspects of the program including operation, milestone tracking, budgeting and reporting. This position will also teach specific modules of the entrepreneurial boot camp course. @ \$28,500 Site Asst. Coordinator (Dr. Pryor) - Program Coordinator & Instructor. The position will assist in program coordination and will teach specific modules of the entrepreneurial boot camp course. @ \$25,500 Adjunct faculty, as necessary for instruction of various modules in the entrepreneurial boot camp course. @ \$18,000 	\$ 72,000
UC Riverside	<ul style="list-style-type: none"> Site Coordinator - Professional Expert, NTE 100 hrs. @ \$100.00/hr. The position will provide administrative leadership and institutional coordination for service delivery to participants, coordinate regional planning and collaboration with partner organizations, and provide required data and reports. @ \$32,500 Faculty stipends, \$50/hr. NTE 100 hrs x 2 positions to coordinate instructional activities (curriculum development, serve as faculty advisors, and promote service learning activities). @ \$3,000 	\$ 35,500
Category Total		\$ 5,563,757

FRINGE BENEFITS - \$2,349,253

Fringe benefits have been included at a total request of \$2,349,253. Benefits factor STRS retirement, PERS retirement, FICA, Medicare, COLA, H&W, and annual step increase, as applicable.

FRINGE BENEFITS COST		
Member	Description	Cost
Chaffey	<ul style="list-style-type: none"> Project Manager @ \$39,200 yr 1; \$39,200 yr 2; \$39,200 yr3 and \$19,600 yr 4 Project Coordinator @ \$34,228 x 3 yrs Lead Data Manager @\$32,562yr1; \$35,004yr2; \$37,629yr3; and \$40,451yr4 	\$ 632,045

	<ul style="list-style-type: none"> Accounting Tech II @ \$26,094yr1, \$28,051yr2; \$30004yr3; and \$16,209 yr4 Admin Assistant II @ \$27,091 yr1; \$29,123 yr2; \$31,307 yr3 Faculty Engineering Tech @ \$18,103 yr1; \$19,461 yr2; and \$20,921 yr3 	
Norco	<ul style="list-style-type: none"> Site Coordinator @ 100% FTE - 21.517% benefit rate and H&W with 5% increase each yr. Total @ \$157,371 Site Data Manager @ 25% FTE - 21.517% benefit rate NO H&W. Total @ \$15,203 Automation Systems Technician @ 100% FTE -12.15% benefit rate and H&W with 5% increase each yr. Total @ \$116,729 Employment Placement Coordinator @ 25% FTE - 21.517% benefit rate and H&W with 5% increase each yr. Total @ \$22,659 Grants Admin Assistant - @ 50% FTE - 21.517% benefit rate and H&W 50% with 5% increase. Total @ \$55,109 	\$ 367,071
Barstow	<ul style="list-style-type: none"> Site Coordinator @ \$164,802, includes 2.5% COLA/yr Site Data Manager @ \$27,322, includes 2.5% COLA/yr Faculty @ \$110,723, includes 2.5% COLA/yr Adjunct Faculty @ \$2,952 	\$ 305,799
College of Desert	<ul style="list-style-type: none"> Site Coordinator - @ 21.517% benefit rate and H&W @ \$15,883 starting rate with 5% increase each yr. Total @ \$128,442 Site Data Manager - @ 21.517% benefit rate and H&W @ \$15,883 starting rate with 5% increase each yr. Total @ \$3,316 HVAC Technician - 12.15% benefit rate and H&W @ \$15,883 starting rate with 5% increase each yr. Total @ \$98,724 CTE Transitions Specialist - @ 21.517% benefit rate and H&W @ \$25,000 starting rate with 5% increase each yr. Total \$49,146 Project Secretary @ 21.517% benefits rate and H&W @ \$15,883 starting rate with 5% increase. Total @ \$85,718 Faculty stipends 12.15% benefit rate no H&W @ \$1,824 Student tutors to be paid on an hourly basis to meet the needs of students. Estimated hours needed are 1,200 hours per yr at \$12 per hour @ \$1,617 	\$ 368,786
Mt. San Jacinto	<ul style="list-style-type: none"> Site Coordinator - Pr NTE 1200 hrs. 1-3 yr and 600 hrs. yr 4 w/ fixed costs. Total @ \$26,250 Site Data Manager (Admin Asst.), 25% of existing AAIH fixed cost and H&W with annual increase. Total @ \$23,754 Categorically funded Engineering Technologies faculty, full-time non-tenure track, 1 FTE w/ fixed costs and H&W w/ increase each yr. Total @ \$55,391 Outreach Specialist Coordinator fixed cost and H&W w/annual increase each yr. Total @ \$30,769 Faculty stipends with fixed costs. Total @ \$3,735 Student tutors to be paid on an hourly basis to meet the needs of students. Estimated hours needed are 250 hours per yr at \$10 per hour. Total @ \$36 	\$ 140,264
Victor Valley	<ul style="list-style-type: none"> Site Coordinator - @ 30% of Salary. Total @ \$21,450 Site Data Manager - @ 30% of Salary. Total @ \$1,800 Professional Development Stipends - @ 30% of Salary. Total @ \$7,920 Clerical Support - @ 30% of Salary. Total @ \$1,350 	\$ 32,520
SB Valley	<ul style="list-style-type: none"> Human Resources Department calculates fringe benefits for full time employees variously depending on the employee's classification. Staff benefits include FICA, Medicare, Workers Compensation, health insurance, and retirement. Total \$285,682 	\$ 285,682
Crafton Hills	<ul style="list-style-type: none"> Fringe scheduled at 30% of salaries. Total @ \$9,165 	\$ 9,165
Riverside CC	<ul style="list-style-type: none"> Site Coordinator (Cyber Security) - 12.15% benefit rate H&W 20% @ \$12,968 with 5% increase each yr. Total @ \$21,685 Site Coordinator (Quality Assurance) -10.59% benefit rate and H&W @ \$23,724, starting rate with 5% increase each yr. Total @ \$30,156 Faculty stipends - 12.15% benefit rate no H&W. Total @ \$6,075 Adjunct faculty for cyber security - 12.15% benefit rate no H&W. Total @ \$1,992 	\$ 145,708

	<ul style="list-style-type: none"> • Adjunct faculty for quality assurance - 12.15% benefit rate no H&W. Total @ \$3,984 • Benefits of Total Personnel with TriTech - 25% total. Total @ \$29,000 • Tutors (\$10/hour) - 3.9% benefit rate no H&W. Total @ \$998 • Administrative Assistant/Site Data Manager - 21.517% benefit rate and H&W @ 51,817\$25,000 starting rate with 5% increase each yr. Total @ \$ 	
MiraCosta	<ul style="list-style-type: none"> • Site Coordinator @ 10% - @ \$8,361 • Assistant Site Coordinator @ 10% - @ \$9,126 • Grants Assistant/Site Data Manager @ 10% - @ \$9,132 	\$ 26,618
CSUSB	<ul style="list-style-type: none"> • Site Coordinator (Dr. Stull). @ 40% - \$11,400 • Site Asst. Coordinator (Dr. Pryor) - @ 40% - \$10,200 • Adjunct faculty - @ 40% - \$10,260 	\$ 31,860
UC Riverside	<ul style="list-style-type: none"> • Faculty stipends @ 12.15% benefit rate no H&W - @ \$3,735 	\$ 3,735
Category Total		\$ 2,349,253

TRAVEL - \$152,387

Travel and conference amounts are scheduled at a total of \$152,387. These funds are to be used to attend scheduled regional trainings, meetings, events and support required travel expenses and registration fees for conferences.

Travel COST		
Member	Description	Cost
Chaffey	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$1,500 ea/yr x 3 yrs • Annual Engineering Conference @ \$1,250 ea/yr x 3 yrs 	\$ 8,250
Norco	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$500 ea/yr x 3 yrs • NSF Conference @ \$1,250 ea/yr x 3 yrs 	\$ 5,250
Barstow	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$2,250 yr1; \$2,363 yr2 and \$3,224 yr3 	\$ 7,837
College of Desert	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$2,000 ea/yr x 3 yrs • Annual HVAC Conference @ \$4,400 yr1; \$4,500 yr2; and \$4,600 yr3 	\$ 19,500
Mt. San Jacinto	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$2,000 ea/yr x 3 yrs • Professional Development Conference @ \$1,250 ea/yr x 3 yrs 	\$ 9,750
Victor Valley	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$2,500 ea/yr x 3 yrs • Industry Training Conference @ \$2,250 ea/yr x 3 yrs 	\$ 15,000
SB Valley	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$1,500 yr1; \$1,800 yr2 and \$2,500 yr3 	\$ 5,800
Crafton Hills	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$1,000 ea/yr x 3 yrs • Annual AM Conference @ \$1,500 ea/yr x 3 yrs 	\$ 7,500
Riverside CC	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$10,000 ea/yr x 3 yrs • Annual Industry Conference @ \$7,000 ea/yr x 3 yrs 	\$ 51,000
MiraCosta	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$500 ea/yr x 3 yrs 	\$ 1,500
CSUSB	<ul style="list-style-type: none"> • No resources requested 	\$ 0
UC Riverside	<ul style="list-style-type: none"> • Local Mileage for all program related activities @ \$2,000 ea/yr x 3 yrs • Conference @ \$5,000 ea/yr x 3 yrs 	\$ 21,000
Category Total		\$ 152,387

EQUIPMENT - \$1,514,575

Equipment amounts are scheduled at \$1,514,575 in year one of the project. Equipment funds will be used to support proposed IERTC SEBI Center and consortium college direct service activities. All requests to purchase equipment will need to be approved by the IERTC Project Manager and TAA-Grant Officer prior to purchasing.

EQUIPMENT COST		
Member	Description	Cost
Chaffey	<ul style="list-style-type: none"> IERTC SEBI Center Equipment - Klein hands-on Lab @ \$621,562 IERTC SEBI Center Equipment - Classroom Equipment @ \$155,766 Mobile Lab Equipment - @ \$122,706 Auto CAD @ \$15,000 Solid Works @ \$15,000 	\$ 930,034
Norco	<ul style="list-style-type: none"> Instructional Office Copy Machine @ \$12,000 Festo and Intellegated training Lab System @ \$57,500 	\$ 69,500
Barstow	<ul style="list-style-type: none"> Welding Station @ \$10,000 	\$ 10,000
College of Desert	<ul style="list-style-type: none"> Hampden H-MZBM-AL Multi-Zone Building Energy system @ \$53,547 	\$ 53,547
Mt. San Jacinto	<ul style="list-style-type: none"> Specialized Tech/Lab Equipment (3D Printers, Computer w/software) @ \$75,000 	\$ 75,000
Victor Valley	<ul style="list-style-type: none"> CNC min-Mill @ \$35,000 Laser Drill press @ \$2,000/ea x2 CNC Control Simulators @ \$2,000/ea x 3 Vertical Knee Mill @ \$10,000 Welding Ventilation Hood @ \$90,000 	\$ 145,000
SB Valley	<ul style="list-style-type: none"> Ductless Work Stations @ \$6,750 ea x 12 	\$ 81,000
Crafton Hills	<ul style="list-style-type: none"> No resources requested 	\$ 0
Riverside CC	<ul style="list-style-type: none"> Podium with teaching computer/installation @ \$18,000 Sigmanet Net Lab @ \$132,494 	\$ 150,494
MiraCosta	<ul style="list-style-type: none"> No resources requested 	\$ 0
CSUSB	<ul style="list-style-type: none"> No resources requested 	\$ 0
UC Riverside	<ul style="list-style-type: none"> No resources requested 	\$ 0
Category Total		\$ 1,514,575

SUPPLIES - \$647,101

\$647,101 is requested to support instructional (direct) and non-instructional (office/program) supplies. Expenditures will include cost for training materials, website development/maintenance and other activities as defined throughout the program narrative. Student portfolios, which document student goals and needs, will be created and cost for these essential benchmark tools have been included.

SUPPLIES COST		
Member	Description	Cost
Chaffey	<ul style="list-style-type: none"> Dell precision T1700 SFF Workstations x14 @ \$1,571/ea Dual Computer Workstations x14 @ \$714/ea Wizard Presentation Podium @ \$450 Smart Board @ \$3,000 	\$ 74,950

	<ul style="list-style-type: none"> • Replicator 3D Printer \$3,000 • 3D Printer Supplies @ \$5,000 • Instructional Supplies @ \$2,500 ea/yr x 3 yrs • Non-instructional supplies @ \$1,500 ea/yr x 3 yrs • Copy/printing of materials @ \$3,500 ea/yr x 3 yrs • Misc. outreach supplies @ \$3,000 ea/yr x 3 yrs 	
Norco	<ul style="list-style-type: none"> • Computer/Laptop x 4 @ \$2,800 ea • Instructional supplies @ \$5,600 ea/yr x 3 yrs • Non-instructional supplies @ \$30,800 • Copying/ printing @ \$3,500 ea/yr x 3 yrs • Communications @ \$5,480 yr1; \$5,280 yr2 and \$5,280 yr3 • Misc. outreach supplies, flyers, etc. @ \$250 yr1; \$500 yr2 and \$250 yr3 	\$ 86,340
Barstow	<ul style="list-style-type: none"> • Instructional supplies @ \$12,300 yr2 and \$20,450 yr3 • Non-instructional supplies @ \$13,000 yr2 and \$21,500 yr3 • Copying /printing @ \$1,000 yr1; \$1,050 yr2 and \$788 yr3 • Shipping @ \$6,000 yr1; \$8,850 yr2 and \$2,288 yr3 	\$ 95,976
College of Desert	<ul style="list-style-type: none"> • Computer/laptop x 4 @ \$700 ea • Instructional supplies @ \$5,000 yr1; \$7,000 yr2 and \$7,000 yr3 • Copying/printing @ \$1,500 yr1; \$3,500 yr2; and \$3,500 yr 3 • Misc. outreach supplies, flyers, etc. @ \$500 yr1; \$2,000 yr2 and \$500 yr3 • Digital Media tablets @ \$3,400 	\$ 36,700
Mt. San Jacinto	<ul style="list-style-type: none"> • Instructional supplies @ \$10,000 yr1; \$8,000 yr2 and \$8,000 yr3 • Non-instructional supplies @ \$10,000 yr 1 • Copying/printing @ \$3,500 ea/yr x 3 yrs • Misc. outreach supplies, flyers, etc. @ \$500 yr1; \$1,000 yr2 and \$500 yr 3 	\$ 48,500
Victor Valley	<ul style="list-style-type: none"> • Online NIMS Curriculum @ \$5,000 ea/yr x 3 yrs • Tooling for CNC Machines @ \$3,200 yr1 	\$ 18,200
SB Valley	<ul style="list-style-type: none"> • Instructional supplies @ \$14,000 yr2 and \$14,000 yr3 • Instructional supplies - class workbooks @ \$5,025 yr2 and \$5,025 yr3 	\$ 38,050
Crafton Hills	<ul style="list-style-type: none"> • Copying/printing @ \$300 ea/yr x 3 yrs • Misc. outreach supplies, flyers, etc. @ \$629 yr1; \$628 yr2 and \$628 yr3 	\$ 2,785
Riverside CC	<ul style="list-style-type: none"> • Instructional and non-instructional supplies @ \$2,500 ea/yr x 3 yrs • Computers - student work stations (27 @ \$1,600/ea) - Cybersecurity • Computers - student work stations (27 @ \$1,600/ea) - Quality Assurance • Screens electric w/installation • Furniture for lab 	\$ 138,000
MiraCosta	<ul style="list-style-type: none"> • Instructional supplies @ \$14,500 yr1; \$25,400 yr2 and \$26,000 yr3 • Non-instructional supplies @ \$1,000 ea/yr x 3 yrs • Copying/printing @ \$1,500 yr1; \$2,500 yr2 and \$3,500 yr3 	\$ 75,000
CSUSB	<ul style="list-style-type: none"> • Instructional supplies @ \$5,000 ea/yr x 3 yrs • Non-instructional supplies @ \$2,400 ea/yr x 3 yrs • Misc. outreach supplies @ \$1,000 yr1; \$500 yr2 and \$500 yr3 	\$ 24,200
UC Riverside	<ul style="list-style-type: none"> • Copying/printing @ \$1,500 ea/yr x 3 yrs • Misc. outreach supplies @ \$ 1,000 yr1; \$500 yr2 and \$ 1,000 yr3 	\$ 7,000
Category Total		\$ 647,101

CONTRACTUAL - \$3,619,712

Cost to support Contractual related expenses are scheduled at \$3,619,712. These resources will be used to support services related to contracting with: local WIBs to provide TAA specific resources; 3rd party independent evaluator ICF to conduct required rigorous 4-year project assessment; contractors who

will perform required renovations at proposed IERTC SEBI Center; consultants to assist with employment placement and the development of courses, articulation agreements and collaboration.

CONTRACTUAL COST		
Member	Description	Cost
Chaffey	<ul style="list-style-type: none"> • SB County WIB @ \$11,666 yr/1 and \$11,667 ea/yr for yrs 2-3 • Riverside County WIB @ \$11,666 yr/1 and \$11,667 ea/yr for yrs 2-3 • 3rd party evaluator ICF @ \$215,172 yr1; \$204,820 yr2; \$232,306 yr3; and \$317,914 yr4. Total services estimated at 6.5% of total funding. Amount not included in indirect cost request • IERTC SEBI Center renovations (contractors) @ \$2,250,000 in year one for improvements to building; i.e., retrofitting of building's internal systems and utilities, communications to accommodate training courses and equipment. Capital improvement resources @ 15% of total funding request. 	\$ 3,290,212
Norco	<ul style="list-style-type: none"> • Resources for misc. consultants to assist with course development, project implementation and job placement related activities @ \$20,000 ea/yr x 3 yrs 	\$ 60,000
Barstow	<ul style="list-style-type: none"> • No resources requested 	\$
College of Desert	<ul style="list-style-type: none"> • Resources for misc. consultants to assist with course development, project implementation and job placement related activities @ \$5,000 yr1; \$12,000 yr2; and \$15,000 yr3 • Employment Placement Coordinator @ \$32,500 ea/yr x 3 yrs 	\$ 194,500
Mt. San Jacinto	<ul style="list-style-type: none"> • No resources requested 	\$ 0
Victor Valley	<ul style="list-style-type: none"> • No resources requested 	\$ 0
SB Valley	<ul style="list-style-type: none"> • No resources requested 	\$ 0
Crafton Hills	<ul style="list-style-type: none"> • No resources requested 	\$ 0
Riverside CC	<ul style="list-style-type: none"> • No resources requested 	\$ 0
MiraCosta	<ul style="list-style-type: none"> • Contractual resources to create new course pathway @ \$15,000 yr1; \$20,000 yr2; and \$10,000 yr3 • Contractual resources to develop articulation agreements with Cal State San Marcos • Contractual resources to develop coursework and collaboration with Cal State San Marcos 	\$ 75,000
CSUSB	<ul style="list-style-type: none"> • No resources requested 	\$ 0
UC Riverside	<ul style="list-style-type: none"> • No resources requested 	\$ 0
Category Total		\$ 3,619,712

CONSTRUCTION
Resources are not requested under this budget category

OTHER: \$119,000

A total of \$119,000 has been allocated to support project direct activities that do not fall into the above stated categories. These Other resource will be used to cover expenses related to professional development, convening of the Expert Review Team, Field Trips, and Job Portal creation/maintenance.

OTHER COST		
Member	Description	Cost
Chaffey	<ul style="list-style-type: none"> • Professional Development – Annual Summit @ \$10,000 ea/yr x 3 yrs • Resources for ERT to meet quarterly @ \$3,000 ea/yr x 3 yrs 	\$ 39,000
Norco	<ul style="list-style-type: none"> • No resources requested 	\$ 0

Barstow	• No resources requested	\$ 0
College of Desert	• No resources requested	\$ 0
Mt. San Jacinto	• No resources requested	\$ 0
Victor Valley	• No resources requested	\$ 0
SB Valley	• No resources requested	\$ 0
Crafton Hills	• No resources requested	\$ 0
Riverside CC	• Faculty Professional Development Fees @ \$7,500 yr 1 and \$12,500 yr 2 • Faculty/Student field trips to industry partners @ \$5,000 ea/yr x 3 yrs • TriTech Job Portal Creation/Maintenance @ \$2,600 yr1; \$1,200 yr2; \$1,200 yr3	\$ 80,000
MiraCosta	• No resources requested	\$ 0
CSUSB	• No resources requested	\$ 0
UC Riverside	• No resources requested	\$ 0
Category Total		\$ 119,000

INDIRECT CHARGES - \$1,014,499

Indirect costs are included at a total of \$1,014,499 to provide the necessary grant administrative expenses (i.e., fiscal management, reporting, etc.). Percentages varied based on consortium member's needs and are in line with each members approved negotiated rate. See attached Indirect Cost Agreements.

INDIRECT COST		
Member	Description	Cost
Chaffey	• Total direct cost of \$5,324,139 x 18% - meets approved negotiated rate	\$ 378,708
Norco	• Total direct cost of \$1,410,433 x 10% - meets approved negotiated rate.	\$ 121,903
Barstow	• Did not request indirect	\$ 0
College of Desert	• Total direct cost of \$1,287,508 x 10% - meets approved negotiated rate	\$ 53,547
Mt. San Jacinto	• Total direct cost of \$809,627 x 10% - meets approved negotiated rate	\$ 80,963
Victor Valley	• Total direct cost of \$174,120 x 27% - meets approved negotiated rate	\$ 47,013
SB Valley	• Total direct cost of \$1,082,229 x 8% - meets approved negotiated rate	\$ 86,578
Crafton Hills	• Did not request indirect	\$ 0
Riverside CC	• Total direct cost of \$891,312 x 10% - meets approved negotiated rate	\$ 89,131
MiraCosta	• Total direct cost of \$272,808 x 10% - meets approved negotiated rate	\$ 27,282
CSUSB	• Total direct cost of \$128,060 x 15% - meets approved negotiated rate	\$ 19,209
UC Riverside	• Total direct cost of \$67,235 x 52% - meets approved negotiated rate	\$ 34,962
Category Total		\$1,014,499

SUMMARY OF REQUEST	
Personnel	\$5,563,757
Fringe	\$2,349,253
Travel	\$ 152,387
Equipment	\$1,514,575
Supplies	\$ 647,101
Contractor	\$3,619,712
Construction	\$0
Other	\$ 119,000
Indirect	\$1,014,499
TOTAL REQUEST	\$14,980,284

*Summary Evaluation Plan – Budget Narrative
 Chaffey Community College District – Inland Empire Regional Training Consortium (IERTC)
 Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program*

I. Budget Narrative

ICF's total proposed budget for the Program Evaluation of Chaffey Community College District – Inland Empire Regional Training Consortium (IERTC) and integrated Career Ladders Projects is \$1,293,616 which meets the criteria for limiting evaluation expenditures to less than 10 percent of the overall grant request.

The overall proposed evaluation budget is summarized below, along with a breakdown of costs per year.

Evaluation Costs per Year by Category

	Year 1	Year 2	Year 3	Year 4	Total
Labor	\$247,630	\$202,379	\$207,711	\$286,697	\$944,417
Travel	\$3,468	\$2,734	\$503	\$503	\$7,208
Supplies and Other Direct Costs	\$35,798	\$67,981	\$101,527	\$136,685	\$341,991
TOTAL	\$286,896	\$273,094	\$309,741	\$423,885	\$1,293,616

Year 1. Year 1 expenditures represent October 2014 through September 2015. Year 1 activities are focused on proper design, implementation, and the development of protocols for both the participant impact analysis and the program implementation analysis of the evaluations, and include the following:

- Attend a kick off/ planning meeting with Chaffey Community College District (CCCD)
- Participate in conference calls with CCCD, as appropriate.
- Review any comments on the evaluation design forwarded by the U.S. Department of Labor (USDOL) and provide CCCD with options to meet USDOL requirements.
- Develop a final evaluation design plan for submission to the USDOL that includes detailed methodologies and protocols for the participant impact analysis and program implementation analysis and include all recommendations from USDOL's review of the summary evaluation plan.
- Develop material for and receive approval for study protocols from the Evaluator's Institutional Review Board (IRB) and CCCD IRB (if required).

*Summary Evaluation Plan – Budget Narrative
Chaffey Community College District – Inland Empire Regional Training Consortium (IERTC)
Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program*

- Finalize any necessary agreements between third party evaluator and CCCD concerning use of, and access to, necessary data sets for conducting the evaluation.
- Finalize data security and transmission procedures and protocols.
- Assist CCCD with identifying appropriate comparison group subjects, utilizing propensity score matching technique (or other technique, where appropriate).
- Develop informed consent forms for use with participants and comparison group subjects.
- Develop data elements and questions to be asked of participants during enrollment.
- Create data collection tools, processes, and protocols for participant impact analysis and program implementation analysis activities.
- Finalize the quantitative and qualitative analysis framework for participant impact and program implementation analyses.
- Develop a site visit schedule
- Conduct first site visit to collect information from CCCD on program implementation.
- Obtain data sets from CCCD and administer surveys to collect other data from study participants for impact analysis.
- Collect unemployment insurance wage records for study participants (if available).
- Combine, clean, and analyze data sets for impact and implementation analysis.
- Report year 1 findings to CCCD

Year 2. Year 2 expenditures represent the time period of October 2015-September 2016. Year 2 activities are focused on methodology implementation, observations, data collection and analysis, and drafting the Interim Evaluation Report. Year 2 activities include the following:

- Participate in conference calls with CCCD, as appropriate.
- Provide oral briefings to CCCD as a continuous improvement mechanism.

*Summary Evaluation Plan – Budget Narrative
Chaffey Community College District – Inland Empire Regional Training Consortium (IERTC)
Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program*

- Make any necessary adjustments during comparison cohort process while maintaining required reliability and validity.
- Conduct site visits to collect program implementation information.
- Obtain data sets from CCCD and administer surveys to collect other data from study participants.
- Collect unemployment insurance wage records for study participants (if available).
- Combine, clean, and analyze data sets for impact and implementation analysis.
- Report year 2 findings to CCCD
- Draft the Interim Evaluation Report for submission to USDOL.

Year 3. Year 3 expenditures represent the period of October 2016 to September 2017. Year 3 activities are focused on methodology implementation, observations, data collection and analysis, and include the following:

- Participate in conference calls with CCCD, as appropriate.
- Provide oral briefings to CCCD as a continuous improvement mechanism.
- Make any necessary adjustments during comparison cohort process while maintaining required reliability and validity.
- Conduct site visits to collect program implementation information.
- Obtain data sets from CCCD and administer surveys to collect other data from study participants for impact analysis.
- Collect unemployment insurance wage records for study participants (if available).
- Combine, clean, and analyze data sets for impact and implementation analysis.
- Report year 3 findings to CCCD

Year 4. Year 4 expenditures represent the time period of October 2016-September 2017. Year 4 activities are focused on finalizing both the comparison cohort studies and program implementation studies by

*Summary Evaluation Plan – Budget Narrative
Chaffey Community College District – Inland Empire Regional Training Consortium (IERTC)
Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program*

synthesizing the data, providing final evaluation conclusions, assessing final program impacts and drafting the final evaluation report, and include the following:

- Participate in conference calls with CCCD, as appropriate.
- Provide oral briefings to CCCD as a continuous improvement mechanism.
- Conduct site visits to collect program implementation information.
- Obtain data sets from CCCD and administer surveys to collect other data from study participants for impact analysis.
- Collect unemployment insurance wage records for study participants (if available).
- Combine, clean, and analyze data sets for impact and implementation analysis.
- Report year 4 findings to CCCD
- Complete final analysis of data, from years 1 – 4, for the implementation analysis and the participant impact analysis for the evaluations
- Draft and complete Final Evaluation Report for submission to USDOL.

1. STATEMENT OF NEED

Overview - The Inland Empire (IE) is a vast geographic region located in Southern California comprised of two of the largest counties in the United States: Riverside and San Bernardino. The IE region covers 27,000 square miles and is home to more than 4.3 million people and represents 11.4% of California's total population. Both counties have moderately heavy population centers (Riverside, 303,871; San Bernardino, 209,924) but are mostly comprised of small towns. Riverside County's population is identified as 46% Hispanic, 39% White, and 6% African-American. San Bernardino County's population is comprised of 50% Hispanic, 33% White, and 8% African-American. Approximately 40% of residents in both counties, over the age of five, speak a language other than English at home, making this the most linguistically diverse region in the U.S.

The IE was one of the hardest hit regions financially by the national recession. According to the U.S. Census, the IE tops the list of the nation's 25 largest metropolitan areas in economic devastation and slow recovery due to the recession. San Bernardino City is the second poorest large city in the nation with 34.4% of its residents falling below the federal poverty line. Food scarcity and housing instability in both counties are directly correlated to unemployment rates higher than the state and national average since 2007. The unemployment rate in the Riverside-San Bernardino Metropolitan Statistical Area was 9.4 in March 2014. This compares with an unadjusted unemployment rate of 8.4 percent for California and 6.8 percent for the nation during the same period.¹ Due to these staggering statistics, the Inland Empire region is in need of investment to reskill dislocated workers to meet industry needs; therefore, a broad consortium of 12 colleges and universities plus multiple employers and partner agencies is proposing the **Inland Empire Regional Training Consortium (IERTC) Project** to serve trade-impacted workers with the creation of the **STEM Education Business Incubator (SEBI) Center**.

¹ State of California Employment Development Department, Labor Market Division (April 2014).

(a) Serving the Education and Training Needs of TAA-Eligible Workers

Describe the impact of foreign trade - Over the last 30 years, manufacturing in the U.S. has experienced intensive economic restructuring due to new markets, new technologies and increased foreign competition. According to a 2011 study released by the Economic Policy Institute, a staggering 2.8 million jobs, largely in manufacturing, have been lost as a result of the growing U.S. trade deficit with China since that country's entry into the World Trade Organization in 2001. This same study reveals the greatest impact was in California with an estimated net loss of 454,600 jobs.²

Further, US Department of Labor/ETA 2012 data reports indicate that California ranks number one in the nation in terms of approved TAA certification determination with over 7,214 estimated workers covered under Trade Activity Participation.³ Between October 1, 2010 and May 2014, a total of 357 TAA Certification determinations have been approved throughout California. A total of 23 of these TAA Certifications have been made to companies located in communities to be served by this project, impacting more than 1,628 TAA-eligible workers in this region.⁴ MiraCosta College, which received a Round 3 TAACCCT award, will also serve as a consortia partner on this application to ensure alignment with previously-funded TAACCCT Projects. This strategic partnership expands on existing TAACCCT efforts in Advanced Manufacturing and allows for proposed services to be extended to an additional 500 TAA impacted workers from neighboring San Diego County. A sample of TAA Certification determinations in communities served by this project is represented in Table 1 below.

Table 1: Sample Regional TAA Company Certifications

TAW No.	Company	Decision Date	Location
85108	Amron International	05/23/14	Etiwanda and Fontana, CA
81641	Sierra Aluminum Company	07/27/14	Fontana and Riverside, CA
83309	Southern California Edison	05/02/14	Victorville, Rancho Cucamonga, Rialto, Fontana,

² Economic Policy Institute (2011). *Growing US Trade Deficit with China Cost 2.8 Million Jobs Between 2001 and 2010*

³ US Department of Labor, ETA TAA Program, http://www.doleta.gov/tradeact/TAPR_2012.cfm?state=CA (June 2014)

⁴ US Department of Labor, ETA TAA Program, http://www.doleta.gov/tradeact/taa/taa_search_form.cfm, (May 2014)

			Ontario, Hesperia, Romoland and Cathedral City, CA
83314	IndusPac California	02/21/14	Ontario, CA
82983	Parker Hannifin Corporation	10/01/13	Riverside, CA
80136	Mitsubishi Digital Electronics	11/23/11	Ontario, CA
74285	Invensys Rail Corporation	10/07/10	Rancho Cucamonga, CA
81423	Sony	06/20/12	San Diego, CA
74313	Becton Dickinson	07/27/10	Oceanside, CA
80121	Nexergy	08/10/13	Escondido, CA

Describe the education and training needs of the TAA-eligible workers - Many of the above referenced trade-impacted workers were employed in regional manufacturing industries. These assembly workers are not a few select community members; rather, they represent the heartbeat of each community to be served. The TAA-eligible worker seeks to re-engage in the local economy through training in hi-tech, in-demand skills to meet the current slew of un-fulfilled jobs with local manufacturing employers.

Current level of skills and educational attainment – Recent studies indicate that the average educational attainment in the IE is lower than both state and national averages. The share of population in the IE with no high school diploma is 21.4% compared to 19.2% for California and 14.6% for the nation. Similarly, the share of the IE's population with a bachelor's degree is only 12.8% compared to 19.3% in California and 17.7% in the nation. In terms of overall postsecondary attainment, the share of the population with an associate's degree or higher – is about ten percentage points lower than the California average of 38% and eight percentage points below the national norm of 36%.⁵ Further, according to the local TAA agency, some TAA-eligible workers will need additional basic skills training, such as remedial math, writing and reading comprehension, and English language proficiency.⁶

The US DOL's TAA CA State Profile describes the average TAA-eligible worker as 46 years of age with over 12 years of experience in a specific job that may no longer exist. Further, TAA participants in CA come from diverse backgrounds and industries and therefore possess a wide array of skills and experience (i.e., machining, electrical, logistics, welding and metal fabrication). The proposed Inland

⁵ Chmura Economics & Analytics. (2013). *The San Bernardino County Economy – Economic Trends and Forecasts*.

⁶ Tammillo, A. (2013). *State of California Employment Development Department*. TAA Data San Diego, Unpublished

Empire Regional Training Consortium Project (IERTC), composed of multiple stakeholders in manufacturing, education, workforce development and community-based organizations, will build on existing skill sets, interest and experience in manufacturing to compete for today's careers in Advanced Manufacturing with short-term, modularized instruction leading to portable and stackable certifications.

Barriers to employment – TAA-eligible workers in the region face a range of barriers seeking employment. Many TAA-eligible workers have been out of school for years and may not know what courses or programs are available to help them return to work quickly, particularly if they need to complete specialized training to help prepare them for jobs in the region's more stable high-wage, high-skill growth industries. In addition, many eligible workers may have limited time to invest in education given family obligations and limited financial resources to support their education. Furthermore, because of the large geographic makeup of the region, eligible participants may encounter difficulty because of distance from colleges or because courses are either impacted or not available at times when they can attend. Additional barriers faced by TAA-eligible workers include lack of affordable childcare, digital illiteracy, lack of transportation, and weak study and soft skills.

The Proposed IERTC Project will serve a total of 2,589 workers and other adults over the four year project period. To ensure that TAA-eligible workers are served the project will employ several strategies which include, but are not limited to: 1) referral resource partnerships and leveraging of resources with other TAA serving organizations (i.e., California EDD Workforce Services Division, San Bernardino and Riverside County WDD/WIBs, specifically America's Job Centers of California staff); 2) implementation of advanced online and technology-enabled learning to ensure inclusion of TAA-eligible workers across the region and state; 3) media campaigns specifically marketed at TAA-eligible workers highlighting the availability of services throughout the region; and 4) developing a robust recruitment plan during the planning phase which incorporates specific strategies and measures to include TAA-eligible workers, veterans and traditionally underserved populations.

Describe partnerships with cooperating state agencies - IERTC recognizes the importance of strong partnerships with workforce agencies to ensure the project is implemented successfully. State and local workforce agency input was critical to the development of IERTC's design and the consortium's overall proposal. All partners have committed their continued support to this project once funded.

The Employment Development Department administers the TAA for Workers program in California. Through the guidance of California's TAA state coordinator, IERTC will work with local TAA division coordinators to arrange program orientations and recruitments to ensure trade affected and dislocated workers are given the opportunity to learn about and enroll in the IERTC Program. In addition, IERTC will model the success of MiraCosta College, a round three TAA grant recipient, to recruit TAA-eligible workers.

At the local level, IERTC colleges have developed strong ties to local Workforce Investment Boards, Workforce Development Departments and Employment Development Departments, which deliver TAA benefits, ensuring that the proposed activities reach TAA-eligible workers in all regions. These existing relationships will be leveraged to help colleges recruit and provide services to TAA-eligible workers. Local TAA serving entities will access shared, real-time manufacturing skills needs data with college partners to create deeper collaboration in support of employer need and demand driven economic development. The table below outlines IERTC workforce partners and their projected role.

Table 2: State and Local Workforce Agency Partners and Roles

PARTNERS	ROLES/SERVICES PROVIDED
<ul style="list-style-type: none"> • CA Employment Development Department • SB County WIB • Riverside County WIB 	<ul style="list-style-type: none"> • TAA Referrals, Screening and TAA fund administration • Career readiness testing and preparation • Case management • Coordination with existing WIOA activities • Participation on IERTC Advisory Committee • Orientation/training on effective TAA recruitment strategies

(b) Evidence of Job Opportunities in the Targeted Industries and Occupations

Evidence of Employer Demand for Targeted Industries and Occupations - Over the past ten years, the IE has grown substantially faster than the state and national norms of roughly 1% per year. The population of the two-county region grew 2.2% per year for the past decade. This population growth is

significant and projections are that the population of the Riverside-San Bernardino-Ontario, California Metro Service Area (MSA) will continue to grow more quickly than the rest of California over the coming decade, which in turn will help bolster the region's long-run economic prospects.⁷

The IERTC Project focuses on the support of occupations related to Advanced Manufacturing NAICS two-digit codes 31-33. Manufacturing is critical for the long-term health of California's regional and statewide economies. According to the California Manufacturers & Technology Association (CMTA), manufacturing in California generates \$230 billion in gross state product and funds 60% of research and development activities in California.⁸ At the local level, manufacturing within the IE is also recognized as a primary economic driver – a Human Resources manager at one of the largest private manufacturing employers stated that they anticipate hiring an additional 100 employees paying an average of \$70,000 a year with their new Pipe Mill expansion. Further, one measure used to forecast growth is the Purchasing Managers Index (PMI). The Purchasing Managers Index (PMI) is derived using indicators related to production and new orders as well as inventories and employment level. If a PMI is 50 or greater, then growth is expected. The PMI for the IE in September 2013 was 53.⁹

According to the California Inland Empire District Export Council, the region's top five export sectors are all in manufacturing: computer and electronic product manufacturing (20% of all exports), miscellaneous manufacturing (20%), transportation equipment (13%), machinery manufacturing (8%), and chemical manufacturing (7%).¹⁰

A recent Centers of Excellence (COE) report, an initiative of the CA Community Colleges Economic & Workforce Development program that provides data on critical industries and occupations, indicates that

⁷ Chmura Economics & Analytics. (2013). *The San Bernardino County Economy – Economic Trends and Forecasts*.

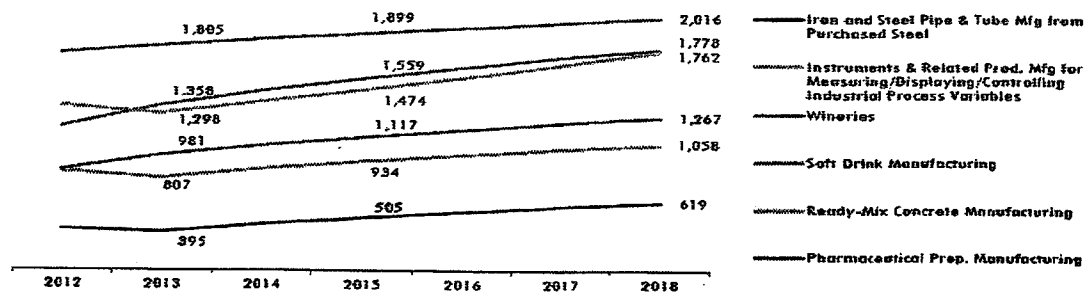
⁸ "Manufacturing Employment Data." California Manufacturers & Technology Association. <http://www.cmta.net/page/mnfg-trends.php>

⁹ "Inland Empire Report on Business." (2013). The Institute for Applied Research, Cal State San Bernardino.

¹⁰ "The Inland Empire Region." The California Inland Empire District Export Council. <http://www.ciedec.org/inland-empire-region.html>

within the IE's two-county region, there are 4,350 advanced manufacturing businesses, which generate \$24 billion in revenue, and provide an estimated 96,519 jobs, according to 2012 data. Six subsectors within the advanced manufacturing sector are expected to expand between now and 2018. Those subsectors, which include iron and steel manufacturers, are shown in Figure 1.¹¹

Figure 1. Advanced manufacturing industries undergoing expansion (2012-2018)



In addition, this same COE report identified 45 manufacturing occupations in the region with an expected 2,020 annual openings (new and replacement jobs) over the next year alone. The table below provides a sample of these occupations.

Table 3: Labor Market Data for Manufacturing Related Occupations in the Region

Occupation Description	2013 Jobs	2015 Jobs	Change	% Change	Annual Openings	Median Hourly Earnings
Maintenance and repair workers, general	1,429	1,736	307	3%	388	\$17.09
Industrial Machinery Mechanics	2,376	2,457	81	3%	88	\$23.52
Electrical and Electronics Engineering Tech	1,064	1,085	21	2%	32	\$28.07
Maintenance Workers, Machinery	677	683	6	1%	14	\$21.02
Electro-Mechanical Technicians	188	193	5	3%	6	\$24.78
First-Line Supervisors of Mechanics, Installers, and repairers	3,604	3,679	75	2%	125	\$31.35
Electronic Engineers, Except Computers	826	877	51	6%	47	\$47.47

Centers of Excellence (2014)

Finally, research indicates that LMI projections do not and cannot tell the complete story of demand. In fact, due to retirements from aging workers many anticipate nearly 2 million job openings in national manufacturing by 2018.¹² Through focus groups and TAACCCT planning meetings, local

¹¹ Centers of Excellence. (2014). *Advanced Manufacturing Industry & Occupations in the Inland Empire*.

¹² Carnevale, A., Et.al. (2011) *Career Clusters: Forecasting Demand for High School Through College Jobs 2008-2018*

employers have echoed this finding and over 90% indicated that they anticipate growth and/or hiring to meet expected demand. To this end, IERTC partner employers have projected an additional 967+ current and expected job openings over the next six years. These new positions will require highly-skilled industrial maintenance workers, welding and metal workers, conventional and Computer Numerical Control (CNC) machining operators, production technicians, medical equipment repairers and other technical positions, and are not fully reflected in current LMI projections.

Based on the above referenced findings, the IERTC project was developed in partnership with local employers who share a vested interest in creating opportunities in the community for TAA-eligible workers and other adults to obtain employment as a result of participation in this project. To this end, partner employers are committed to incorporating IERTC graduates into their recruitment and placement strategies (see Mandatory Other Attachment Section - Documentation of Employer Commitment).

Understanding of Skills Required in the Targeted Industries and Occupations - Manufacturing jobs that once required a largely general-skilled, trainable workforce are declining or moving overseas. As one analyst puts it, "We've moved out of an age where a pair of hands, a strong back, and a healthy work ethic is all that's needed to get a good paying job in manufacturing...The shift away from "old-line" manufacturing toward more advanced, computer-assisted manufacturing has changed the type of worker needed."¹³ Manufacturing no longer needs legions of trainable employees that specialize in a single skill. The prevalence of computer-controlled machinery managed by systems like job shop manufacturing software now demands manufacturing workers who possess a combination of math skills, critical thinking, intuition, stamina, technical expertise and often a college degree. This paradigm shift is supported in data from the Bureau of Labor Statistics, as reflected in posted manufacturing industry education requirements.

Table 4: Education Requirements - Manufacturing

Education Requirement	Occupations
On-the-job training; Industry	<ul style="list-style-type: none"> • Maintenance workers & repair workers • Drafters, engineering technicians, and mapping

¹³ Singleton, D. (2011). Manufactures Are Hiring Again; What Skills Are They Looking For?

Certification; Postsecondary Certificate; Associate Degree	<ul style="list-style-type: none"> • Industrial machinery mechanics • Electricians • Machinists • Welding, soldering, and brazing machine setters, operators and tenders 	<ul style="list-style-type: none"> technicians • Electrical & electronic engineering technicians • Electro-mechanical technicians • Industrial engineering technicians • Mechanical engineering technicians
Bachelor's degree or higher	<ul style="list-style-type: none"> • Industrial production managers • Architectural and engineering managers • Electrical engineers 	<ul style="list-style-type: none"> • Electronics engineers, except computer • Industrial engineers • Mechanical engineers • Software engineers

Further, industry research and local employer feedback helps solidify the understanding that the in-demand jobs in manufacturing are not for workers with limited skills and education. In fact, the large majority of regional manufacturing openings required more than a high school diploma, and companies now seek employees with an educational attainment beyond high school for one out of every four production-related jobs.¹⁴

The occupations outlined in Tables 3 & 4 above typically require strong foundation skills (reading, writing, math and/or computer skills) and a robust set of technical and organizational skills often associated with contextualized learning. In addition, technological advancements in manufacturing now require workers to maintain deeper set of skills and flexibility demonstrated by industry recognized certificates and degrees. Some of these technological skills include manufacturing process development, design, production, maintenance, installation and repair, quality assurance/continuous improvement and safety.¹⁵

Finally, a recent focus group convened by the region's Deputy Sector Navigator for Advanced Manufacturing confirms that local employers are seeking highly trained workers with knowledge of mechanical and electrical engineering processes and an understanding of hydraulic, pneumatic and electrical systems. Also highly sought are employees who can work with computerized systems, read and write machine programming code, extract information from manufacturing blueprints and operate automated manufacturing systems.

¹⁴ Center for Regional Economic Competitiveness. (2011). *US Manufacturing Jobs: Where Companies Are Hiring*

¹⁵ NAM-Advanced Manufacturing Competency Model

The role of a pre-existing Manufactures Council of the Inland Empire (MCIE) and other partner employers is integral to the development and success of all content developed and delivered during the grant period of performance. The MCIE was originally started in 2001 when six manufacturing firms came together to train their maintenance employees to improve their skill base. They worked with Chaffey College, San Bernardino Community College District and the San Bernardino County Workforce Investment Board to secure funding for training equipment and instruction costs. Over the last eight years, the MCIE has grown to 50 manufacturers and implemented nine new programs ranging from 8 hours to 460 hours in duration through the collaboration with Chaffey College, San Bernardino Community College District and the San Bernardino County Workforce Investment Board. The programs provide training to hundreds of manufacturing and distribution firms in the region include: Intermediate and Advanced Electrical and Mechanical Craft Development, Welding, Entry Level Manufacturing Skills, Management, Microsoft Office, and Lean Manufacturing/5S.

MCIE and Employers will support research on needed skills and responsibilities, review and help finalize educational competencies that need to be developed, and beta test curricula and assessments at the new proposed IERTC STEM Education and Business Incubation (SEBI) Center. Further, employers, the MCIE and other industry partners will play a critical role on the IERTC Advisory Committee to advise on real-time shifts within the manufacturing industry as well as will be asked to serve on one or more sub-committees that will focus on the following primary topics: finance and sustainability, recruitment and community outreach, curricula & certification, policy, articulation, job placement and program evaluation.

(c) Gap Analysis

Describe the significant gaps - Employers in the IE report it is difficult to find skilled workers to fill manufacturing openings throughout the region. Experts correlate this worker shortage to a decline in Career and Technical Education within public schools, which has curbed the pipeline of students leaving high school who are ready to learn more advanced skills in industrial technology through employment or

20-30% of students persisted until they earned a certificate. The awarded certificates are those offered by the college and do not reflect nationally recognized industry certifications.

Due in part to the recent economic recession, many of the colleges had critical reductions in their occupational programs. Participating colleges only average one full-time instructor per occupational area and any cuts severely reduce program capacity and lose the benefit of long-term business relationships. Retirements have resulted in the loss of two machine trade full-time instructors, an electronics instructor and a welding instructor. Part-time adjunct faculty replaced all these individuals.

Furthermore, two years ago Chaffey College was approached by California Steel Industries (CSI), the MCIE, local WIBs, and other local industry representatives to develop a regional training center that would quickly train and certify qualified electrical and mechanical craft technicians to address shortages in the workforce. A cornerstone of the IERTC Project is the physical space commitment from California Steel Industries, Inc. in Fontana, California of more than 28,000 of square feet of space which will house the proposed IERTC SEBI Center, estimated in-kind value at \$6,000,000. The innovative education, training and delivery design will allow consortium partners access to a range of onsite classroom and training laboratories as well as distance education and remote access training options. In addition, as part of the curriculum, CSI and other manufacturers will continue to expand the successful paid internship program that has effectively hired trainees from Chaffey College and San Bernardino Community College District.

TAA funding will help to provide the necessary resources to staff, renovate and effectively equip the regional SEBI Center and support proposed IERTC strategies. Once funded, the proposed IERTC Project will allow the region to develop accelerated credit, noncredit and not-for-credit programs that lead to industry recognized certifications and hands-on experience as a result of timely and relevant industry driven career pathways.

2. METHODOLOGY AND WORKPLAN

PROJECT DESIGN – This application is submitted on behalf of 12 colleges from Southern California who comprise the TAACCCT Inland Empire Regional Training Consortium (IERTC). The project includes active involvement of over 43 partnering agencies and is supported by United States Senator Dianne Feinstein. The project is designed to support systematic change and build synergy among higher education and industry partners throughout the region. The guiding principles of the proposed approach include: evidence-based design and standardization of courses as the basic building blocks for programs; customization of programs to include stacked and latticed credentials to meet the needs of employers and students; coordinating the transferability and articulation of credit; adoption of online and technology enabled learning; strategic alignment and regionalization of capacity building based on industry priorities within the IE; and alignment with previously funded TAACCCT Projects. Utilizing wrap-around student support, rapid remediation and contextualized core skills, IERTC will build capacity to deliver and prepare TAA-eligible and other adult workers with skills for the Advanced Manufacturing Industry Sector. Based on initial analysis of industry need and college programs, IERTC will concentrate on the following five broad technical skill areas as indicated in Table 6 below.

Table 6: IERTC Five Technical Skills Area Focus

Technical Skills Area Focus				
Machining	Industrial Maintenance	Metal Fab & Welding	Automation & Robotics	Pre-Engineering
Machine Trades	Electrical distribution and power	Welding: Metal ARC, MIG, TIG	Programmable Logic Controllers (PLC)	Innovative Design
CNC Programming	Mechanical Drives	Sheet metal, HVAC	3, 4, & 5 Axis Robotics	Drafting: CAD, CAM Solidworks
3-D Modeling (Rapid Prototyping)	Plumbing, Hydraulics & Pneumatics	Piping and process industry	Storage and Retrieval systems	Tooling & Process Control
Additive Manufacturing	Motor Controls		Mechatronics	Calculus, Physics, Material Science
Quality, ISO	Quality, ISO	Quality, ISO	Quality, ISO	Quality, ISO

The proposed IERTC innovative education, training and delivery design will allow college partners access to a range of onsite classroom and training laboratories as well as distance education and remote access training options. Education, training and professional development will be provided through multiple delivery methods as follows.

Onsite classroom and technical laboratory training at the IERTC SEBI Center - Colleges may schedule classroom instruction in one of the regional training center classrooms and conduct hands-on technical training sessions in the fully equipped advanced manufacturing training lab. The training lab will be equipped with both computer simulators and advanced manufacturing equipment required for training in each of the five focus areas described above.

The IERTC SEBI Center will allow both educators and businesses to meet at a common regional location accessible to all so that coordination and cooperation can be ensured and obtained by all parties. With the creation of the SEBI Center, a new wave of workforce understanding will be developed and implemented. First and foremost the SEBI Center will be open to all colleges, schools, and local industry as part of this grant collaboration. Whereas most colleges currently require a long formal faculty and administrative process to bring new curricula to students, the SEBI Center will be used as a creative solution and location where industry and colleges will partner to create new and industry driven accelerated programs and courses as a scalable prototype for innovation.

Many nationally recognized certifications offered or required by industry are not currently offered as regular curricula by colleges in the region. IERTC anticipates that the new SEBI Center will be a coordinated training site where industry credentialing will occur and students and incumbent workers will earn credentials while also receiving articulation credit offered by consortium colleges. Additionally, as a hub for industry, the proposed SEBI Center will maintain audio-video and Internet connectivity that will promote sharing, teaching and demonstration abilities with all regional secondary and postsecondary educational institutions and shape career pathways. With technology changing rapidly and colleges with limited budgets for new equipment, the SEBI Center will prove to be an economic method to scale technology and technical training throughout the region. Developing broadcast capacity will allow programs developed in partnership to be delivered not only to schools, colleges and universities throughout the IE region but to other interested colleges across the state and nation.

Many of the regions rural schools and colleges are economically disadvantaged and suffer from lack of technology laboratories. Through TAA resources and support from CSI, MCIE and other economic agencies, the SEBI Center will offer access to the latest technology and equipment used in advanced manufacturing. Technologies will include a wide range of digital automation, robotics, machining, power distribution, PLCs, welding, MIG, TIG, 3-D printing, and CSI's own pipe making equipment. These technologies will foster the opportunity for new programs to be adopted by regional colleges who will not have to add expensive equipment in order to offer high tech programs. Linking all colleges to the SEBI Center will allow more students to have access to high-technology even when the local college may not house laboratories on their campus.

Closed-circuit classroom and technical laboratory training at the SEBI Center and individual Community Colleges - This option will allow students from remote colleges to participate in classroom instruction hosted at the SEBI Center via closed-circuit broadcast linked between the Center and the students' local community college. Students will access classroom instruction via real-time classes broadcast via closed-circuit television allowing students to access the high quality curriculum and instruction without having to commute long distances for weekly/daily classes. For colleges which do not have access to manufacturing equipment for hands-on training, students will be able to attend technical training sessions on-site at the SEBI Center. This combination of remote classroom access and onsite technical training will allow colleges to provide new training programs to their students.

Mobile Training Laboratories - Funds from the grant award will be used to update manufacturing equipment for two mobile training labs housed at the Barstow and San Bernardino Valley College campuses. Mobile training labs will be used for two primary purposes. First, colleges offering courses and programs via closed-circuit classes and/or web-based curriculum for more remote or rural areas may schedule use of the mobile labs for the hands-on practicum components of their courses eliminating the high cost of installing and maintaining complex equipment labs at their home campus. Second, the mobile

labs will be used as outreach tools to secondary school students allowing hands-on exploration of advanced manufacturing skills.

Online Training and Resources - All colleges and students will have access to a wide range of online educational training and resources to support and enhance classroom and laboratory learning. Online learning tools will include, but will not be limited to: access to specialized training software (i.e. Amator's simulation software); repository of classroom and laboratory digital lessons, a Khan Academy for advanced manufacturing; online learning and assessment tools; online tutoring, career exploration and guidance counseling; industry recognized assessment and skills mastery; archived classroom lectures and laboratory demonstrations; online and integrated student tracking and data collection; online fiscal tracking; and curriculum development and design tools.

Professional Development - Further, as a critical systems change component, IERTC has built in a strong professional development component specifically designed to build synergy between regional educators and industry partners. A key training activity is an annual 2-day Regional Workforce Development Conference with additional follow-up services. Through this approach participants will receive industry specific training and resources they can take back to each college and utilize to present to other faculty members.

IERTC will secure an industry recognized keynote speaker for this conference to draw participation and enhance the credibility of the trainings. Break-out sessions will be led by both education and industry partners with each break-out session focusing on a specific advanced manufacturing industry sub-sector/technical skills training area. Participants of these sessions will be exposed to industry specific curricula, current research and trends, contextual learning strategies, best practices and more.

In order to maximize the impact of this conference on regional training, IERTC will employ various follow-up technology based learning strategies to reach those teachers not able to attend the conference and provide a recap for those that did. Each training sessions will be videotaped and/or recorded so that

information can be brought back to each college campus via a series of training CD's. Further, session materials and footage may be accessed on the project developed website. Podcasts of content and other methods delivering content will be explored.

The IERTC is an opportunity for community colleges and business to collaborate in a coordinated, large-scale effort to develop the highly trained/highly technical workforce needed to advance industry and the region's economy. The Inland Empire communities have long been under supported by federal dollars. The TAACCCT grant provides an ideal opportunity to bring much-needed dollars to the region in support of economic development and recovery.

(a) Evidence-Based Design

Review of Evidence for Program Design; Description of the Research Findings; and Use of

Evidence in Program Design - The planning team met regularly over the past year in order to prepare and design the proposed IERTC Project. The review of evidence-based research and best practice was a key factor to the design of each program component. In addition, local industry and academic experts were crucial in determining which activities were to be included in the project based on research findings, existing regional policy/practice and group consensus for systemic change.

To this end, in order to address the gaps identified above and successfully implement the proposed program design, IERTCs' **strategies/objectives** are to 1) Identify and address skills gaps by building programs that meet industry need; 2) Accelerate and improve certification and employment attainment; 3) Enhance articulated career pathway options for learners and workers; 4) Strengthen teaching which includes innovative advanced online and technology-enhanced alternative training methods and 5) Facilitate regional professional development opportunities and technical assistance to support effective implementation and regional systemic change. **Actions to address these objectives will replicate national strategies centered on evidenced based research and best practice, as indicated in Table 7.**

Table 7: Research Findings Incorporated into IERTC Strategies/Objectives

Description of Research Findings	IERTC Use of Evidence in Program Design
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<p>Strategy/Objective: (1) Identify and address skills gaps by building programs that meet industry need.</p> <p><i>National Survey on the Value of a Credentialed Workforce.</i>¹⁷ Preliminary evidence that industry NCRC and NAM-endorsed credentials provide value to the industry. Research found that the majority of employers use at least one NAM Endorsed Manufacturing Skills Certifications. The most commonly used was OSHA. Further, employers prefer to hire individuals with certifications but that they cannot find them. Over 90% of employers responded positively that there is recognition of the potential value of the use of certifications and how they affect employee performance. Over 90% of employers noted either "Modest Impact" or "Significant Impact" on at least two criteria areas, including Improved hiring practices, Decreased on-the-job training time/cost, Enhanced workplace safety, and improved company performance. Barriers identified: Despite adequate awareness of certifications, it is well known that the use of certification programs could be more common. Three significant opportunities to increase certification use: Expand awareness of the programs; increased availability of relevant information that will move manufactures to action; and improvements in the ability of certification programs to show their value to manufactures.</p>	<ul style="list-style-type: none"> • Develop/introduce/expand new NCRC and NAM-endorsed certificate programs (i.e. ACT, AWS, NCCER, MSSC, NIMS, and OSHA) • Develop/introduce/expand new AAS-degree programs tied to NAM-endorsed certifications • Revise existing certificate or degree programs to align with NAM-endorsed certifications • Certify all students using NCRC+ • Market the value of certifications to employers
<p>Strategy/Objective: (2) Accelerate and improve credential and employment attainment.</p> <p><i>Availability, Use and Value of Prior Learning Assessment within Community Colleges.</i>¹⁸ Preliminary evidence that students with Prior Learning Assessment (PLA) credit had higher graduation rates, better persistence, and lower time to degree, compared to students without PLA credit.</p> <p><i>Facilitating Student Learning Through Contextualization.</i>¹⁹ Review of moderate research studies that contextualization appears to be a promising direction for accelerating the progress of academically underprepared college students. Both forms of contextualization, i.e., contextualized and integrated instruction, are supported by quantitative studies that include control or comparison groups. Instructors may be unwilling to consider contextualization because they feel that basic skills instruction is beyond their range of responsibility and/or competence. Colleges need to provide ongoing direction and support.</p> <p><i>Assessing Developmental Assessment in Community Colleges.</i>²⁰ Review of moderate to strong research studies on developmental education. The review located a number of recent studies on remediation that have employed sophisticated designs, such as regression discontinuity and instrumental variables approaches. A conclusion reached is that remediation is not clearly improving outcomes. Students at the lowest level have low odds of moving on to credit coursework.</p> <p><i>Job Training that Works: Findings from the Sectoral Employment Impact Study.</i>²¹ Strong evidence from a three-site random assessment study of sector-focused training found participants earned 18% more than controls over a 24-month period. Results led the authors to recommend that states invest in employment-linked job training programs. Partnerships among the workforce system, educational institutions, and employers enhance employment and wages.</p>	<ul style="list-style-type: none"> • Identify/Develop standard practices AND performance-based assessments to award credit for prior learning and/or non-credit/not-for credit training • Contextualize academics into foundational courses or provide concurrent technical and academic courses • Provide intensive student services to include tutorial supports, retention counseling, and job coaches to assist in career planning, stacking credentials, and securing financial aid • Introduce flexible schedules and curricular structures, modularize, chunking, 4-, 8-, 12- and 16- week formats • Profile program curricula skill levels and align with occupational profile skill levels; assess students through NCRC+ to determine capability to access the curriculum or prior remediation is needed • Develop/introduce soft skills curriculum and embed in technical skills training; certify soft skills through NCRC+ • Enhance Partnerships with the public workforce system and employer groups through the IERTC Sector Advisory Board
<p>Strategy/Objective: (3) Enhance articulated career pathway options for learners and workers.</p> <p><i>Funding Career Pathways and Career Pathway Bridges: A Federal Policy Toolkit for States.</i>²² Moderate evidence supporting work with industry to sequence education and training leading to credentials of value in the labor market; secure internships,</p>	<ul style="list-style-type: none"> • Structure programs into stackable credential career pathway model of credit, non-credit and not-for-credit options tied to NAM-endorsed credentials • Develop new articulation agreements with Career and Technical Education, other

¹⁷ Manufacturing Institute (2013). *National Survey on the Value of a Credentialed Workforce*.
¹⁸ Brigham, C. and Klein-Collins, R. (2010). *Availability, use and value of prior learning assessments within community colleges*. CAEL.
¹⁹ Perin, D. (2011). *Facilitating student learning through contextualization*. Community College Research Center.
²⁰ Hughes, K. and Scott-Clayton, J. (2011). *Assessing developmental assessment in community colleges*. Community College Research Center.
²¹ Maguire, Freely, Clymer, Conway (2009). *Job training that works: Findings from the sectoral employment impact study*. Public/Private Ventures.
²² Baider, A., et.al., (2010). *Funding career pathways and career pathway bridges: A federal policy toolkit for states*. Center for Law and Social Policy (CLASP).

<p>clinical/technical sites and jobs to underscore relevance of skills. Tuning in to Local Labor Markets.²³ Moderate evidence contending that strong industry participation results in clear pathways and programs through which more students and/or graduates are better prepared for work and find higher-wage jobs with benefits.</p>	<p>community colleges, universities, and trade schools <ul style="list-style-type: none"> • Develop opportunities for work-based learning and paid internships </p>
<p>Strategic Objective 4) Strengthen teaching which includes innovative advanced digital and technology-enhanced alternative training methods. Learning Style and Effectiveness of Online and Face-To-Face Instruction.²⁴ Moderate evidence contending that well-structured online courses taught by instructors who are adept at online formats are as effective as face-to-face instruction in terms of student test scores, assignment quality, participation, grades and perception of course effectiveness. Online Learning: Does it Help Low-Income and Underprepared Students?²⁵ Review of moderate to strong research findings from 34 papers (some including multiple studies resulting in a total of 36 studies) reaching different conclusions about online learning. One randomized and three controlled studies showed no difference between online and face-to-face student completion rates. Six of the controlled studies that showed higher withdrawal rates for online courses involved community college students. Various studies found that online coursework as typically implemented may hinder progression for low-income and underprepared students. A recent meta-analysis of the most high-quality studies (US Department of Education, 2009) suggested that online learning results in similar or better outcomes than does face-to-face learning.</p>	<ul style="list-style-type: none"> • Develop and implement online, open-access, hybrid, portable and/or short-term delivery methods • Enhance training with online simulation software • Assess students for the ability to benefit from online learning
<p>Strategic Objective 5) Facilitate regional professional development opportunities and technical assistance to support effective implementation and regional systemic change. What Makes Professional Development Effective? Results From a National Sample of Teachers.²⁶ Strong research study uses a national probability sample of 1,027 mathematics and science teachers to provide the first large-scale empirical comparison of effects of different characteristics of professional development on teachers' learning. Results based on ordinary least squares regression, indicate three core features of professional development activities that have significant, positive effects on teachers' self-reported increases in knowledge and skills and changes in classroom practice: (a) focus on content knowledge; (b) opportunities for active learning; and (c) coherence with other learning activities. It is primarily through these core features that the following structural features significantly affect teacher learning: (a) the form of the activity (e.g., workshop vs. study group); (b) collective participation of teachers from the same school, grade, or subject; and (c) the duration of the activity.</p>	<ul style="list-style-type: none"> • Deliver training on site at colleges and off-site at SEBI Center • Implement outreach to middle, high school and college instructional staff • Support faculty workgroups to update curriculum and programs • Faculty and staff attend industry-sponsored technical trainings and/or conferences • Host a 2 day Regional Workforce Development Conference
<p>KEY: (Industry Certs) ACT – National Career Readiness Certificate, foundational and soft skills; NIMS – Machine trades, CNC – many other metal working certifications; MSSC – Basic manufacturing in: Production, Safety, Quality and Maintenance; NCCER – Industrial Maintenance, Electrical, Instrumentation, Mechanical and Welding; AWS – welding skills; IECE – Inland Empire Center for Entrepreneurship; OSHA – General Industry 10 and 30 hour certifications; NFPA 70E certification; Cal CERTS – California energy rating provider; EPA – Environmental Protection Agency; NABCEP – North American Board of Certified Energy Practitioners; NCRC – National Career Readiness Certificate; and SEBI – Stem Education and Business Incubation Center</p>	

(b) Career Pathways

IERTC proposes to implement an advanced integrated career pathway approach. Students are able to enter this sequence at multiple entry points, including non-credit/not-for-credit advanced manufacturing

²³ Maguire, S., et.al., (2010). *Tuning in to local labor markets: Findings from the sectoral employment impact study*. Private/Public Ventures.
²⁴ Neuhauser, C., (2002). *Learning style and effectiveness of online and face-to-face instruction*. American Journal of Distance Education, Volume 16, Issue 2, pp. 99-113.
²⁵ Jaggars, S. (2011). *Online learning: Does it help low-income and underprepared students?* Community College Research Center.
²⁶ Garet, M., et.al. (2001). *What makes professional development effective? Results from a national sample of teachers*. American Educational Research Journal. Vol. 38, No. 4, pp. 915-945.

courses. Students are then able to "challenge" credit coursework, enter certification courses or credit-bearing courses through partnerships established with regional two and four year colleges. This will provide necessary course credits and/or industry recognized certification, licensure or credentials. Students will be able to obtain employment at various "exit points" at higher wages and/or return to complete coursework towards additional stackable certificates and/or degrees. A visual of this Sector-Focused Career Pathways model is included in the attachment section of this application.

IERTC will replicate evidence-based practices of the nationally recognized and California-based Career Advancement Academy (CAA) model developed through the California Community College Chancellor's Office. This model will be used to develop a comprehensive career pathway system with a focus on Advanced Manufacturing as a priority industry sector for Riverside and San Bernardino Counties as identified through the California DOING WHAT MATTERS initiative. CAA establishes pipelines to college and high wage careers for low-income adults who face academic and personal barriers to post-secondary education and employment. Complementary technical and support services for this model have been successfully provided through the California Community College's Career Ladders Project with TAA projects in the East Bay and Central Valley areas of California. Each CAA has clear connections to ongoing pathways with stackable certificates and degrees. While CAAs have focused primarily on underprepared and underemployed young adults (18-30), they can be easily adapted to serve TAA-eligible workers and other adults.

The model also aligns with a Linked Learning approach, which combines rigorous, standards-aligned academic instruction with advanced technical courses in an integrated, career-themed approach to ensure that all students are prepared for college, career and life. In San Bernardino and Riverside counties, Advanced Manufacturing pathways are currently implemented in eight school districts for grades 9-12 students with a focus on pre-engineering and design. Career Pathway efforts in the region have been supported through funding by the James Irvine Foundation and the California Department of Education. In addition, multiple regional occupational programs and career technical course sequences include welding, robotics and

machining technologies. Approximately 15 districts in the region are actively engaged in curriculum through "Project Lead the Way" which integrates engineering and design skill development with academic preparation using problem and project-based learning. It is estimated that in fall, 2014, approximately 8,000 to 10,000 local high school students will participate in these pathways and programs that actively engage and support students in advanced manufacturing as a local high-skill, high-wage career opportunity with multiple entry points and focus areas for certification, licensure and credentials and degrees.

How education and career-focused training programs will enable students to accelerate completion of remedial coursework, while learning; specific services and career guidance; and explanation of prior learning assessment - IERTC career pathways offer course sequences providing coherent and rigorous content aligned with challenging academic standards, relevant technical knowledge and skills needed to prepare participants for further education and careers in the Advanced Manufacturing industry sector. The IERTC Project will include contextualized and integrated classroom instruction that contributes to student academic knowledge, familiarity with all aspects of the Advanced Manufacturing industry sector, development of technical skill proficiency as well as training on industry-aligned work readiness skills and behaviors, including abilities in technical reading and writing; measurement, estimation and computation; and judgment and sound decision making.

IERTC will incorporate the following career pathway program components: **Intensive Intake and Admissions Process** – All TAA-eligible and other adults workers interested in participating in the IERTC Project will begin the process by taking initial assessment tests to help determine placement level within the program. In addition to existing college admission assessments that will gauge academic skill levels, IERTC will utilize the National Career Readiness Certificate (NCRC) WorkKeys system to measure essential workplace skills, including: problem solving; critical thinking, reading and using written, work-related text; applying information from workplace documents to solve problems; applying mathematical reasoning to work-related problems; setting up and performing work-related mathematical calculations; locating,

synthesizing, and applying information that is presented graphically; and comparing, summarizing, and analyzing information presented in multiple related graphics. Further, high school students entering the IERTC program following graduation will also be able to participate in pre-assessment workshops offered through San Bernardino Valley College's STEM GO project. This project helps students to prepare for and successfully complete entry level mathematics assessments as well as provides supplemental instructional support services for students in STEM-focused coursework, including those participating in the IERTC.

To assess prior learning, IERTC will utilize competency and performance based assessment models where students may demonstrate competency through hands-on and online assessments aligned with industry driven standards and/or through manufacturing simulation exercises. Competency and performance based assessments will include pre and post testing to determine competency level, demonstration of mastery level understanding through performing course/model capstone hands on labs, and potential enrollment in modules necessary for upgrading of skills and competencies. Portfolio reviews will be used on a limited basis for students that have had formal, non-credit or not-for-credit training and/or sustentative related experience, such as those exiting the military. Preliminary competency based assessments that have been identified include NCCER, AWS, and KeyTrain.

Once an individual's readiness level is determined based on these assessments, the students will receive an individualized educational plan. The IEP for those not demonstrating adequate skill levels will work with student services to design a pathway that will allow them to acquire the skill levels needed to successfully complete the certificated programs. Those who demonstrate required competency will also complete an IEP that will allow them to move directly into the postsecondary education/technical training component of the program and complete their education in a timely manner.

Comprehensive Orientation Course – All first-year program participants will enroll in a comprehensive orientation course that teaches academic excellence skills and professionalism. The course

will cover subjects such as test taking, math anxiety, time management, career success, reading and study skills, and other topics intended to assist students' success.

Career Pathways Planning – TAA-eligible and adult workers will use the NCRC Career Ready 101 system with embedded O*NET, or similar, computer-based career interest and skills inventory and conduct research into local growth industries, advanced manufacturing professional occupations and post-secondary education options. This Career Pathways Planning will help students develop a strategy for educational and professional growth beyond basic skills attainment and ensure interest in the targeted industry.

College Readiness, Remedial and Transition Activities – This element will introduce students to the post-secondary academic/technical training environment while improving their foundational skills level and/or studying to earn industry recognized certifications. If transitional support is needed, referrals to additional remedial services (i.e., Adult Basic Education and English Learner) and wrap-around support (i.e., childcare, transportation, tutoring, and financial assistance for course supplies and materials) will also be offered through partnering organizations, as needed. Students will visit college classes during a designated "College Student for a Day," and attend financial aid and college orientation workshops.

Exposure to Advanced Manufacturing Career Options – IERTC will provide opportunities for participants and faculty to be exposed to advanced manufacturing career occupations through contacts with industry partners, field trips, career fairs and internship opportunities. Program participants will be encouraged to attend one or more outreach activities per year. This direct contact will give the TAA-eligible and adult workers an awareness of the kinds of professions they may choose to enter and an opportunity to talk directly with successful role model professionals in their work environments.

Contextualized Classroom Instruction – IERTC classrooms will be highly collaborative and active learning environments where TAA-eligible and other adult workers discover and practice key concepts and professional skills focused on advanced manufacturing. Rigorous course content will

emphasize developing reading, writing, and math skills. Student-directed, inquiry-based instruction will address individual student needs and incorporate a range of assessments, from learning portfolios to standardized tests.

Centralized Student Study Center – IERTC will secure a location at the new proposed IERTC SEBI Center to serve as a centralized Student Study Center that will become the hub for study and special activities outlined throughout this proposal and Work Plan. Participants will access a dedicated computer lab with appropriate software to provide drill and practice in a variety of subjects, to include, but not limited to: Math, NCRC Career Ready 101 and KeyTrain, sciences, and other topics related to advanced manufacturing. This center will also offer a centralized location for students to interact with their peers, instructors, and industry partners who support their aspirations to become advanced manufacturing professionals.

Job Preparation – One of the main activities that support this component is the hiring of a Project Coordinator. This individual will also serve as the critical link between local Workforce Investment agencies, secondary, postsecondary and industry partners to develop mentorships, internships, and work experience programs in advanced manufacturing for program participants. The Project Coordinator will also be responsible for developing workshops and mock job fairs, where students will learn how to find part-time and summer employment, explore corporate culture, and improve resume writing and interviewing skills.

Identification of the specific programs that will be competency-based - Specific career pathway programs that will be competency-based include: Industrial Maintenance Mechanic, Industrial Maintenance Electrical and Instrumentation, Electrician, Millwright, Safety, Welding and Machinist. Each program uses NCCER, AWS, NIMS, OSHA, or similar industry standardized and/or nationally recognized curricula. Each module requires successful completion of a written test with a minimum score of 70%. Over 95% of the modules in each level require successful completion of a competency based performance hands-on test.

Identification of modularized curricula that will be developed or enhanced - The region will develop, through the Developing A Curriculum (DACUM) process, an industry accepted Work Readiness modularized curricula and certification that industry will eagerly accept and will be embedded in programs offered through this funding. It is anticipated there will be a minimum of 7-10 modules in this curricula such as Time Management, Attitude in the workplace, Team Building, etc. Currently, many of the existing curricula being used in this region are generic and do not have consistent approval and acceptance by industry. By involving industry partners directly in the development of the curricula employers will be assured that new hires or existing workers have the soft skills they are demanding.

Plan to incorporate a series of interconnected credentials - Educational programs and credentials will be "stackable" meaning once a student completes one course program, they will be poised to "stack" or add additional complimentary programs leading to an industry recognized credential. IERTC envisions the granting of credentials will be aligned with the National Association of Manufacturers' (NAM), Institute for Manufacturing. The nationally certified credentials identified as appropriate and applicable to this project include: 1) ACT-National Career Readiness Certificate, foundational and soft skills; 2) NIMS-Machine trades, CNC and other metal working certifications; 3) MSSC-Basic manufacturing in: Production, Safety, Quality and Maintenance; 4) NCCER-Industrial Maintenance, Electrical, Instrumentation, Mechanical and Welding; 5) AWS-welding skills; and 6) OSHA-General Industry 10 and 30 hour certifications, NFPA 70E certification.

By establishing stackable certificates (less than 12 units), colleges can give students a shorter pathway to complete. For example, Barstow Community College's (BCC) Industrial Maintenance Electrical and Instrumentation Level I stackable certificate and Level II stackable certificate will fold into their Certificate of Achievement and Associate degree. This gives the student a more manageable approach to getting their degree. BCC stackable certificates are aligned with NCCER's nationally recognized industry certification. The lattice program design allows student to take entry level skills such as NCCER that are the

same or closely aligned to begin to build a solid base. As they progress in the classroom or on the job, students may discover that they want to look at a different trade. Since the first couple of levels/stackable certificates are closely related they can change to the new trade and reduce credit loss. A diagram of this Stackable Certificates model has been included in the attachment section of this application.

As part of this proposal, IERTC will work to align programs across various colleges so students can transfer stackable certificates and credit to colleges across the state and region. IERTC will develop and/or expand conjoined programs where one college may have one stackable certificate and another has a different stackable certificate based on their strengths. This will reduce the need for each college to have a complete pathway housed at a single institution; thus fulfill the request from industry and achieve economies of scale throughout the region.

Explanation of how employers and/or industry associations will be involved - Local and regional employers will partner with colleges to identify and/or develop courses and programs grouped by specific clusters so that many courses will have lateral articulation. This will allow for replicated programs organized per (TOP Code) so that smaller or rural colleges that do not have major laboratories can co-enroll students in IERTC courses to gain complete credit. Employers will also work with consortium colleges on developing a selection and approval process for which National Certifications will be used in the region. This will ensure horizontal articulation meeting regional and state industry needs.

Plan for supporting the transferability and articulation - IERTC Project will identify and support Lead Colleges based on their existing leadership and specialized technical skills area focus in the region. These colleges include: Norco College, Chaffey College, College of the Desert and San Bernardino Valley College. Lead Colleges will help to develop courses and programs in partner colleges and gain agreement on specific course requirements to achieve lateral articulation. A goal of articulation is to achieve replicated programs per topic (TOP Code) such that smaller or rural colleges that do not have major laboratories can co-enroll their students in courses in a Lead College to capture complete credit.

Lead Colleges will also work on approving/choosing which national certifications to use in selected programs to create horizontal articulation that meets the need of industry partners. This articulation also creates a learning environment where students can take and complete whole programs (usually degrees) without waiting for their particular college to offer all courses in a sequence. Through economies of scale, pulling from a larger population will allow a college to offer upper level technical courses with less risk of cancelation due to low enrollment. Programs and courses can be shortened to 9 weeks or even weekends so that a student that lives in a different college district can attend. In addition, colleges will offer blended/hybrid courses – online with occasional on-campus workshops (Fridays or Saturdays) to allow distant students to attend.

Finally, Lead Colleges will also apply for Chancellor Office approval of horizontal articulation and host faculty seminar/workshops to educate staff and faculty on how to cross fertilize programs by adding the strengths of other colleges to their programs. As a tangible result of systemic change, instead of competing with one another for potential job placements, colleges will expand industry support for work-based training, paid and unpaid internships and job placements for all graduates.

(c) Advanced Online and Technology-Enabled Learning

Incorporation of Technology into Program Design and Delivery; and Plan builds on or furthers the innovation in technology-enabled learning - IERTC will blend e-learning and hands-on learning, using physical training and virtual practical exercises on laboratory computers. In addition, IERTC will use the most current equipment, computers and simulators to train students in a setting that mimics industry conditions and develops current and relevant skills. Heavy-duty, industry-standard components, including CNC Machines, SMC Simulators, manual machines and a range of component types will prepare students to use a wide range of technologies. Since the SEBI Center is located on California Steel Industries' campus in the midst of the manufacturing hub, students who access industry technology can participate in internships, job shadowing and mentoring by seasoned craftsmen.

IERTC will use an agreed upon curriculum across the region, such as Amatrol, which incorporates Integrated Systems Technology (IST). Each topic starts with basic concepts and progressively leads the student into a layered learning process of-increasing depth. Students will start their learning process using their own computer at home or in IERTC SEBI Center's computer lab. They will transition from learning general theory to using a simulator application on the computer. The combination of online and simulation computer-based learning, repetition, active problem solving and self-reviews will provide feedback to students to build confidence in the skills they develop. Expert instructors skilled in each of the disciplines will reinforce skills and theory.

In addition, as outlined on above on page 15, IERTC will implement closed-circuit classroom and technical laboratory training at the SEBI Center in partnership with individual Community Colleges. Through this technology, students will access classroom instruction via real-time broadcasts via closed-circuit television allowing students to access high quality curriculum and instruction without having to commute long distances for weekly/daily classes.

IERTC will use open source online math tutorials to help students increase their math skills. Students will be able to access lessons from home to reinforce what they learned inside the classroom. Expert instructors skilled in each of the disciplines will then reinforce skills and theory.

One new significant proposed technology application is the development of a student-industry-college information and communication web portal. IERTC will coordinate this effort with the existing California Community College Chancellor's Office Launch Board System, to avoid duplicate efforts. This student friendly portal will provide a direct link between students, industry partners, colleges and faculty. The portal will include links to critical information, such as: specific pathway information, course schedules, online course information, manufacturing student chat rooms, program administrative services, online learning resources and tutoring, industry employment opportunity/wage snapshots, and opportunities to

provide feedback on program improvement. IERTC is committed to sharing information, ideas and curricula with other institutions and will create a Creative Commons license for any materials developed.

(d) Strategic Alignment with the Workforce System and other Stakeholders

Coordination with Governor's Economic Development and WIOA-WP plans - IERTC is aligned with the state's current Economic Development Plan and WIOA-WP integrated state workforce plan, which identifies reinvigorating the manufacturing base as a priority. Further, IERTC connects to the California Economic Summit, which develops a shared agenda for statewide prosperity, through the work of the Inland Empire Economic Partnership as outlined in their letter of support. IERTC also directly aligns with the state's workforce goals of increasing and strengthening: State, regional, and local partnerships between the education, workforce, and economic development systems; career technical and vocational education at all levels of education; collaboration between local workforce investment boards and postsecondary institutions to address training needs that support regional economies; and Industry sector strategies to support the goals of regional industry clusters, high-growth, and high-wage industries while advancing the goals of low-skilled, low-wage workers.

Coordination with the Public Workforce System - Representation is present at the state and local levels to ensure articulation across all levels of government and education. San Bernardino and Riverside County Supervisors and Workforce Investment Boards have developed specific strategies to bring economic strength and stability to the region in response to the above average population growth and exponential job expansion, including the SB County-wide Vision and comprehensive economic development strategy from cradle to career. Representation from the each county's workforce system is established within the IERTC collaborative, as evidenced in the attached Letters of Support and proven through examples such as the collaboration through the newly awarded Workforce Accelerator innovation grant to Chaffey College from the CA WIB. As partner members, these agencies have committed to the following: referring appropriate candidates to TAACCCT programs for education and training; co-enrolling

TAACCCT participants into Workforce Investment Act (WIOA) Title I programs, where appropriate; providing support services in a leveraged and coordinated manner with the community college, through WIOA; working with successful applicants for TAACCCT programs to ensure that proposed Programs of Study qualify for inclusion on appropriate eligible training provider lists; evaluating the current industry sector approach to ensure targets are in current and future economic growth sectors; strengthening employer engagement through industry alliances in the targeted industries; and maintaining and growing the market share of businesses accessing workforce services. Further, as a member of the state system, the local EDD TAA Program Representative will identify and refer eligible adults to IERTC programs.

Through the guidance of California's TAA state coordinator, IERTC will work with local TAA division coordinators to arrange program orientations and recruitments to ensure trade affected and dislocated workers are given the opportunity to learn about and enroll in the IERTC consortium TAACCCT program. Due to the aforementioned support, the IE region is fertile ground for cultivating innovative and results driven programs.

Coordination with Philanthropic Organizations, Business-related and Other Organizations -

The extensive collaboration and support of the community is an essential part of the program design. Because this community has joined together to assess its collective needs over an extended period, IERTC now has a vast source of data and information related to what stakeholders want and need in order to operate as collaborating and knowledgeable partners in a healthy shared environment. The strength of the IERTC lies in the willingness of each partner to translate verbal commitments into action. Table 8 outlines commitments that were secured to help leverage resources and address barriers to employment:

Table 8: Collaborative Support

Collaborative Partner	Commitment
Baldy View ROP; San Bernardino County ROP; Riverside	Adopt and implement proved curriculum responsive to industry need; Design and implement effective teaching methodologies and strategies to enhance training outcomes to the diverse population identified in this grant; Facilitate job placement, internships and/or job-shadowing experiences for participants; Design an efficient and effective evaluation strategy; Actively participate in the IERTC Advisory Committee; Feed qualified referrals into the training program; Provide space for staff to meet with participants, conduct workshops, etc.; Participate in recruitment activities, career days, college

County ROP; and CRV-ROP	fairs, and other events where eligible participants may be recruited from the K-12 population; Attend advisory committee and collaborative meetings to assess participants need, determine appropriate service and provide referral; Speak at meetings to promote the program; and Provide workshops on employability skills, academic and career choices, or other relevant topic.
Goodwill Foundation	Provide education, training, work experience, and job placement services to disadvantaged populations. Chaffey College has successfully partnered with this organization in providing entry-level Construction Trades and Technician training to its clients. Hence, the collaboration and partnership is in place and primed to take on another project.
CAP Program	Provide residents throughout the region the ability to access resources, technology and community services through a variety of classes, seminars, training and collaborative meetings of various nonprofit organizations (i.e., food, clothing, transportation assistance and other basic living resources).

Formal Letters of Support are included as attachments to this proposal

(e) Alignment with Previously-Funded TAACCCT Projects

IERTC has secured the commitment of MiraCosta College, a round three TAA grant recipient, to serve as a TAA Project Mentor. Further, as a funded Consortium member of this proposal, resources will be used to help expand existing TAA efforts lead by MiraCosta College in neighboring San Diego County.

Finally, IERTC will contact additional successful first through third round TAA grantees in advanced manufacturing to learn and align best practices. The Project Manager and Project Coordinator will collaborate with grantees by sharing information, decreasing duplication when successful methods and/or materials are available, and by working together to share course and program content. IERTC will share project information online and through conference presentations and published work.

(f) Sector Strategies and Employer Engagement

Sector Identification - The IERTC has a primary focus on the Advanced Manufacturing Industry Sector. Following the California Community College's Chancellor's Doing What Matters for Jobs and Economy initiative, the Project Manager will work collaboratively with a network comprised of the statewide Sector Navigator, the Inland/Desert Deputy Sector Navigator-Advanced Manufacturing (DSN) and other regional Deputy Navigators within the advanced manufacturing sector and other key stakeholders within the IE to ensure synergy alignment with regional and state sector strategies. Existing regional advanced manufacturing sector strategies that IERTC will help bring to scale include: Statewide Collaboration; Adoption of Best Practices; and Accountability-based Performance. The project is designed to align with these strategies and will use real-time labor market information to implement all program components.

Local employer involvement is strong with several key partners who participate in MCIE, including: Ashley Furniture; Brithinee Electric; California Quality Plastics; California Steel Industries; Cott Beverages; Horizon Hobby; Michaels; Nestle Waters, North America; Niagara Water; Penn Emblem; Packing Corp; Safariland; Southern California Edison; Spray-Tech; Steelscape; Total Resources International; Ventura Foods; TST and Vista Metals. With funding in place, an agreed upon Regional Industry Representative(s) from one of these industry partners will be selected. In addition, the Deputy Sector Navigator for Advanced Manufacturing of the Desert/Inland Region will co-facilitate all committee meetings and may also serve as an agreed upon Regional Industry Representative.

Evidence of strong existing sector strategies that integrates workforce development into a comprehensive regional development strategy - The Inland Empire has been recognized for their innovation in workforce development in the Advanced Manufacturing sector by the California Community College's Chancellor's Office, California Workforce Investment Board and most recently by the California Manufacturers & Technology Association. Two of the members of the Manufacturers Council of the Inland Empire, California Steel Industries and Vista Metals, both located in Fontana California, were named Champions of Manufacturing at a statewide summit held June 18, 2014. They were recognized for their collaboration with community colleges and workforce development agencies for their continual support of developing and implementing effective and efficient workforce development programs.

Further, the region was recognized in the January 2012 US Government Accountability Office (GAO) Report to Congressional Committees for its innovative approach to serving business through its process improvement program. The Manufacturing Sector Layoff Aversion and Business Assistance Initiative program utilized federal funds to assist local businesses with job creation and retention. Many of the programs developed and implemented would not have been successful without the engagement of business in local workforce decisions. The program resulted in saving 1,106 jobs, created 204 new jobs and infused \$25 million back into the local economy. Further, the region was recognized for its work with

the vocational school, Technical Employment Training Incorporated (TET), to develop a work-based training program to provide skilled machinists for the manufacturing industry

Employer and Industry Representative Engagement; and Additional Role(s) of Employers -

As indicated throughout this application, the IERTC places great value on the deep involvement of industry partners. In addition to serving on the project's Advisory Committee, employers will be used to support research on skills and duties, review and help finalize the educational competencies developed, collaborate on educational web portal development for companies' students/employees, and provide subject matter experts for value stream mapping improvement strategies at regional colleges. Employers will support research on needed skills and responsibilities, review and help finalize educational competencies that need to be developed, and beta test curricula and assessments at the new IERTC SEBI Center. IERTC has worked closely over the past 10 years with MCIE and other employers in the region who are dedicated to the economic development and workforce preparation of the region. IERTC will continue to nurture these relationships to sustain efforts throughout the duration of the program and beyond.

Evidence of employer commitment is outlined in the attached Letters of Support and includes the following additional roles: serving on the project's leadership team; identifying a regional industry representative(s) to work with the consortium to help establish effective sector strategies; incorporating IERTC graduates into recruitment and placement strategies; providing technical assistance to align the work-based learning model with the pathways identified by the consortia, in order to promote the adoption of academic credit for competencies attained on the job; assisting the consortia in developing an employer engagement outreach strategy and work plan for employers to deliver the work-based instruction, including supervisor training and related activities; assisting in the implementation of program strategies and goals; assisting with curriculum development, program design, and subsequent implementation of program design; and providing resources to support education/training (i.e. equipment, facilities, and, instructors).

(g) PROJECT WORKPLAN

STRATEGY OBJECTIVE No. 1: Identify and Address Skills Gaps by Building Programs that Meet Industry Needs (Strategy Est @ \$8,988,170)				
Activities	Deliverables	Performance Outcomes	Timelines	Implementers
1.1 Design, develop and introduce new or revise existing certificate programs to meet industry specific needs.	<ul style="list-style-type: none"> New certificate and syllabus/curriculum that includes industrial maintenance, cybersecurity, quality assurance, and six sigma. Revised certificate and syllabus/curriculum that includes HVAC, building inspection technology, construction management, automation, cybersecurity, welding, CNC, engineering technology, manufacturing engineering, electrical engineering, civil engineering. Increase new or revised certificate program completers. Strengthen technical skills on machine tool types through the use of lathes, routing and molding equipment. Create a "design-tool-manufacture" loop through the fabrication of projects using CAD designs and prototypes on 3D printers and CNC machines. Implement short-term, stackable certificates with embedded industry certifications. 	<ul style="list-style-type: none"> A minimum of 4 new certificate programs developed A minimum of 8 existing certificates revised to meet identified industry needs Overall program completers increased by 10% Students demonstrated positive gains in technical skills from pre-assessment to post-assessment by 80% The design-tool-manufacture loop implemented 6 new stackable certificate programs approved at the local level; 3 new Certificate of Achievement and Associate degrees approved by the Chancellor's office 	Year 1 Identify Year 2-3 Implement Year 2-4 Track Success	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC
1.2 Hire additional instructors and support staff.	<ul style="list-style-type: none"> Interim IERTC Project Manager will be hired until the permanent staff is in place. Faculty and staff will be hired to support development and teaching of programs. 	<ul style="list-style-type: none"> Interim Manager hired A 100% FTE Project Manager, a 100% FTE Project Coordinator, a 100% FTE Lead Data Manager, a 100% FTE Accounting Tech, a 100% FTE Administrative Assistant hired for IERTC SEBI Center A of 3 faculty hired A minimum of 10 adjunct faculty hired 	Oct 2014 Interim Manager January 2015 All staff	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC
1.3 Perform skills gap analysis as a region and disseminate information to appropriate stakeholders.	<ul style="list-style-type: none"> Host annual skills panel and industry advisory meetings to develop strategies to overcome skill gaps. Include workforce skills such as efficiency management in new credit/non-credit/not-for-credit courses. 	<ul style="list-style-type: none"> A minimum of 1 skills panels held throughout the region A minimum of 2 advisory meetings held each year Students demonstrated positive gains in workforce skills by 50% 	Year 1, 2 & 3	BCC, CC, CHC, COD, CSUSB, MCC, MSJC, NC, RCC, SBVC, UCR, VVC
1.4 Provide students and trainees with nationally recognized industry certifications.	<ul style="list-style-type: none"> Determine and select at least 3 nationally recognized certificate programs related to advanced manufacturing. Align certificates with industry standards including but not limited to: ACT, NIMS, MSSC, NCCER, AWS, and OSHA. 	<ul style="list-style-type: none"> At least two Instructor Certification Training Program (ICTP) sessions held to certify faculty to provide nationally recognized industry certification 	Year 1 Identify Year 2-3 Implement Year 2-4 Track Success	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC
1.5 Purchase manufacturing equipment for IERTC SEBI Center.	<ul style="list-style-type: none"> Determine needs of training programs and purchase equipment accordingly. 	<ul style="list-style-type: none"> Required equipment purchased 	Year 1	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC

1.6 Purchase furniture, fixtures, and equipment (FFE) for SEBI Center.	<ul style="list-style-type: none"> Determine needs of training classroom space and purchase FFE accordingly. 	<ul style="list-style-type: none"> Required FFE purchased 	Year 1	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC
1.7 Assemble Expert Review Team (ERT).	<ul style="list-style-type: none"> ERT will be members of the Advisory Committee and Project Leadership to guide continuous program improvement. They will conduct a formal review of all grant deliverables and outcome data including student employment outcomes. 	<ul style="list-style-type: none"> Quarterly report provided to all stakeholders 	Year 1 Formed Year 2-4 Review Data	IERTC Committee ERT Committee
1.8 Design, develop and introduce new pre-engineering program and BS in engineering.	<ul style="list-style-type: none"> New syllabi/curriculum for the pre-engineering program at MiraCosta College aligned with the new Engineering BS at Cal State University, San Marcos. MiraCosta Community Services, MiraCosta Pre-Engineering faculty, CSUSM Physics Dept. faculty, and the Project Director of CSUSM Extended Studies to meet with industry. Create articulation agreements between local high schools, MCC and CSUSM in engineering. 	<ul style="list-style-type: none"> At least 15 students enrolled in CSUSM engineering program by completion of the grant with transfers from MiraCosta Tests designed for students moving from MCC's Engineering Tech program to CSUSM's BS program Articulation agreements with at least 3 high schools in engineering 	Year 1 Identify Year 2-3 Implement Year 2-4 Track Success	MCC with CSUSM
1.9 Evaluate the targeted industry sector to ensure targets are aligned with current and future regional economic growth.	<ul style="list-style-type: none"> Meet the workforce needs of regional economies and high demand industry sectors with the best potential for new jobs. Assisting the IERTC in reaching out to employers to build support for the TAACCCT program. 	<ul style="list-style-type: none"> 50% of businesses received required services to remain in business and hire employees Positive gains shown through employer engagement with new and existing industry alliances 	Year 1, 2, & 3	Riverside County WIB and San Bernardino County WIB along with IERTC Advisory Board
1.10 Provide comprehensive training in the area of entrepreneurship and business ownership skills.	<ul style="list-style-type: none"> Entrepreneurs' boot camp certificate program for 8 weeks, 32 hours to better understand the process of developing and launching a new venture. 	<ul style="list-style-type: none"> 60 participants in the IECE certificate program 	Year 1, 2, & 3	CSUSB

STRATEGY OBJECTIVE No. 2: Accelerate and Improve Certification and Employment Attainment (Strategy Est. @ \$2,498,028)

Activities	Deliverables	Performance Outcomes	Timelines	Implementers
2.1 Develop standard practices to award credit for prior learning and/or non-credit/not-for-credit training.	<ul style="list-style-type: none"> Create a 'challenge test' award of prior credit to candidates in order to receive credit for previous not-for-credit training, apprenticeship training or military experience. Become an accredited assessment center for NCCER and AWS. Work with Veteran's Services counselors to review. 	<ul style="list-style-type: none"> A college credit mechanism created, e.g. credit by exam, to provide credit for prior experience and learning Give credit based on Service members' Opportunity College 	Year 1 Establish Year 2-3 Provide	BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, VVC
2.2 Contextualize academics into foundational courses or provide concurrent technical and academic courses.	<ul style="list-style-type: none"> Embed industry certification for manufacturing. Develop curriculum and instructional strategies that include a central context for learning and help students attain work readiness skills by embedding math, reading, and soft skills in curriculum. Provide concurrent enrollment for K-12 students. 	<ul style="list-style-type: none"> Industry certification in a minimum of 4 courses Contextualize at least 4 courses with work readiness skills Schedule a minimum of 8 concurrent courses 	Year 1 Establish Year 2-3 Provide	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC

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<p>2.3 Provide intensive student services to include tutorial support, retention counseling, and job coaches to assist in career planning, stacking credentials, and securing financial aid.</p>	<ul style="list-style-type: none"> Student participants will be recruited, assessed, placed in appropriate classes, and counseled regarding the development of an education and career plan. Tutoring and student service workshops will be provided through cooperation with colleges' student services organizations. Provide students with job coaches to assist in job attainment and retention. Transition students completing the CSUSB IECE Entrepreneurial Training program to the Small Business Development Center (SBDC) and Women's Business Center (WBC) programs to receive on going mentoring and counseling. Develop and implement various schedules that will provide accelerated pathways. Utilize regional and outside content experts to work with faculty to develop and implement short-term, stackable certificates and/or certification/licensure preparation workshops. Actively engage employers in the targeted industry sectors regarding the skill requirements for employment or career progression in high demand occupations and format these skill sets into manageable modules. Identify skills and tasks required by convening industry partners and technicians. Use competency models to show minimum entry level competencies and assess skills using online programs. 	<ul style="list-style-type: none"> While attending the first module, 100% of the students completed an Individual Education Plan 60% of first cohort successfully met their goals Students demonstrated positive gains in job attainment A majority of participants in the Certificate in Entrepreneurship accessed counseling after the program 	<p>Year 2-3 Provide</p>	<p>BCC, CC, COD, CSUSB, MCC, MSJC, NC, RCC, SBVC, WVC</p>
<p>2.4 Introduce flexible schedules and curricular structures; modularize, chunking, 4-, 8-, 12-, 16- week formats.</p>	<ul style="list-style-type: none"> Develop and implement various schedules that will provide accelerated pathways. Utilize regional and outside content experts to work with faculty to develop and implement short-term, stackable certificates and/or certification/licensure preparation workshops. Actively engage employers in the targeted industry sectors regarding the skill requirements for employment or career progression in high demand occupations and format these skill sets into manageable modules. Identify skills and tasks required by convening industry partners and technicians. Use competency models to show minimum entry level competencies and assess skills using online programs. 	<ul style="list-style-type: none"> A minimum of 6 courses scheduled in an accelerated format Certificates sequenced, approved and awarded Award at least 10 stackable credentials that have regional and industry certification Pathways show lattice toward industry recognized credentials 	<p>Year 1 Establish & Approve Year 2-3 Award Certificates</p>	<p>BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, WVC</p>
<p>2.5 Profile program curricula skill levels and align with occupational profile skill levels. Assess students through NCR+ or equivalent to determine whether capable to access the curriculum or if remediation is needed.</p>	<ul style="list-style-type: none"> Industry verified task list completed All entering students are pre-assessed to determine curricula skill levels 	<ul style="list-style-type: none"> Industry verified task list completed All entering students are pre-assessed to determine curricula skill levels 	<p>End of Year 1 Year 1, 2 & 3 for 6 months</p>	<p>BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, WVC</p>
<p>2.6 Develop/introduce soft skills curriculum and embed in technical skills training. Certify soft skills through NCR+ or equivalent.</p>	<ul style="list-style-type: none"> Embed soft skills in course work. 	<ul style="list-style-type: none"> At least 12 soft skills training sections held or embedded in at least 6 courses 	<p>Year 2-3</p>	<p>BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, WVC</p>
<p>2.7 Enhance partnerships with the public workforce system and employer groups.</p>	<ul style="list-style-type: none"> Hold industry advisory board meetings to identify industry-recognized degrees and credentials. Continue to work with regional and statewide WIBs, EDD, and other partners. 	<ul style="list-style-type: none"> A minimum of 2 meetings held of the advisory board Attend at least 3 WIB meetings 	<p>Annually</p>	<p>BCC, CC, CHC, COD, CSUSB, MCC, MSJC, NC, RCC, SBVC, UCR, WVC Project Manager</p>

<p>2.8 Create a media campaign specifically marketed at TAA-eligible workers highlighting the availability of services throughout the region.</p>	<ul style="list-style-type: none"> Ensure TAA-eligible workers are served through a targeted marketing campaign highlighting the availability of services throughout the region. 	<ul style="list-style-type: none"> Print and non-print PR/Marketing materials developed with copies kept on file and records kept of # of materials disseminated and list of locations Website developed & implemented 	<p>Year 1-2</p>	<p>BCC, CC, CHC, COD, CSUSB, MCC, MSJC, NC, RCC, SBVC, UCR, VVC Project Manager</p>
<p>2.9 Develop a robust recruitment plan.</p>	<ul style="list-style-type: none"> Incorporate specific recruitment strategies and measures to serve TAA-eligible workers, veterans and traditionally underserved populations. 	<ul style="list-style-type: none"> Recruitment strategies established and effective by increasing enrollees by 10% 	<p>Year 1 Establish Year 2-3 Implement</p>	<p>BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, VVC Project Manager</p>

STRATEGY/OBJECTIVE No. 3: Enhance Articulated Career Pathway Options for Learners and Workers (Strategy ESI @ \$749,014)				
Activities	Deliverables	Performance Outcomes	Timelines	Implementers
<p>3.1 Implement strategies using articulated career pathways and a system of stackable credentials.</p>	<ul style="list-style-type: none"> Assemble a Career Pathway Team with representation from multiple stakeholders. 	<p>4 new stackable certificates developed</p>	<p>Year 1</p>	<p>BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC</p>
<p>3.2 Develop new articulation/concurrent enrollment agreements for credit-based certificates between K-12, CC, & 4-yr institutions.</p>	<ul style="list-style-type: none"> Articulation agreement with high schools in advanced manufacturing, facilities management, engineering, automated warehousing, cybersecurity, quality assurance, industrial maintenance; machining & welding. Link UCR extension and K-14 partners with the possibility of establishing articulation agreements 	<p>A minimum of 7 new articulation agreements completed</p>	<p>Year 1-3</p>	<p>BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC</p>
<p>3.3 Review noncredit /not-for-credit certificate programs to see if they meet the criteria to transition into credit certificates.</p>	<ul style="list-style-type: none"> Make recommendations to transfer noncredit certificates into credit based certificates. 	<p>A minimum of 3 contract programs are converted to credit programs</p>	<p>Year 2</p>	<p>BCC, CC</p>
<p>3.4 Expand/create K-16 career pathways tied to industry certifications.</p>	<ul style="list-style-type: none"> Align K-16 pathways with postsecondary certificates and pathways and expand existing outreach to parents and community regarding 2+2+2 pathways. 	<p>A minimum of 2 new pathways aligned</p>	<p>Year 1-2</p>	<p>BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC</p>

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STRATEGY/OBJECTIVE No. 4: Strengthen Teaching which includes Innovative/Advanced/Online and Technology-Enhanced/Alternative/Training Methods to Meet Industry and Individuals Training Needs. (Strategy Est. @ \$749,075)				
Activities	Deliverables	Performance Outcomes	Timelines	Implementers
4.1 Develop and implement online, open-access, hybrid, portable and/or short-term delivery methods for new and existing courses to accelerate time-to-completion rates for diverse student populations.	<ul style="list-style-type: none"> Approve schedule of course offerings aligned with objective. Non-credit certificate programs including OSHA, Cal CERTS, EPA or NABCEP created. Implement advanced online format, asynchronous collaboration and alternative training methods through the use of online curriculum such as Tooling University for courses like Cisco networking, quality assurance and engineering technician. Implement training programs at the SEBI center aligned to both industry and individuals need. 	<ul style="list-style-type: none"> Student enrollment and success increased by 10% through use of advanced online training methods A minimum of 3 online non-credit certificate programs created A minimum of 2 certificate programs utilizing asynchronous collaboration created 	<p>End of Year 1</p> <p>Year 1-3</p>	BCC, CC, COD, MCC, NC, RCC, SBVC, WC
4.2 Focus on workforce development activities that will enable incumbent/unemployed workers to become more competitive in the regional labor market.	<ul style="list-style-type: none"> Expert review team will be identified and trained. 	<ul style="list-style-type: none"> Customized training provided to a minimum of 50 incumbent/unemployed workers 	Year 1-3	BCC, CC, COD, NC, RCC, SBVC, VVC
4.3 Analyze program data for continuous improvement and program evaluation.		<ul style="list-style-type: none"> Performance outcomes for all participants documented and evaluated 	Year 2-4	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC Project Manager ERT Committee
4.4 Develop a student-industry-college information and communication web portal to provide a direct link between students, industry partners, and colleges and faculty.	<ul style="list-style-type: none"> Create a student friendly web portal utilizing the existing California Community College Chancellor's Office Launch Board System to link to critical information. 	<ul style="list-style-type: none"> Student-friendly Launch Board platform created and utilized 	Year 1-2 Created Year 3-4 Utilized	BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, VVC

STRATEGY/OBJECTIVE No. 5: Facilitate Regional Professional Development Opportunities and Technical Assistance to Support Effective Implementation and Regional Systemic Change. (Strategy Est. @ \$1,996,057)				
Activities	Deliverables	Performance Outcomes	Timelines	Implementers
5.1 Deliver training on site at colleges and off-site at SEBI Center consistent with the needs of industry.	<ul style="list-style-type: none"> Provide professional development in best practices on various topics including online and technology-enhanced alternative training methods, Cal-PASS Plus, energy efficiency, HVAC efficiency, automation systems, supply chain technology, machining, cybersecurity, quality assurance & six sigma. 	<ul style="list-style-type: none"> The number of CTE enrollees increased 2% annually 	Year 1-3	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, WC
5.2 Implement outreach to middle, high school and	<ul style="list-style-type: none"> Provide workshops and technical trainings to inform key staff and collaborative partners. 	<ul style="list-style-type: none"> At least 6 workshops held with documentation available on project website 	Year 1	BCC, CC, CHC, COD, CSUSB,

<p>college instructional staff to provide training and technical support.</p>	<ul style="list-style-type: none"> Disseminate program and pathway information to all regional high schools, college and career counselors. 	<ul style="list-style-type: none"> Outreach efforts documented At least 4 MFG Day events held 	<p>MCC, MSJC, NC, RCC, SBVC, UCR, VVC Project Manager</p>
<p>5.3 Support faculty workgroups to update curriculum and programs with content based on gaps and need in targeted industrial and computer design/manufacturing and engineering programs.</p>	<ul style="list-style-type: none"> Professional development workshops provided by certifying agencies to infuse programs with stackable credentials in programs such as machining and welding. Consult with other manufacturing and engineering departments throughout CA and across the country. 	<ul style="list-style-type: none"> A minimum of 4 workshops held Best practices shared 	<p>Year 1 & 2</p> <p>BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC Project Manager</p>
<p>5.4 Offer facilities tours for students, faculty and staff.</p>	<ul style="list-style-type: none"> Schedule tours of both college facilities, the new regional training SEBI Center, and industry. 	<p>A minimum of 3 tours given</p>	<p>Year 1, 2 & 3</p> <p>BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, VVC</p>
<p>5.5 Faculty and staff attend industry-sponsored technical trainings and/or conferences.</p>	<ul style="list-style-type: none"> Develop a list of relevant technical trainings and/or conferences. 	<p>A minimum of 10 faculty and staff attend at least 1 conference/training</p>	<p>Year 1, 2 & 3</p> <p>BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC</p>
<p>5.6 Host a 1-2 day Regional Workforce Development Conference to provide information on industry specific training and resources.</p>	<ul style="list-style-type: none"> Conference will include an industry recognized keynote, breakout sessions, and recordings made available to colleges for dissemination. 	<p>4 regional workforce conferences held</p>	<p>Year 1-4</p> <p>BCC, CC, CHC, COD, CSUSB, MCC, MSJC, NC, RCC, SBVC, UCR, VVC Project Manager</p>
<p>5.7 Provide annual updates concerning Innovation Hub (iHub) activities at University of California, Riverside.</p>	<ul style="list-style-type: none"> Host annual forum to discuss iHUB activities that assists in the development of a skilled workforce 	<p>Increased regional participation in iHUB</p>	<p>Year 1-4</p> <p>BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC</p>
<p>KEY: (Timelines) Year 1 – October 1, 2014 to September 30, 2015; Year 2 – October 1, 2015 to September 30, 2016; Year 3 – October 1, 2016 to September 30, 2017; and Year 4 – October 1, 2017 to September 30, 2018 // (Industry Certs) ACT – National Career Readiness Certificate, foundational and soft skills; NIMS – Machine trades, CNC – many other metal working certifications; MSSC – Basic manufacturing in: Production, Safety, Quality and Maintenance; NCCER – Industrial Maintenance, Electrical, Instrumentation, Mechanical and Welding; AWS – welding skills; IECE – Inland Empire Center for Entrepreneurship; OSHA – General Industry 10 and 30 hour certifications, NFFPA 70E certification; Cal CERTS – California energy rating provider; EPA – Environmental Protection Agency; NABCEP – North American Board of Certified Energy Practitioners; NCRC – National Career Readiness Certificate; SEBI – Stern Education and Business Incubation Center; and MFG – Manufacturing Day</p>			

3. OUTCOME AND OUTPUTS**(a) Analysis of Outcome Projections**

Outcome Projections; Targets; and Balance of Deliverables and Outcomes – See Table 9 below.

Table 9: IERTC Project Outcome Projections

Outcome Measure	Year 1	Year 2	Year 3	Year 4	Total
1. Total Unique Participants Served	237	1083	1269		2,589
2. Total Number of Participants Completing a TAACCCT-Funded Program of Study	87	446	572		1,105
3. Total Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program	121	385	488		994
4. Total Number of Participants Completing Credit Hours	139	463	626		1,228
5. Total Number of Participants Earning Credentials	106	458	612		1,176
6. Total Participants in Further Education After TAACCCT-Funded Program of Study Completion	42	282	585		909
7. Total Number of Participants Employed After TAACCCT-Funded Program of Study Completion		657	818	257	1,732
8. Total Number of Participants Retained in Employment After Program of Study Completion		548	695	299	1,542
9. Total Number of Those Participants Employed Who Received a Wage Increase Post-Enrollment		415	496	168	1,079

Raw numbers for the outcome measures were calculated based on: experience with grant-funded training for similar populations; college administrative data; employment demand identified through secondary and primary research; capacity of the planned training programs; resource constraints; anticipated higher completion for shorter-term certificate programs; and industry feedback and support.

IERTC deliverables and outcomes are well balanced. The project anticipates serving 2,589 unique students through new or revised programs leading to industry-recognized credentials. Large numbers of unique students can be expected since IERTC will expand training that is accelerated and short term.

(b) System or Process for Tracking and Reporting Outcome Measures

Existing Tracking Procedures - All IERTC community college consortium members currently have access to LaunchBoard, a platform that was developed by the California Community College Chancellor's Office (CCCCO) to collect and report performance outcomes on 34 distinct CTE metrics, including the five mandated performance outcome metrics identified by the U.S. Department of Education. Consistently defined, reliable data sources (e.g., Chancellor's Office Management Information System

(COMIS) data files that are submitted to the CCCCCO by all 112 California community colleges at the end of each semester; Employment Development Department (EDD) files; National Student Clearinghouse (NSC) files; etc.) are predominantly used to populate data into LaunchBoard. However, LaunchBoard also offers a user-friendly interface that affords consortium members the opportunity to enter meaningful performance outcome data (e.g., licensure examination pass rates) and identify and track specific populations (e.g., TAA-workers). LaunchBoard is a secure, web-based application that is supported by California Community College Chancellor's Office staff.

Plan to Address Gaps in Tracking - While LaunchBoard metrics specifically address the five outcomes mandated by the U.S. Department of Education (as well as other valuable metrics that will facilitate informed decision-making and development of actionable strategies by the IERTC advisory committee), IERTC consortium members intend to augment data collection processes and ensure data integrity by staffing each community college consortium member with a Site Data Manager. Site Data Managers will assist member colleges in reviewing and verifying critical data sources (e.g., COMIS files) and oversee entry of other pertinent data elements (e.g., licensure examination pass rates). The Site Data Managers will also function as the coordinators for each college on the CTE Employment Outcomes Survey. Survey results captured through the CTE Employment Outcomes Survey will subsequently be populated into LaunchBoard, providing all participating consortium members with meaningful disaggregated program, institutional, and sub-population specific employment data such as: employment; employment in the same or similar field; wage gain in field; and average annual salary in the same or similar field. While currently a voluntary reporting system, IERTC members are committed to inculcating CTE Employment Outcomes Survey data collection practices into their daily institutional operations and have dedicated funding to make this a reality for all consortium members. IERTC will continue to work with California EDD TAA Office to ensure that eligible TAA-workers served through the grant are appropriately identified and performance in the LaunchBoard metrics are tracked and reported for this and other sub-populations.

(c) Using Data for Continuous Improvement

Plan for Formal Data Reviews - IERTC is committed to the rigorous review of all program deliverables and outcome data. Formal data reviews will occur monthly and/or quarterly as appropriate and findings will be used by the IERTC Advisory Committee and project leadership to guide data-driven decisions for continuous program improvement. The consortium will select members of the existing regional Advisory Committee to form a smaller Expert Review Team (ERT) who will conduct a comprehensive formal review of all grant deliverables and outcome data. IERTC will utilize these industry and academic experts with a range of perspectives to review and comment on all draft reports, publications, and products prepared by project staff and the external evaluator. The ERT will be responsible for ensuring all deliverables are thoroughly reviewed for accuracy, content, and quality prior to their submission to DOL. To this end, the chart below outlines the process IERTC will use to evaluate all program deliverables:

STEP	DESCRIPTION OF FORMAL DATA REVIEW PROCESS FOR CONTINUOUS IMPROVEMENT
	All draft reports, publications and or products will be delivered to each ERT member with adequate time for independent review
	A panel discussion will be conducted between the ERT, Project Manager, Project Coordinator, Site Coordinators and external evaluator that will offer the opportunity for expert feedback and group discussion
	Project team and/or the external evaluator (ICF) will incorporate any changes or modifications recommended by the ERT
	Project Manager will then disseminate the revised product to the ERT for final approval
	After the Project Manager and ERT have signed off on the final deliverable, it is transmitted or delivered to the DOL, and if applicable, uploaded for public online access

A rigorous and comprehensive external evaluation will be conducted ICF on the overall effectiveness of the IERTC Project utilizing a comparison cohort study methodology. Details of this design are included in the supplemental materials of this application.

Sustainability Plan - Two major components are essential to developing both short and long term sustainability strategies. These components were used as a preliminary consideration in developing the IERTC sustainability plan, and are as follows: 1) Results Orientation and 2) Broad-based Community and Employer Support. The activities and services that are a part of this responsive training program are designed to sustain positive results for TAA-eligible and other adult workers, as well as, employers. By tracking progress and by proving the effectiveness of this training program the potential to attract new

funding and collaboration is increased. Broad-based community and employer support is foundational to the long-term sustainability of the program. In order to increase the ability to sustain efforts, IERTC will establish a strong identity in the community by: strategic outreach; advertising program accomplishments; involving industry executives in curriculum development activities; and continuing to engage stakeholders in the planning, implementation, and evaluation of program activities. IERTC understands that the power of broad-based community support cannot be underestimated. Through the current and recurring support of the community, IERTC will expand the potential for sustaining the program through local funding and support due to the shared interest in expanding the project objectives.

It is anticipated that once the effectiveness of this program is proven through rigorous assessment, portions of this training program will be sustained through institutionalization at both the consortium college and employer level, as has been demonstrated with other highly effective projects. Existing and future funding streams will also be leveraged (i.e., general operating, Title III, Title IV, NSF, WIOA, TANF, etc.).

ORGANIZATIONAL PROFILE

(a) Professional Qualifications of Project Staff

Professional qualifications - Immediately upon funding notification, Chaffey College as the Lead Institution will begin the hiring process to secure a 100% FTE dedicated Project Manager who will provide the day-to-day leadership for the project. Should there be a delay in the hiring process, IERTC will appoint an interim project manager by October 1, 2014 who will serve until the new project manager is hired.

To ensure that performance reporting, fiscal reporting, and procurement are conducted in accordance with grant requirements, IERTC will secure a Project Manager and support staff that possesses the following minimum qualifications:

IAA Support Staff Qualifications
Project Manager - 100% FTE (TBD) - Qualifications: Bachelor's degree in business, education, career technical education, organizational leadership, engineering, industrial arts or technology, or other related discipline (Master's degree preferred); a minimum of one year of formal experience, training, internship, or leadership experience reasonable related to the assignment; five years of higher education experience; at least five years in related industrial experience; experience in managing large projects including budgetary responsibilities; expertise in collaborating effectively with community and state officials on projects related to technical education/workforce development; experience in developing and implementing CTE curriculum in related field; proficiency with Microsoft Office including Word, Excel, Power Point, and Access, and Adobe Acrobat; ability to communicate effectively in person, in writing and in various electronic formats; validated experience working with

multiple constituencies, collaborating with administration, faculty, employers, workforce boards and community-based organizations; and strong technology and communications skills are essential.
Project Coordinator - 100% FTE (TBD) - Qualifications: Bachelor's degree in business, education, career technical education, organizational leadership, engineering, industrial arts or technology, or other related discipline (Master's degree preferred); two years of higher education experience; at least five years in related industrial experience; experience in coordinating large projects including budgetary responsibilities; experience in effective marketing strategies; expertise in collaborating effectively with community and state officials on projects related to technical education/workforce development; experience in developing and implementing CTE curriculum in related field; proficiency with Microsoft Office including Word, Excel, Power Point, and Access, and Adobe Acrobat; ability to communicate effectively in person, in writing and various electronic formats; validated experience working with multiple constituencies, collaborating with administration, faculty, employers, workforce boards and community-based organizations; strong technology and communications skills are essential; evidence of commitment to the mission of a comprehensive community college with a rural, non-traditional, multicultural student population.
Lead Data Manager - 100% FTE (TBD) - Qualifications: Bachelor's Degree in social behavioral sciences, statistics, or related field (preferably with emphasis on organizational or educational research); knowledge of research and design including standard statistical procedures related to sampling, correlation analysis, projections, instrument design, and qualitative measures applied to educational and social research; one year's experience in applying practical statistical and research methods; one year's experience in working in a college setting including direct contact with faculty, students and administrative staff; and demonstrated ability in using standard statistical software packages.
Accounting Tech - 100% FTE (TBD) - Qualifications: High School diploma or equivalent; minimum of two (2) years increasingly responsible job related experience; and knowledge in accounting/bookkeeping principles, and pertinent computer software applications. Ability to: adapt to changing work priorities; being attentive to detail; communicate with diverse groups; meet deadlines and schedules; set priorities; and work with detailed information/data. Demonstrated skills in operating standard office equipment, using pertinent software applications; performing accounting procedures, and maintaining accurate records.
Administrative Assistant - 100% FTE (TBD) - Qualifications: Any combination of education, training, and experience that provides the required knowledge, skills, and abilities: i.e., completion of high school with responsible secretarial or administrative support experience involving extensive public contact and interfacing with various levels of management; Ability to operate a computer and word processor; familiarity with various software packages; knowledge of general accepted office practices, procedures, and equipment; knowledge of basic arithmetic; and proper English usage, grammar, vocabulary, and spelling; and ability to type 60 WPM.

(b) Management Structures

Dr. Henry Shannon, Superintendent/President of Chaffey College, will be responsible for overall supervision of the project and will be personally involved in order to influence the quality of the project and oversee its impact on achieving institutional goals. He will delegate authority to the Project Manager, who will oversee the Project Coordinator, Lead Data Manager, Accounting Tech and Admin Assistant. The Project Manager's direct supervisor on the project will be the Interim Associate Superintendent of Business Services and Economic Development, Lisa Bailey.

The regions Deputy Sector Navigator-Advanced Manufacturing of the Desert/Inland Region will co-facilitate committee meetings and may serve as one of the agreed upon Regional Industry Representative. Further, each of the 12 consortium members will participate in the Advisory Committee that oversees the strategic direction of the project. These members will be college representatives at the executive leadership level. In addition, each consortium member will have a dedicated Site Coordinator responsible for overseeing the implementation of the IERTC within their college. This staff member will coordinate all

efforts with the Project Manager and Project Coordinator, participate in workgroups, training, and curriculum development, alignment and articulation along with other college personnel as appropriate. Each location will also have a supportive Site Data Manager who will be responsible for maintaining program and participant data at the college level and will work closely with the Expert Review Team and ICF, the projects third-party evaluator. An organizational chart is included in the attachment section of this proposal.

(c) **Systems and Processes**

Timely and complete reporting practices - Chaffey College has been successful in managing effective educational programs and activities for students since its inception. Chaffey College has a proven track record in successfully administering various state and federal projects (Title III, Title IV, NSF, WIOA, TANF, CalWorks, etc.). Each of these funding sources has required timely and accurate financial and performance reporting requirements that were fully met by Chaffey administrators, staff and grant support teams.

Procurement processes, systems, and procedures - Chaffey College, as the Lead Consortium Member, will assume the responsibility of managing this project within an organizational structure ensuring accountability and performance. Funding expenditures will require the signature of the Project Manager, Vice President or an Associate Superintendent before the district fiscal services will process a requisition. College budget technicians will review all expenditures and transfers to ensure that they comply with grant guidelines and district policies before the Interim Executive Director of Business Services authorizes the transaction.

The Project Manager and/or the Project Coordinator will work directly with consortia Site Coordinators, Data Managers and the external program evaluator for this project to ensure all progress and quarterly reports are submitted in a timely manner. Further, they will be responsible for reviewing all reports prior to submission to ensure accuracy of data and findings. Finally, they will also be responsible for scheduling and facilitating quarterly meetings and an annual strategic planning summit.