

(1) Applicant Name: Chaffey College

(2) Applicant City/State: Rancho Cucamonga, CA

(3) Consortium Member(s) and Consortium Member State(s):



| Twelve (12) College Consortium Partners of Southern California, Inland Empire Region | | |
|--|----------------------|-------------|
| Chaffey Community College | Rancho Cucamonga, CA | \$6,632,881 |
| Norco College | Norco, CA | \$1,410,433 |
| Barstow Community College | Barstow, CA | \$1,155,132 |
| College of the Desert | Palm Desert, CA | \$1,469,805 |
| Mt. San Jacinto Community College | San Jacinto, CA | \$965,590 |
| Victor Valley College | Victorville, CA | \$366,133 |
| San Bernardino Valley Community College | San Bernardino, CA | \$1,249,807 |
| Crafton Hills College | Yucaipa, CA | \$50,000 |
| Riverside City College | Riverside, CA | \$1,130,937 |
| MiraCosta College | Oceanside, CA | \$300,100 |
| CSU, San Bernardino | San Bernardino, CA | \$147,269 |
| UC, Riverside | Riverside, CA | \$102,197 |

(4) Areas Served by Grant: Rancho Cucamonga, Norco, Barstow, Palm Desert, San Jacinto, Victorville, San Bernardino, Yucaipa, Riverside Cities; San Bernardino and Riverside Counties; California

(5) Total Funding Level Requested: \$14,980,284

(6) Sub-Total Requested Funding Amount by Consortium Member: See Chart above

(7) Project Name: Inland Empire Regional Training Consortium (IERTC)

(8) Project Description and List of Credentials to be Developed and Awarded: The Inland Empire Regional Training Consortium (IERTC) will create the STEM Education Business Incubator (SEBI) Center hosted at California Steel Industries in Fontana that will focus on Advanced Manufacturing Applications.

The IERTC is a regionally coordinated, large-scale effort to develop the highly trained/highly technical workforce necessary to advance industry and the economy of our region. Educational programs and credentials will be "stackable" meaning once a student completes one course program, they will be poised to "stack" or add additional complementary programs leading to an industry recognized credential. We envision the granting of credentials will be aligned with the National Association of Manufacturers' (NAM), Institute for Manufacturing including ACT, NIMS, MSSC, NCCER, AWS and OSHA. Additional delivery

methods include the use of Closed-Circuit Classroom and Technical Laboratory Training, Mobile Training Laboratories and Online Training and Resources. IERTC proposes to implement an advanced integrated career pathway approach that includes multiple entry and exit points with various certificates and degrees. See IERTC Project Design Diagram in the attachment section of this proposal.

(9) Population to be served: TAA-eligible workers, long-term unemployed and veteran populations.

(10) Target Industry(s): Advanced Manufacturing

(11) Employer Partner(s): Manufactures' Council of the Inland Empire representing: 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

(12) Public Workforce System Partner(s): Riverside County WIB, San Bernardino County WIB, California Workforce Services Division Economic Development Department

(13) Other Key Partner(s): Manufactures' Council of the Inland Empire, Inland Empire Economic Partnership, Alliance for Education, San Bernardino County Superintendent of Schools, Baldy View ROP, San Bernardino County ROP, Riverside County ROP, CRY ROP, Goodwill Foundation, CAP Program, Career Ladders Project, California Community Colleges Chancellor's Office and The California Manufacturers' and Technology Association

(14) Public Contact Information: Kathleen Dutton, Director of Employment Development & Community Education - Chaffey College; Phone: 909-652-6042; Email: Kathy.Dutton@chaffey.edu

(15) Percentage of OER Program Materials Developed vs. Licensed or Purchased: 40% vs. 60%

(16) Data Tags: Employer Partnerships, Industry-Driven Competencies, Industry-Recognized Credentials, Contextualized Learning, Career Pathways, Basic Skills, Modular Curriculum, Learning Communities, Advanced Manufacturing, TAA Eligible Worker, Cohort Enrollment, Integrated Program Design



Chaffey College

5885 Haven Avenue, Rancho Cucamonga, CA 91737-3002 · 909/652-8160 · 909/652-8162 Fax

Consortium Agreement

**Department of Labor Employment & Training Administration
Trade Adjustment Assistance Community Colleges and Career Training Grants Program
CONSORTIUM AGREEMENT**

June 11, 2014

Chaffey College
5885 Haven Avenue
Rancho Cucamonga, CA 91737
ATTN: Dr. Henry Shannon

Dear Dr. Shannon,

As members of the Inland Empire Regional Training Center Consortium, we submit this letter in strong support of Chaffey College's application for the DOL/ETA TAACCCT Grant. This agreement serves as formal notification to DOL of this consortium's intent to apply, indicates commitment to participate in the project and acknowledges that upon award, member institutions must enter into subgrant agreements with Chaffey College who will serve as the Lead Institution.

The proposed capacity building and sector-based systemic change activities set forth as part of this TAACCCT application will prepare participants for employment in high-wage, high-skill occupations in fields related to Advanced Manufacturing. Further, the consortium maintains strong confidence that this innovative project will create industry-driven strategies that are responsive to regional labor markets and state economies and will be of enormous benefit to both San Bernardino and Riverside County residents, employers, and the high growth and emerging industries in the region. The consortium is dedicated to doing everything within its power to contribute to the success of this program and will leverage resources to provide the following should this application be funded:

PARTICIPATING INSTITUTIONS OF HIGHER EDUCATION

Chaffey College – Has committed to serving as the Lead Institution and will be responsible for project oversight related communication, monitoring, reporting, prior approval requests, provisions of Technical Assistance and Training and Project Evaluation as stipulated in the SGA/DFA PY-13-10. Further, as a contributing member of the consortium, Chaffey has also committed to the following: participate on the newly formed IERTC Advisory Committee, collaborate with secondary, business, post-secondary and any other community partners; identify appropriate credit-bearing college courses and dual enrollment courses in a career pathway to prepare students to enter postsecondary without need for remediation; provide testing and assessment for prior learning; provide college credit where applicable for verified prior learning; provide mapping of skills gaps for those tested for participants; provide a series of courses and training needed to fill the skills gaps identified in the prior learning assessment; collaborate with high school faculty to ensure that course content will prepare students for college level work; collaborate with business partners to align college coursework with relevant technical skills and workplace competencies, as defined by industry; support student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students; assist in the collection, submission and analysis of data that aligns and supports the project; implement nationally recognized industry curriculum responsive to industry need; provide professional development to increase 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; assist in the development of the Advanced Manufacturing pathway summer certificate programs, including soft skills programs; collaborate with K-12 and community colleges on stackable certificates that lead to seamless



pathways; and provide NCCER's Instructor Craft Training Program (ICTP) to instructors so they may provide nationally recognized industry standardized certification to students in Advanced Manufacturing and related pathways.

Norco College - enhancing workforce delivery and innovative curriculum development in: (1) Industrial Maintenance; (2) Welding, Metal Fabrication; (3) Machining, CNC 3D Prototyping; (4) Automation & Robotics; and (5) Pre-Engineering and Engineering Technology; working with local high schools in order to create pathways and give students interested in a particular career a "head start" on their education, allowing them to earn college credit at NC before graduating high school.

Barstow Community College - participate on the newly formed IERTC Advisory Committee; collaborate with secondary, business, post-secondary and any other community partners; identify appropriate credit-bearing college courses and dual enrollment courses in a career pathway to prepare students to enter postsecondary without need for remediation; provide testing and assessment for prior learning; provide college credit where applicable for verified prior learning; provide mapping of skills gaps for those tested for participants; provide a series of courses and training needed to fill the skills gaps identified in the prior learning assessment; collaborate with high school faculty to ensure that course content will prepare students for college level work; collaborate with business partners to align college coursework with relevant technical skills and workplace competencies, as defined by industry; support student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students; assist in the collection, submission and analysis of data that aligns and supports the project; implement nationally recognized industry curriculum responsive to industry need; provide professional development to increase 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; assist in the development of the Advanced Manufacturing pathway summer certificate programs, including soft skills programs; collaborate with K-12 and community colleges on stackable certificates that lead to seamless pathways; and provide NCCER's Instructor Craft Training Program (ICTP) to instructors so they may provide nationally recognized industry standardized certification to students in Advanced Manufacturing and related pathways.

College of the Desert - adopt and implement 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; to actively participate in the IERTC advisory committee; accept referrals from the training program; provide space for staff to meet with participants, conduct workshops, etc.; participate in recruitment activities, career days, college fairs, and other events where eligible participants may be recruited; attend advisory committee and collaborative meetings to assess participants need, determine appropriate service and provide referral; speak at meetings to promote the program; enroll qualified participants in similar supportive programs at our school/organization; offer supportive services, such as counseling career, academic and/or personal; expand pathways from K12 feeder districts to support recent graduates to earn industry certifications, non-credit CTE Certificates and Credit Certificates and Degrees.

Mt. San Jacinto Community College District - adopt and implement 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; to actively participate in the IERTC advisory committee; accept referrals from the training program; provide space for staff to meet with participants, conduct workshops, etc.; participate in recruitment activities, career days, college fairs, and other events where eligible participants may be recruited; attend advisory committee and collaborative meetings to assess participants need, determine appropriate service and



provide referral; speak at meetings to promote the program; enroll qualified participants in similar supportive programs at our school/organization; provide workshops on employability skills, academic and career choices, or other relevant topic; contribute to the scholarship fund activities for economically challenged students with potential; offer supportive services, such as counseling career, academic/and or personal.

Victor Valley College - participate on the newly formed IERTC Advisory Committee; 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; accept referrals from the training program; provide space for staff to meet with participants, conduct workshops, etc.; participate in recruitment activities, career days, college fairs, and other events where eligible participants may be recruited; speak at meetings to promote the program; enroll qualified participants in similar supportive programs at our school/organization; provide workshops on employability skills, academic and career choices, or other relevant topic; contribute to the scholarship fund activities for economically challenged students with potential; and offer supportive services, such as counseling career, academic/and or personal.

San Bernardino Community College District, Valley College campus - adopt and implement proven curriculum responsive to industry need; incorporate 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; actively participate in the IERTC advisory committee; accept referrals from the training program; provide space for staff to meet with participants, conduct workshops, etc.; participate in recruitment activities where eligible participants may be recruited; offer supportive services, such as counseling career.

Crafton Hills College - accept referrals from the training program; provide space for staff to meet with participants, conduct workshops, etc.; participate in recruitment activities where eligible participants may be recruited; offer supportive services, such as counseling career, attend advisory committee and collaborative meetings to assess participants need, determine appropriate service and provide referral; enroll qualified participants in similar supportive programs at our school; compare CHC academic coursework to program offerings; develop curriculum based on the review and analysis.

Riverside City College - enhancing workforce delivery and innovative curriculum development in: (1) Industrial Maintenance; (2) Welding, Metal Fabrication; (3) Machining, CNC 3D Prototyping; (4) Automation & Robotics; and (5) Pre-Engineering and Engineering Technology; work with local high schools in order to create pathways and give students interested in a particular career a "head start" on their education, allowing them to earn college credit at NC before graduating high school; partner with school districts in Riverside to establish pathways and will work with the Tri-Tech Small Business Development Center to create training solutions that are appropriate responses to business needs, including management, technical, and/or basic skills training.

MiraCosta College - adopt and implement curriculum responsive to industry need; assist with the creation of a new Bachelor's in Engineering in collaboration with California State University, San Marcos Extended Studies; 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; accept referrals from the training program; provide space for staff to meet with participants, conduct workshops, etc.; participate in recruitment activities, career days, college fairs, and other events where eligible participants may be recruited; attend advisory committee and collaborative meetings to assess participants need, determine appropriate service and



Chaffey College

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Consortium Agreement

provide referral; speak at meetings to promote the program; enroll qualified participants in similar supportive programs at our school/organization; provide workshops on employability skills, academic and career choices, or other relevant topic; contribute to the scholarship fund activities for economically challenged students with potential; offer supportive services, such as counseling career, academic/and or personal.

California State University, San Bernardino - provide comprehensive training in the area of entrepreneurship and business ownership skills; transition those completing our entrepreneurial training program to our Small Business Development Center (SBDC) and Women's Business Center (WBC) programs to receive on going mentoring and counseling; to actively participate in the IERTC Advisory Committee; attend advisory committee and collaborative meetings to assess participants need, determine appropriate service and provide referral; speak at meetings to promote the program.

University of California, Riverside – actively participate in the IERTC Advisory Committee; connect stakeholders to iHub activities when relevant; attend advisory committee and/or collaborative meetings to provide insight into university-level alignment of career pathways; convene appropriate individuals/agencies to assist in meeting work plan and overall academic and economic impact goals; and provide a link to the University of California, Riverside-Extension to explore the possibility of establishing articulation agreements and/or program alignment to allow students to obtain credit for coursework and training completed at community colleges.

As subrecipients, we as member institutions of the IERTC TAACCT proposal will follow all the terms and conditions of our Grant Award, per 29 CFR 95.5. We also will submit programmatic and financial information to Chaffey College to facilitate submissions of quarterly programmatic and fiscal reports by Chaffey College in compliance with 29 CFR Part 95. Once again, we submit this letter in strong support of Chaffey College's application for the DOL/ETA TAACCCT Grant.

Sincerely,

Paul Parnell, PhD
President
Norco College

Dr. Debbie Di Thomas
Superintendent/President
Barstow Community College

Anna Davies
Executive Vice-President
Student Learning and Support Services
College of the Desert

Dr. Roger Schultz
Superintendent/President
Mt. San Jacinto Community College

Peter Allan
President/Superintendent
Victor Valley College

Bruce Baron
Chancellor
San Bernardino Community College District

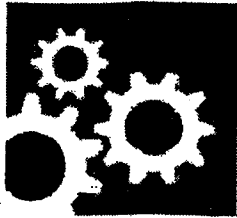
Cheryl A. Marshall, Ed.D.
President
Crafton Hills College

Edward Bush
Vice President, Student Services
Riverside City College

Linda Kurokawa
Director, Community Services and Business
Development
MiraCosta College

Dr. Mike Stull
Director, Inland Empire Center for Entrepreneurship
California State University, San Bernardino

Robert Chan
Sr. Contract & Grant Officer
University of California, Riverside



**MANUFACTURERS'
COUNCIL**
of the Inland Empire

June 24, 2014

To Whom It May Concern:

On behalf of the Manufacturers' Council of the Inland Empire and our partners, we pledge our support of the Inland Empire Regional Training Consortium's (IERTC) Trade Adjustment Assistance Community College and Career funding proposal for which we are applying.

The partnership and vested support for this effort includes the San Bernardino County, City and Riverside County Workforce Investment Board Systems, eleven community college districts, California State University, San Bernardino, University of California, Riverside, other local public and private four-year universities, California Steel Industries, Inland Empire Economic Partnership, Riverside County WIB, San Bernardino County WIB, San Bernardino City WIB, San Bernardino County Superintendent of Schools, Alliance for Education, Baldy View ROP, CRYROP, Goodwill Foundation, CAP Program, Catholic Charities, and James Irvine Foundation.

The formation of the IERTC will enhance workforce delivery and innovative curriculum development that will achieve levels of success for our adult students, particularly our long term unemployed workers who have little chance of returning to prior wage levels without new credentials. This regional initiative is based on creating a skilled workforce for our local employers by; raising the skill level of thousands of our workforce members who are displaced (TAA-eligible), unemployed, under-employed, out-of-school youths and/or incumbent workers with a need to improve technical skills and training for career advancement. **The regional focus on advanced manufacturing will meet the training and employment needs of our region's largest employment sector, developing the highly trained/highly technical workforce necessary to advance the local economy and attract new industry to the region.**

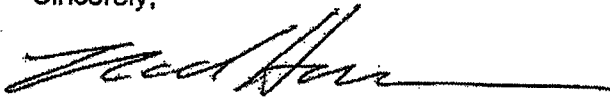
Should we receive funding to implement training program, we are committed to the following:

- Service 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
- Providing leveraged resources to support education/training (such as equipment, facilities, and, instructors)

We believe that this innovative new grant will be of enormous benefit to the employers and residents of this area and are dedicated to doing everything within our power to contribute to the success of this program. We are committed to being full partners in promoting the education of our residents and the community at large and increasing the economic vitality of our region.

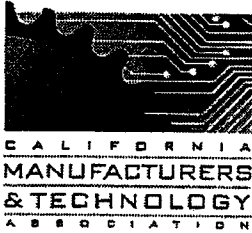
Sincerely,



Rod Hoover, Vice Chair
Manufacturers' Council of the Inland Empire

Manufacturing Council of the Inland Empire
Participating Employers

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
Vista Metals



Jack M. Stewart
President

June 28, 2014

To Whom It May Concern:

On behalf of the California Manufacturers & Technology Association, I pledge our support of the Inland Empire Regional Training Consortium's (IERTC) Trade Adjustment Assistance Community College and Career funding proposal for which we are applying.

This region is the prize of California in its efforts to collaborate among the Manufacturers, WIBs, and Community Colleges. Their commitment to workforce development is evident by the success of the Manufacturers Council of the Inland Empire workforce development and training programs as well as the Manufacturers' Summit event that takes place each year. This region is well-poised to deliver on the TAACCCT grant opportunity. They will get the job done and put people to work in an effective and efficient manner.

The formation of the IERTC will enhance workforce delivery and innovative curriculum development that will achieve levels of success for our adult students, particularly our long term unemployed workers who have little chance of returning to prior wage levels without new credentials. This regional initiative is based on creating a skilled workforce for our local employers by; raising the skill level of thousands of our workforce members who are displaced (TAA-eligible), unemployed, under-employed, out-of-school youths and/or incumbent workers with a need to improve technical skills and training for career advancement. The regional focus on advanced manufacturing will meet the training and employment needs of this region's largest employment sector, developing the highly trained/highly technical workforce necessary to advance the local economy and attract new industry to the region.

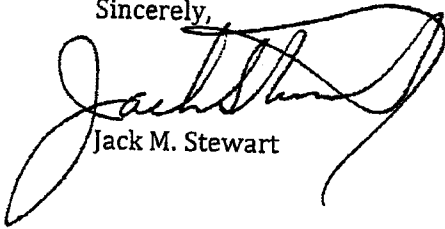
Should this funding be awarded to implement training program, we are committed to the following:

- Assist with the identification of an Advanced Manufacturing Industry Sector Representative
- Actively engage and contribute to dialog and planning at scheduled IERTC Committee meetings
- Promote the IERTC Project to other industry partners in order to garner additional industry support

- Service on the project's leadership team
- Identifying a regional industry representative(s) to work with the consortium to help establish effective sector strategies
- 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
- Providing leveraged resources to support education/training (such as equipment, facilities, and, instructors).

We believe that this innovative new grant will be of enormous benefit to the employers and residents of this area and are dedicated to doing everything within our power to contribute to the success of this program. We are committed to being full partners in promoting the education of our residents and the community at large and increasing the economic vitality of our region.

Sincerely,



Jack M. Stewart

DEPARTMENT of WORKFORCE DEVELOPMENT

COUNTY OF SAN BERNARDINO
Economic Development Agency



ADMINISTRATION
215 North D Street, #301, San Bernardino CA 92415-0046
FAX (909) 387-9870

Toll Free (800) 451-JOBS
California Relay Service 711

June 17, 2014

Subject: Partnership with the Inland Empire Regional Training Consortium

To Whom It May Concern:

With this letter, the San Bernardino County Workforce Investment Board (WIB) and the Department of Workforce Development (WDD) pledge our support and partnership of the Inland Empire Regional Training Consortium's (IERTC) Trade Adjustment Assistance Community College and Career funding proposal.

The WIB is responsible for administering the Workforce Investment Act of 1998 (Public Law 105-220) to all residents of San Bernardino County. Through its broad membership, the WIB encourages collaboration among local public, private and non-profit entities. This collaboration is further enhanced through its committee structure; members include representatives from private business, public partners, educational institutions, government and community organizations that have a vested interest in workforce issues.

We are committed to continued collaboration with the IERTC and applaud further efforts to create a stronger connection with industry and educational entities. This regional initiative is based on creating a skilled workforce for our local employers by raising the skill level of our residents who are displaced (TAA-eligible), unemployed, under-employed, out-of-school youths and/or incumbent workers with a need to improve technical skills and training for career advancement. The regional focus on advanced manufacturing will meet the training and employment needs of our region's largest employment sector, developing the highly trained/highly technical workforce necessary to advance the local economy.

The partnership and vested support for this effort will include the following:

- *Provide assistance to participants with employment opportunities through our county-wide America's Job Center of California (AJCC) outreach efforts to business and industry,*
- *Refer dislocated, unemployed, underemployed, lower-income, and those with disabilities as well as other clients to training offered through this funding,*
- *Continue to actively participate in Manufacturing Council of the Inland Empire (MCIE) meetings, collaborative meetings, and the IERTC Advisory Committee,*
- *Facilitate job placement of qualified candidates connecting them to current, related jobs,*
- *Connect employers to the classroom to provide facility tours to faculty and/or students,*
- *Connect with employers to recruit directly from the training location into jobs that match the specialized training,*
- *Participate in program evaluation(s), and provide outcome data to the appropriate staff,*
- *Provide space for staff to meet with participants, conduct workshops, etc.,*
- *Participate in recruitment activities where eligible participants may be recruited,*

GREGORY C. DEVEREAUX
Chief Executive Officer

Board of Supervisors
ROBERT A. LOVINGOODFirst District JAMES RAMOS.....Third District
JANICE RUTHERFORD...Second District GARY C. OVITT.....Fourth District
JOSIE GONZALES.....Fifth District

- *Attend collaborative meetings to assess participants need, determine appropriate service and provide referral,*
- *Promote the program at meetings and events to encourage support and participation of both employers and those in need of training/employment, and*
- *Offer supportive services as appropriate to IERTC participants.*

The WIB is dedicated to the success of IERTC and is looking forward to being a full partner and collaborator which will inevitably promote the education of our residents and the community at large and increasing the economic vitality of our region.

Sincerely,

Sandra Harmsen

Sandra Harmsen
Director, Department of Workforce Development
Executive Director, San Bernardino County Workforce Investment Board

Julie Adams
Layne Arthur
Iddo Benzevi
Lisa Brandl
Shelagh Camak
Kenny Calvin
Kenneth Clark
Jamil Dada
Louis Davis
Juan DeLara
Guadalupe Delgado
Sharon Duffy
Imran Farooq
Mirna Flores
Duane Friel
Robert Frost
Rick Giasmann
Cherilyn Greenlee
Michele Haddock
Francisca L. Hernandez
Barbara Howison
Peter Hubbard
Angela Janus
Joyce Johnson
Maria Juarez
Barry Keyes
James King
Suzanne Lingold
Brooks Lockhart
Claudia Lopez
Deanna Lorson
Scott Mann
Paul Marchand
Charles Martin
Debra Martin
Chuck McDaniel
Vincent McCoy
Morris Myers
Sonia Nunez
Louise Oppenheim
Ken Orr
Lea Petersen
Steve Popkin
Darryl Rawlings
Guy Reams
Susan Senior
Tina Sewell
Laurie Stalnaker
Stanley Stosel
Diane Strand
Diane Stuart
Ron Vito
Susan von Zabern



MORRIS MYERS, CHAIR

June 26, 2014

Ms. Portia Wu
Assistant Secretary
U.S. Department of Labor
Employment and Training Administration
200 Constitution Avenue, NW, Room N4716
Washington, DC 20210

Dear Ms. Wu:

The Riverside County Workforce Investment Board is pleased to partner in support of the application being submitted by the Inland Empire Regional Training Consortium's (IERTC) for the Trade Adjustment Assistance Community College and Career (TAACCCT) funding proposal. The IERTC will enhance workforce delivery and innovative curriculum development that will achieve levels of success for adult students, particularly long-term unemployed workers who have little chance of returning to prior wage levels without new credentials.

The Riverside County Workforce Investment Board is one of 600 private-sector led Workforce Investment Boards (WIBs) in the Country. WIBs are transforming the nation's workforce system to be responsive to the demands of a global economy. Through strong strategic partnerships with private-sector businesses, local government, community-based organizations, institutions of higher education and K-12 education, WIBs remain in a prime position to serve as the pipeline for a skilled labor force necessary for economic recovery and long-term growth.

The following existing supports and services will be available to participants through the American Job Centers in our region:

- Referral of appropriate candidates to TAACCCT programs for education and training;
- Co-enrolling TAACCCT participants into Workforce Investment Act (WIA) Title I programs, where appropriate;
- Providing support services in a leveraged and coordinated manner with the community college, through WIA;

Page 2

- Working with the IERTC programs to ensure that proposed Programs of Study qualify for inclusion on appropriate eligible training provider lists;

In addition, the Riverside County Workforce Investment Board is requesting TAACCCT funding from the proposed application. These resources will be used to help facilitate employer engagement in the sector strategy by supporting their involvement in both required and encouraged roles in the TAACCCT partnership. Proposed activities are:

- Evaluate the targeted industry sector to ensure targets are aligned with current and future regional economic growth.
- Strengthening employer engagement through new and existing industry alliances in the targeted industry sector.
- Assisting the IERTC in reaching out to employers to build support for the TAACCCT program.

The Riverside County Workforce Investment Board looks forward to partnering with the IERTC to ensure our region meets the needs of our customers, job seekers and businesses, by providing "Infinite Opportunity and Lasting Prosperity."

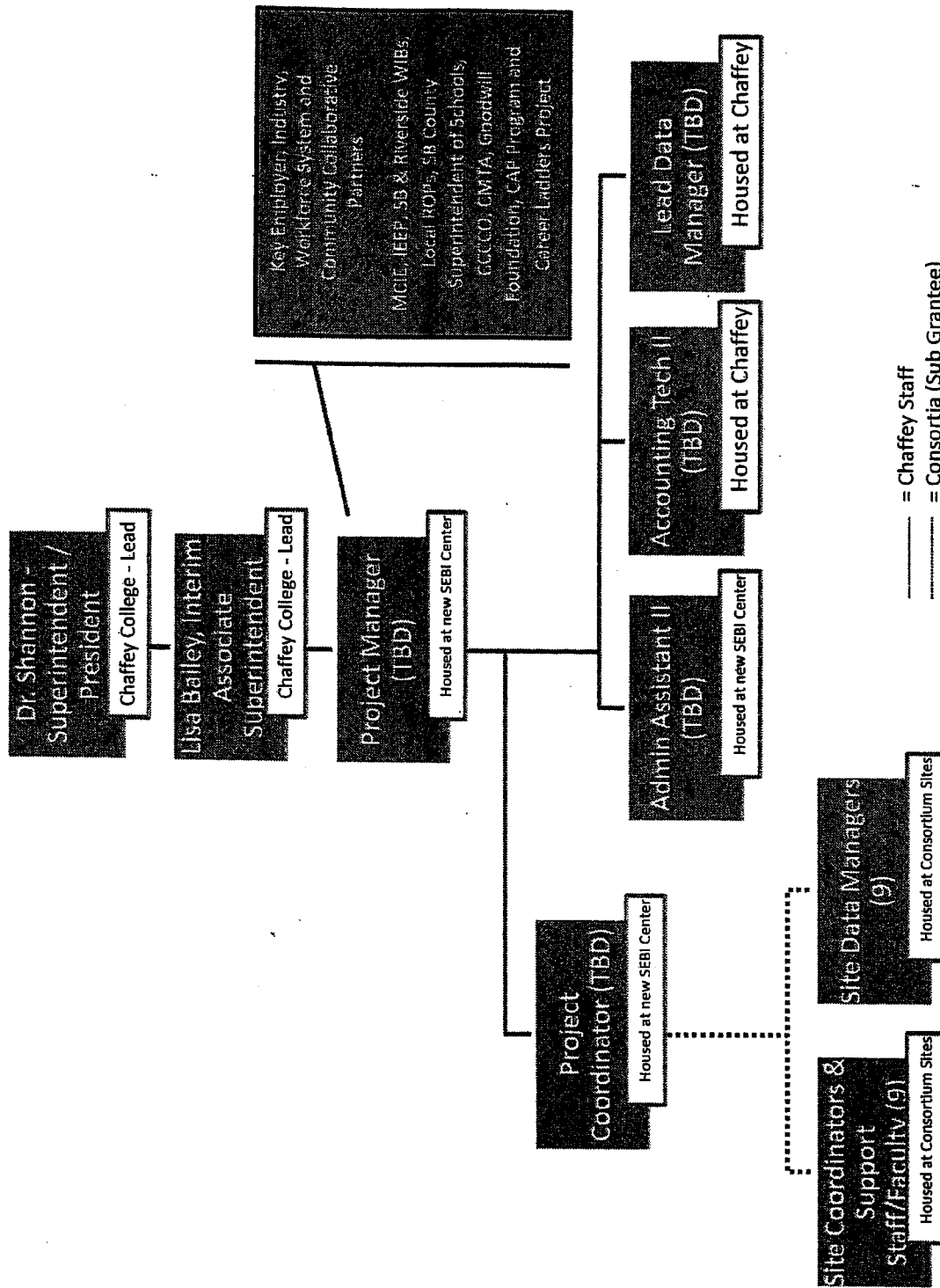
Should you have any questions regarding the committed partner role of the Riverside County Workforce Investment Board, please do not hesitate to contact me.

Sincerely,

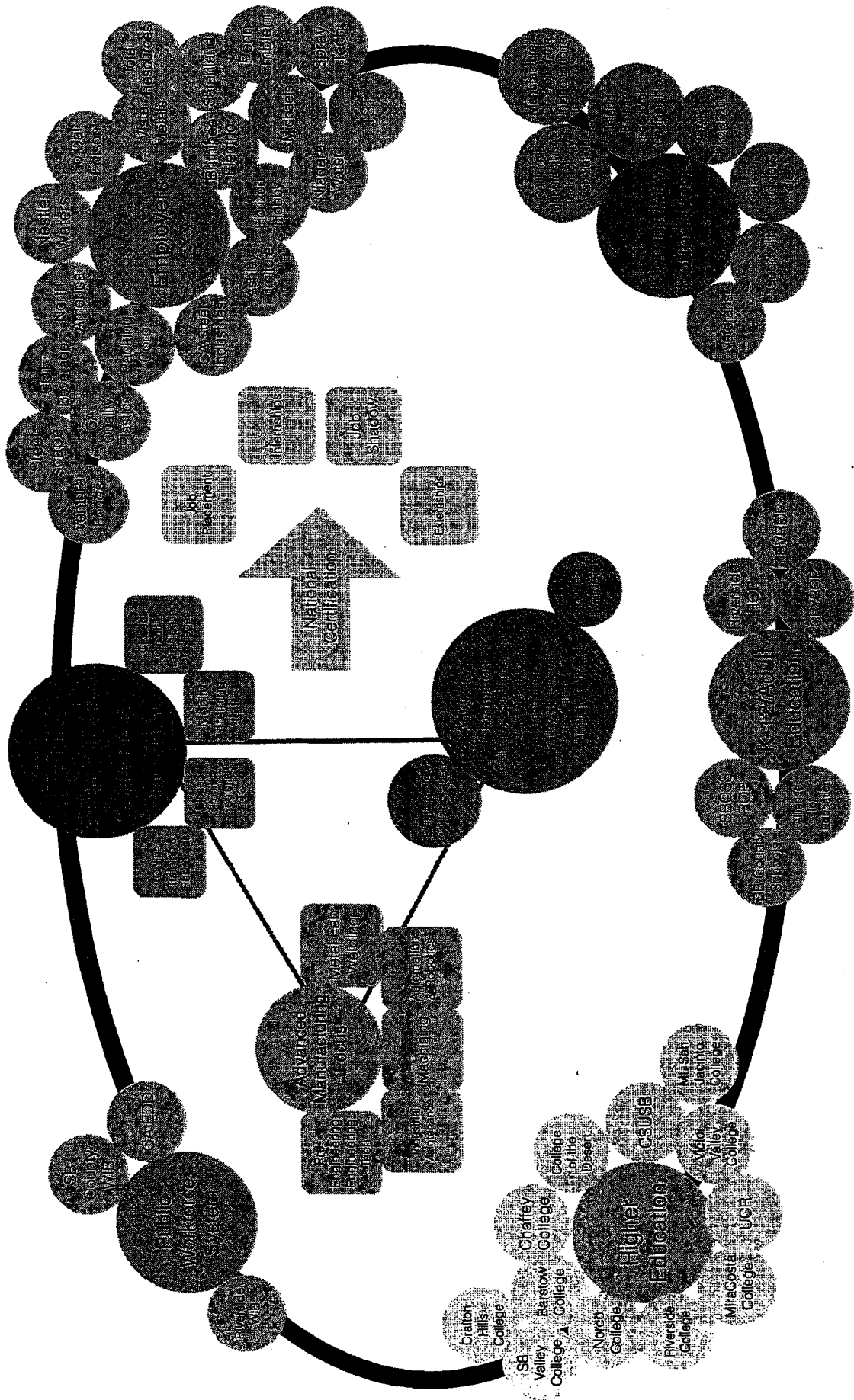


Morris Myers, Chairman
Riverside County Workforce Investment Board

Proposed TAA IERTC Project Organizational Chart



_____ = Chaffey Staff
 - - - - - = Consortia (Sub Grantee)



Top Cluster: Nestle, Coca-Cola, PepsiCo, Unilever, Mars, Mondelez, etc.

Public Workforce System: Workforce Solutions, etc.

Advanced Manufacturing: Industry 4.0, etc.

Advanced Manufacturing: Industry 4.0, etc.

Advanced Manufacturing: Industry 4.0, etc.

Advanced Manufacturing: Industry 4.0, etc.

Job Placement, Memberships, Job Shadow, Entrepreneurship

National Certification

Advanced Manufacturing

Advanced Manufacturing

Advanced Manufacturing

Advanced Manufacturing

Public Workforce System: Workforce Solutions, etc.

Advanced Manufacturing: Industry 4.0, etc.

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Public Workforce System: Workforce Solutions, etc.

Advanced Manufacturing: Industry 4.0, etc.

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Advanced Manufacturing: Industry 4.0, etc.

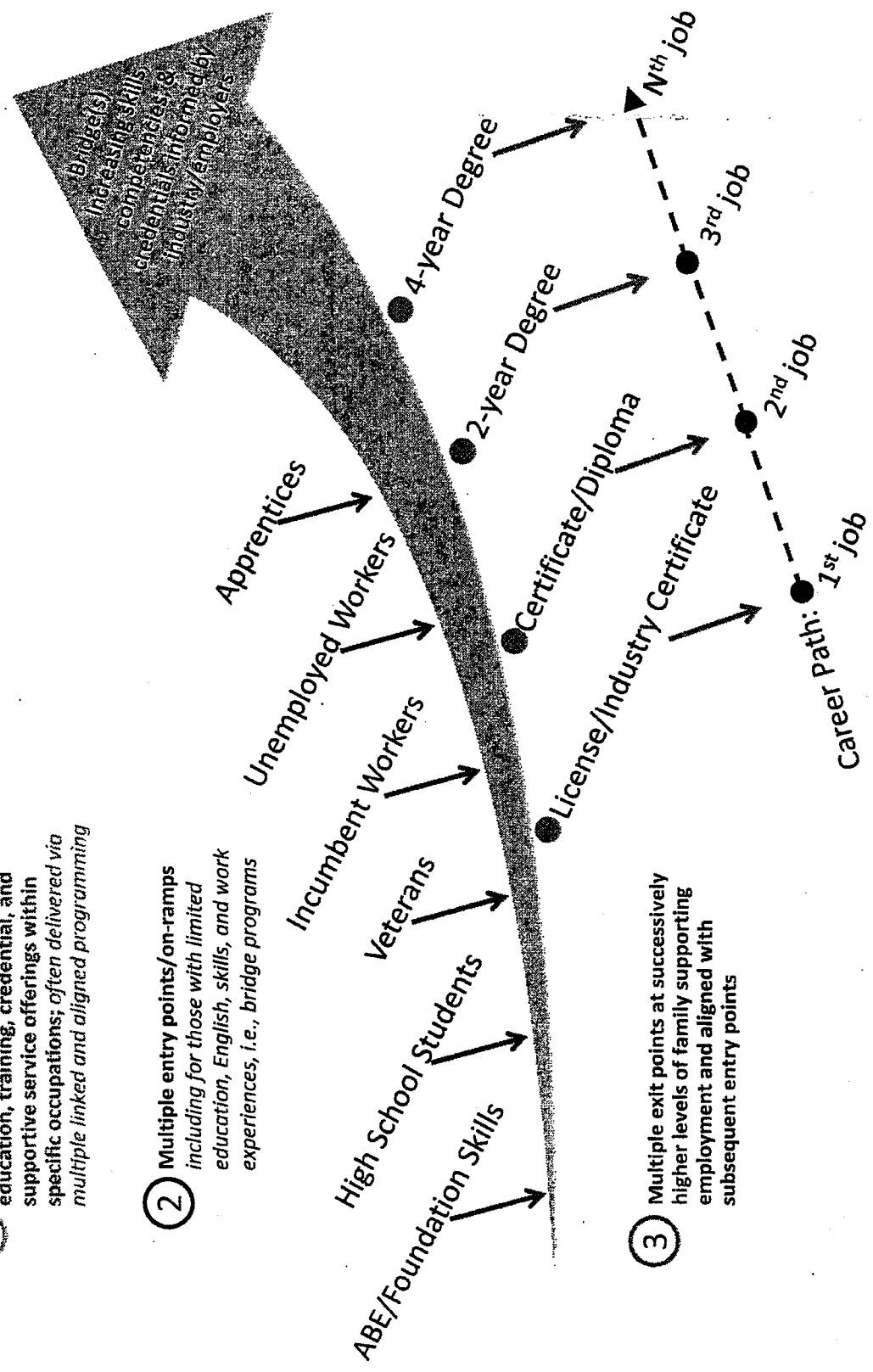
Advanced Manufacturing: Industry 4.0, etc.

Three Features of Sector-Focused Career Pathways

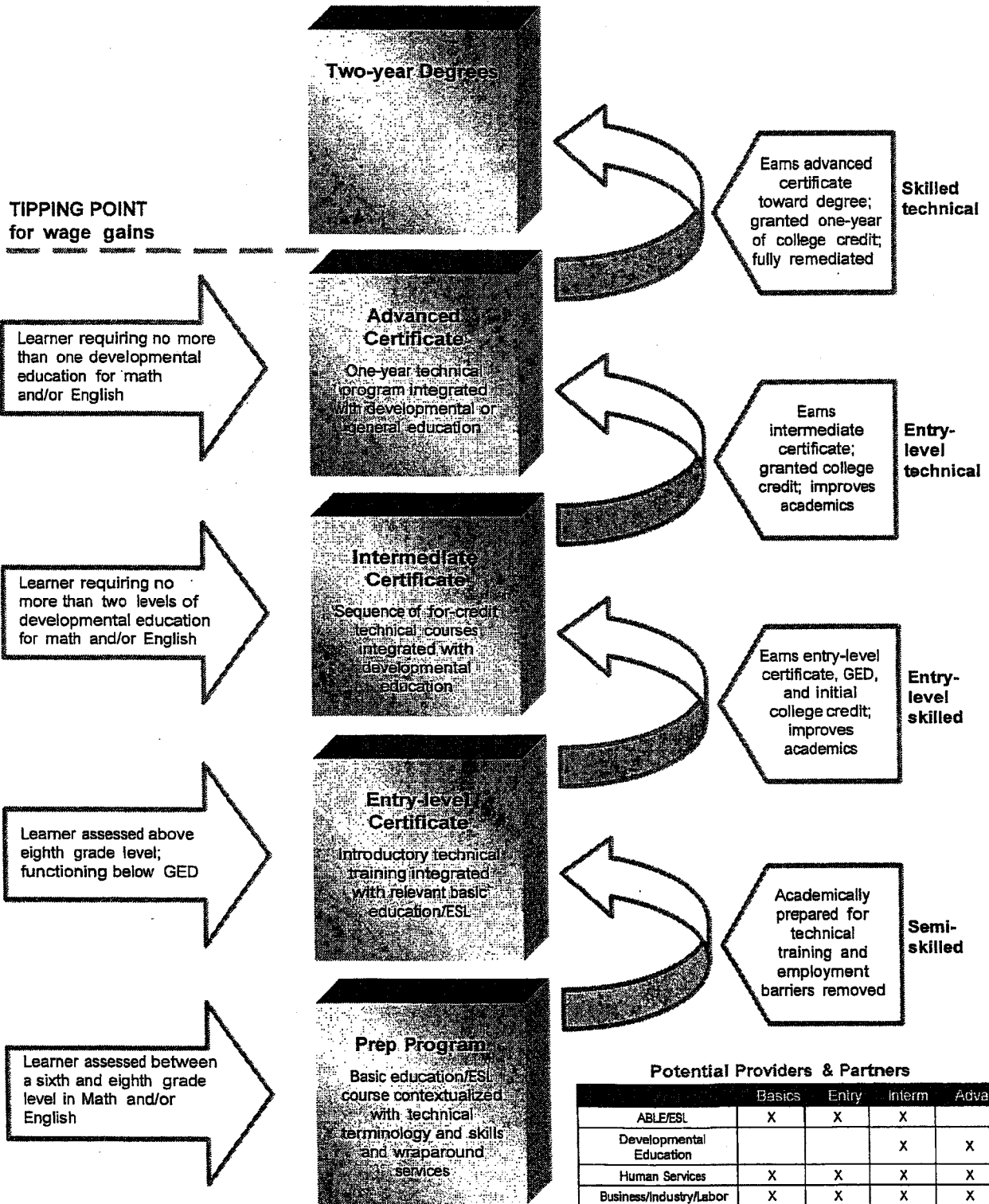
1 Well-connected and transparent education, training, credential, and supportive service offerings within specific occupations; often delivered via multiple linked and aligned programming

2 Multiple entry points/on-ramps including for those with limited education, English, skills, and work experiences, i.e., bridge programs

3 Multiple exit points at successively higher levels of family supporting employment and aligned with subsequent entry points



Stackable Certificates Diagram - Two-Year Degrees

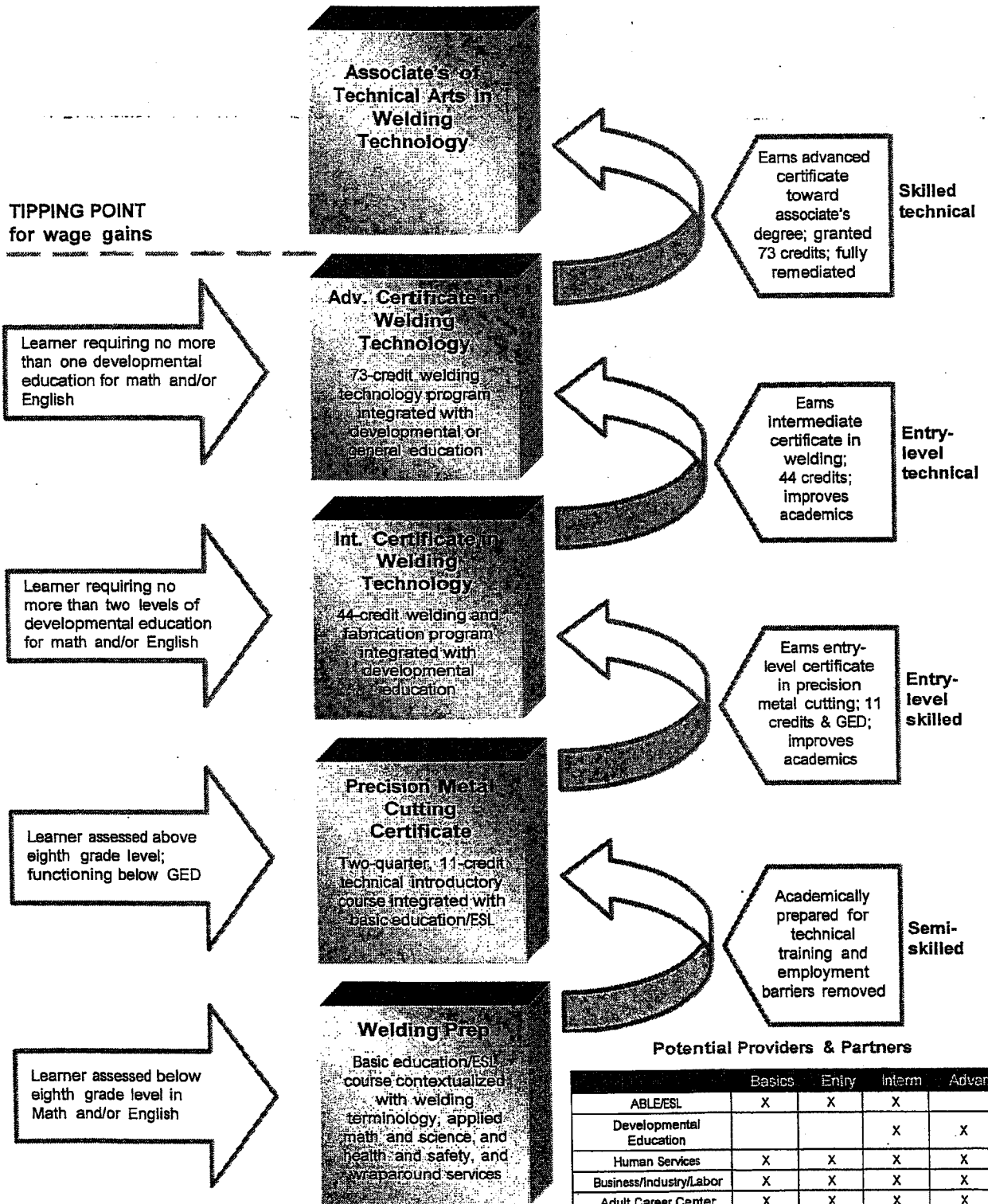


Potential Providers & Partners

| | Basics | Entry | Interm | Advan |
|-------------------------|--------|-------|--------|-------|
| ABLE/ESL | X | X | X | |
| Developmental Education | | | X | X |
| Human Services | X | X | X | X |
| Business/Industry/Labor | X | X | X | X |
| Adult Career Center | X | X | X | X |
| Community College | X | X | X | X |
| Branch campus | | | X | X |

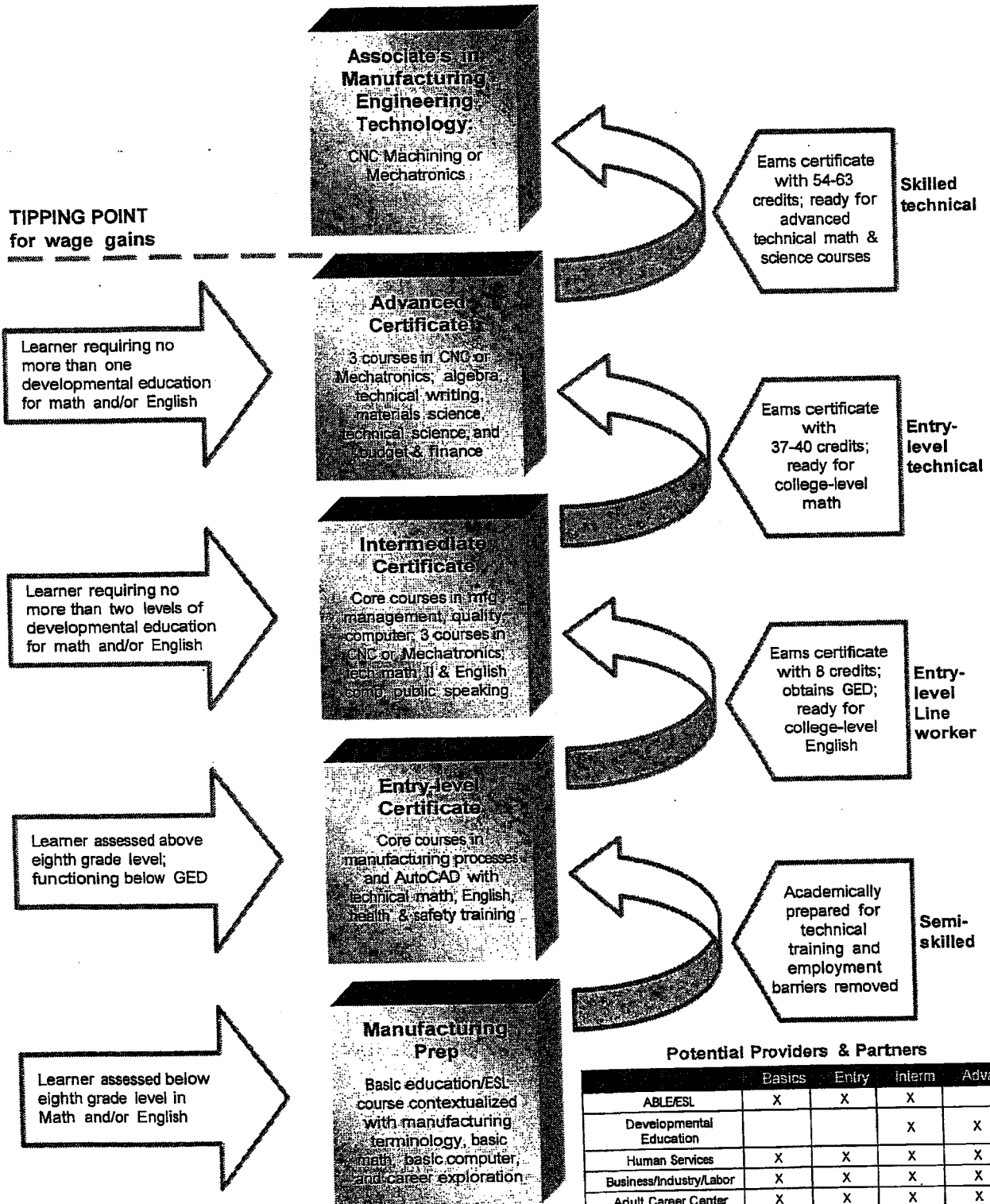
Adapted from Columbus State Community College, Columbus, Ohio

Stackable Certificates Diagram – Welding



Adapted from Columbus State Community College, Columbus, Ohio

Stackable Certificates Diagram - Advanced Manufacturing



Adapted from Columbus State Community College, Columbus, Ohio

Performance Metrics of the Employment Results Scorecard

The Inland Empire Regional Training Center (IERTC) intends to utilize the California Community College Chancellor's Office's (CCCCO) Career Technical Education (CTE) LaunchBoard application as its platform for collecting and reporting Employment Results Scorecard data. The LaunchBoard application was specifically developed by the CCCCCO to provide accountability for and measurement of grant activities administered through the CCCCCO's Workforce and Economic Development Division. In this capacity, LaunchBoard directly addresses the five performance metrics identified by the U.S. Department of Education, as well as a number of other relevant metrics – in total, LaunchBoard currently measures 34 unique and distinct performance outcome metrics.

All participating community college members have access to LaunchBoard. LaunchBoard currently provides institution-specific data by program area (e.g., Electronics and Electric Technology; Environmental Control Technology (HVAC); Manufacturing and Industrial Technology; etc.) and academic year, resulting in the ability to compare performance outcomes across programs and time. Metrics are grouped into meaningful "momentum point (MP)" clusters that track student progression and achievement from middle school through postsecondary education and employment. Performance metrics currently included in LaunchBoard are:

Middle School Cluster.

- MP1: Completion of an individual career and skills awareness workshop in middle school that includes a normed assessment process

Transition From Middle School to High School Cluster.

- MP2: Completion of a bridge program between middle school and high school and revised student career/education plan
- MP3: Completion of a student orientation and assessment program while in middle school or high school

High School Cluster.

- MP4: Completion of one course in high school within a CTE pathway
- MP5: Completion of two or more courses in high school within a CTE pathway
- MP6: Completion of a CTE articulated course

- MP6A: Successful completion of a CTE dual enrollment course or credit by exam, with receipt of transcribed credits
- MP7: Completion of a program in high school within a CTE pathway

Transition From High School to College Cluster:

- MP8: Completion of a bridge program between high school and college in a CTE pathway
- MP9: Completion of college orientation and assessment as a first-time community college student who entered a community college CTE pathway
- MP10: Transitioned from a high school CTE pathway to a similar community college CTE pathway
- MP11: Transferred from a high school CTE pathway to a similar CSU, UC, or private/independent university pathway
- MP12: Completion of a counselor-approved college education plan for first-time community college students who entered a CTE pathway
- MP13: During high school, participated in an internship, work-based learning, mentoring, or job-shadowing program in a CTE pathway
- MP14: Percentage of community college students who participated in a high school CTE pathway whose first math or English course was below transfer-level

Community College Cluster:

- MP15: Completion of two collegiate level courses in the same CTE pathway
- MP16: Retention rate between fall and spring within a CTE pathway
- MP17: Completion of a non-CCCCO approved certificate within a CTE pathway
- MP18: Completion of a CCCCCO-approved certificate within a CTE pathway

Community College Cluster:

- MP15: Completion of two collegiate level courses in the same CTE pathway
- MP16: Retention rate between fall and spring within a CTE pathway
- MP17: Completion of a non-CCCCO approved certificate within a CTE pathway
- MP18: Completion of a CCCCCO-approved certificate within a CTE pathway

General Education and Transfer Progress Cluster:

- MP19: Completion of a work readiness soft skills training program (either stand-alone or embedded) within a CTE pathway
- MP20: Completion of college-level English and/or math for students in a CTE pathway
- MP21: Completion of a CSU-GE or IGETC transfer track/certificate for students in a CTE pathway
- MP22: Completed requirements in a CTE pathway but did not receive a certificate or degree
- MP23: Completed an Associate Degree in a CTE pathway
- MP24: Completed an Associate Degree in a major different from students' college CTE pathway
- MP25: Transferred from community college to a four-year university in the same CTE pathway
- MP26: Transferred from a community college to a four-year institution in a major different from the student's CTE pathway

Community College Transition to Workforce Cluster:

- MP27: Participation in a college internship or workplace learning program within a CTE pathway
- MP28: Attained a job placement in the same or similar field of study as CTE pathway
- MP29: Acquired an industry-recognized, third-party credential

Workforce Progress Cluster:

- MP30: Attained a wage gain in a career in the same or similar CTE pathway
- MP31: Attained wages equal to or greater than the median regional wage for that CTE pathway
- MP32: Attained wages greater than the regional standard-of-living wage
- MP33: Participated in incumbent worker training or contract education in a CTE pathway (including the TAA population)
- MP34: Exceptions (to be determined by the CCCCCO)

As the list of measurable momentum points suggest, MPs 21 through 33 collectively address the five items that are mandated as part of the Employment Results Scorecard. Furthermore, the comprehensive list of metrics that examine student performance and progression from middle school through employment provide the IERTC with multiple decision points that lead to actionable strategies that are informed by empirical evidence.

All MPs in LaunchBoard report current year outcomes, 5-year averages, and a trend analyses for each data point that shows whether observed outcomes are increasing, decreasing, or remaining constant. For most MPs, disaggregated data by student characteristics are also available, increasing the ability to develop actionable strategies for select student populations. IERTC will also work with the CCCCCO to provide regional results that are aggregated at the consortium level, improving the ability of consortium members to identify and make decisions that positively impact the entire consortium, not just select member institutions.

Plan to Obtain and Share Data

While most of the data incorporated into LaunchBoard are from a consistent source (California Community College Chancellor's Office Management Information System (COMIS) files, reported by all 112 California Community Colleges to the CCCCCO at the end of each semester), the Chancellor's Office also integrates data from other external sources (e.g., CTE Employment Outcomes Survey; California Economic Development Department; National Student Clearinghouse, Economic Modeling Specialists, Inc. (EMSI)) and CCCCCO-developed platforms (e.g., Salary Surfer) that provide even richer, more robust data to inform decision-making. IERTC will also continue to explore other data-sharing agreements (with existing partners

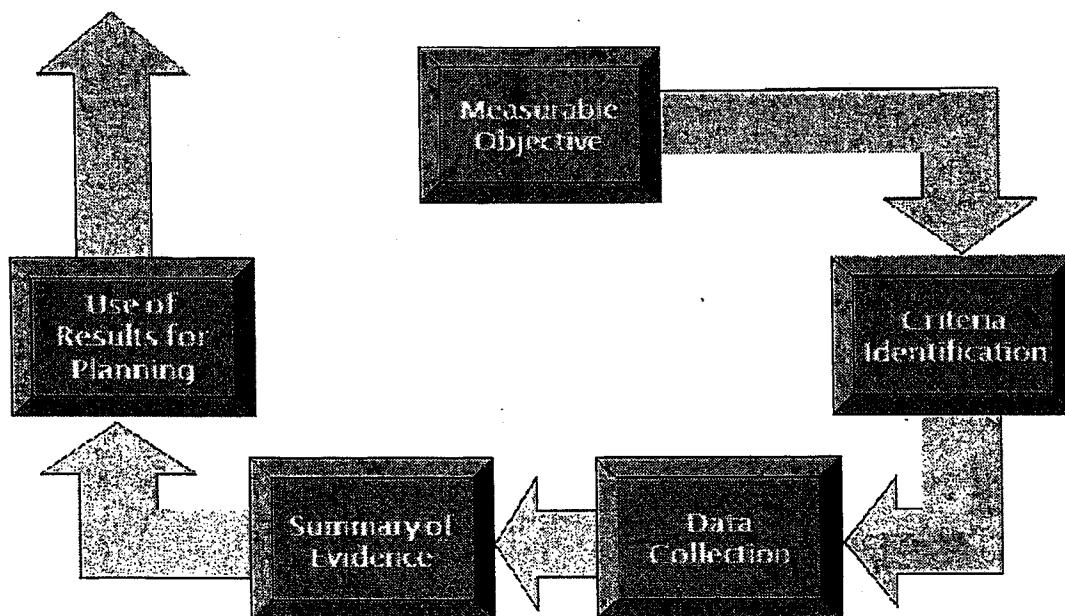
and new sources) and platforms (e.g., Efforts-to-Outcomes (ETO) Software, developed by Social Solutions in Bethesda, Maryland) to further enhance and improve available data.

While LaunchBoard is a robust platform that provides a wide range of data for informed decision-making, it is designed for internal users who are familiar with data reporting and/or the California Community College system. IERTC is cognizant of the need to develop and provide more "user-friendly" CTE program snapshots to end users who lack the technical proficiency to digest the volume of data and information. To this end, IERTC will work directly with the CCCCCO to develop easy-to-access program dashboards that provide quick, concise, and informative program overviews. These dashboards will be available at program, institutional, and consortium-levels and made accessible to the general public as well as to consortium members.

Plan to Use Data for Continuous Improvement

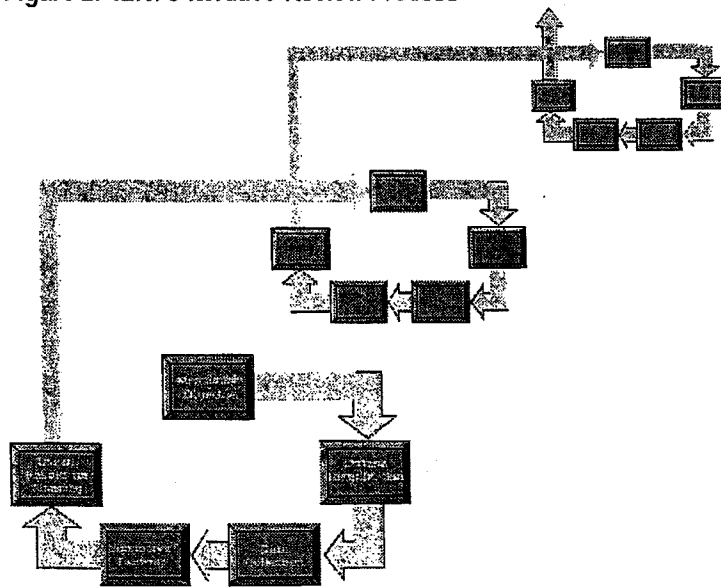
To facilitate use of data for continuous improvement, IERTC has developed an investigative model (see Figure 1).

Figure 1: IERTC Investigative Model



The IERTC has established grant objectives that have clear, measurable criteria. Utilizing LaunchBoard and other applicable data sources, the IERTC advisory committee will have access to a robust data collection system that provides quantitative and qualitative evidence about the efficacy of existing practices and the extent to which grant objectives are being met, as well as trend data. With the ability to disaggregate data by program, institution, and student characteristics, the advisory committee will also possess the capacity to observe the potential impact of grant goals and objectives relative to unique programs and historically underrepresented populations. With the granular level of data that is available, the advisory committee will be able to specifically identify program strengths and weaknesses, allowing participating colleges within the consortium to develop actionable strategies to improve programs and possibly eliminate ineffective ones. As identified in Figure 2, it is the intent of the advisory committee to engage in an iterative cycle of goal-setting/criteria identification/data collection/informed discussion and evidence-based decision-making/program modification to continually engage all constituencies and systemically improve performance outcomes.

Figure 2: IERTC Iterative Review Process



Estimated Costs

While IERTC is leveraging a number of existing resources (e.g., LaunchBoard) that are universally accessible to all consortium members, additional expenditures will have to be made to augment and enhance these resources. IERTC has identified three specific areas where additional enhancements to data collection protocol will result in an optimized Employment Results Scorecard.

Participation in the annual Career Technical Education (CTE) Employment Outcomes Survey. Meaningful metrics (e.g., employment; employment in the same or similar field; wage gain in field; average annual salary in the same or similar field; etc.) are captured in the annual Career Technical Education (CTE) Employment Outcomes Survey; key survey findings are subsequently incorporated into LaunchBoard. Starting in 2013-14, the survey will be administered by Santa Rosa Junior College on behalf of the California Community College Research and Planning (RP) Group. Students who meet cohort criteria (i.e., students who earned a certificate of 6+ units and/or a vocational Associate's degree, or earned 9+ units in CTE classes and did not enroll the following year) are included in the survey process. While cost to participate in the survey is based upon each participating institution's cohort size, it is estimated that the average annual cost to participate will be approximately \$10,500 per participating institution, or approximately \$94,500 for the nine participating community college consortium members. Estimated costs are based on the following assumptions:

- \$500 per college base cost for survey administration
- \$.50 per email survey
- \$1.65 per U.S. mail survey
- \$3.50 per phone survey
- 12% overhead

As the cost assumptions suggest, the survey process includes reaching out to identified cohort students through multiple e-mail, U.S. mail, and telephone contacts, resulting in an improved response rate over a single outreach method.

Lead Data Manager at Chaffey College to coordinate institutional and IERTC consortium data collection and reporting efforts. While Chaffey College's data collection responsibilities parallel those of other community college consortium members, as the lead institution in the consortium Chaffey College has accepted the added responsibility of coordinating consortium-wide data collection and reporting efforts, including summarizing consortium-wide findings, disaggregating data by program, institution, and specific student populations, and generating useful and user-friendly reports. The Lead Data Manager will also assist the Project Manager and Project Coordinator in preparing annual performance reports and other grant-related reporting requirements. It is estimated that approximately \$445,583 will need to be allocated over the four year project period for this critical position.

Site Data Collection Managers at each community college site. IERTC values and relies upon quality data to make informed, evidence-based decisions. In order to expand data collection opportunities and ensure that all collected data possesses integrity, the IERTC consortium intends to dedicate personnel at each community college site to ensure that data is reviewed and updated on a regular basis and that strict data collection protocol are adhered to. Site Data Managers will assist community college institutional research and information technology offices in reviewing COMIS data submissions, engaging in referential and syntactical reviews that align with CCCCO COMIS review guidelines. Site Data Managers will also function as the coordinators for each college on the CTE Employment Outcomes Survey. Additionally, Site Data Managers will facilitate collection of other pertinent institutional data that must be manually entered into LaunchBoard (e.g., licensure examination pass rates). Excluding Chaffey College, an average of \$183,960 will need to be allocated annually to each of the seven remaining community college consortium members to coordinate data collection, review, input, and survey efforts.

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

I. Summary Evaluation Plan

Throughout the grant period, the Chaffey Community College District (CCCD), along with its Inland Empire Regional Training Consortium (IERTC) partners and third-party evaluator ICF International (ICF), will facilitate a comprehensive evaluation of the IERTC project. The quasi-experimental comparison-cohort mixed-method evaluation model will occur concurrently with an evaluation of the consortium's Ladders Project. The model will allow for the collection, analysis, and reporting of robust data. The impact evaluation for each project will measure outcomes such as program completion, credential attainment, job attainment, job retention, and wages, among others. Data will be analyzed to measure the degree to which the projects expand and improve advanced manufacturing opportunities for targeted populations. The implementation evaluation for each project will track progress and fidelity to the project's model; report lessons learned throughout program implementation; measure perceived program strengths, weaknesses and value to participants, partners, and faculty/staff; and recommend modifications to improve performance. The evaluator's approach will ensure CCCD and its consortium member colleges understand not only the outputs and outcomes of the programs, but also the underlying processes, assumptions, modifications, successes, and obstacles that led to those results.

Exhibit 1 Proposed Evaluation Strategy

| Research Questions | Data Source | Data Analysis |
|---|---|---|
| Outcomes Evaluation | | |
| 1. To what extent did project activities influence: Program completion, retention, and certification rates; credential attainment; placement into employment; employment retention; and average earnings for those who retain employment | Institutional records, participants, employers, and UI wage records | Propensity score matching, surveys, measures of central tendency, regression analysis |
| Implementation Evaluation | | |
| 2. How were the advanced manufacturing and technology curriculum created or selected and utilized? | Consortium members and key program stakeholders | Document review, observations, and interviews |
| 3. How program designs were improved or expanded using grant funds? What delivery method was offered? What was the program administrative structure? What supports or services were offered? | Consortium members (including program faculty and staff) | Document review, interviews, and surveys |

Summary Evaluation Plan

Chaffey Community College District – Inland Empire Regional Training Consortium (IERTC)

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

| | | |
|---|---|---|
| 4. Are in-depth assessment of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated? What assessment tools and process were used? Who conducted the assessments? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided? If so, through what methods? | Program faculty, participants, and staff | Document review, interviews, and surveys |
| 5. What contributions did each of the partners and other key stakeholders make towards: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors affected partner involvement or lack of involvement? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact? | Consortium members and key program stakeholders | Document review, observations, and interviews |

II. Proposed Evaluation Timeline

The evaluation process will produce three main reports: (1) a Final Evaluation Design Report, outlining the full scope and methodology for the evaluation; (2) an Interim Report to be delivered at the end of second year of the project, which will include progress toward outcomes, qualitative impacts on participants, lessons learned to date, methodologies employed, and recommendations for program modifications, if any; and (3) a Final Program Report to be delivered at the end of the fourth year of the project, which includes all the components of the summary reports and the results of the participant impact analysis and program implementation analysis.

Exhibit 2: Proposed Evaluation Timeline

| Activity | Anticipated Dates |
|---|---------------------------------------|
| Kickoff meeting, to prepare for evaluation design plan, and the development of logic model, communications plan, and internal timelines | Within 45 days of the notice of award |
| Draft Evaluation Design Plan, including logic model, data collection plan, and data analysis plan | October - November 2014 |
| Develop tools, protocols, and instruments for data collection for the implementation evaluation and outcomes/impact evaluation | December 2014 – January 2015 |
| Develop criteria and plan for the creation of treatment and comparison group cohorts for the outcomes/impact evaluation | December 2014 – January 2015 |
| Data collection and analysis activities for the implementation evaluation | February 2015 – January 2017 |
| Data collection and analysis activities for the outcomes/impacts evaluation | February 2015 - March 2018 |
| Draft and submit Interim Report | October 2016 |
| Final Report | July - August 2018 |

III. Analysis of Participant (Net) Impact or Outcomes

Study methodology and rationale. The outcomes evaluation will utilize a quasi-experimental design (QED) for both the evaluation of the IERT program and the evaluation of the integrated Career Ladders Project. The methodology described below will apply to both projects, a comparison group will be identified in each case, and the resulting data will be stored, cleaned, analyzed, and reported. While a randomized control trial would be preferred, a QED is appropriate given the 1) moderate number of TAA-eligible or similar adult participants; 2) focus on program development, implementation, and improvement; and 3) availability of several valid comparison control cohorts of students (both current and past).

Assignment to comparison group. In lieu of random assignment, historical data will be collected to establish comparison cohorts via Propensity Score Matching (PSM) and Minimal Detectable Estimates (MDE) will be obtained and reported. Propensity Score Matching (PSM) is a statistical technique for understanding counterfactuals and other limitations that typically occur in quasi-experimental research. PSM allows for a set of covariates to be used with a propensity score estimate for each research participant. Participant data will be stratified into homogenous subgroups according to propensity scores and then compared to determine outcomes. The PSM technique provides an adjustment for selection bias. The adjustment allows for strong inferences of program effects, even in the absence of randomized selection.

Source and size of comparison group. The two comparison groups, equivalent in number to the size of the treatment groups, will be comprised of cohorts of Advanced Manufacturing and Career Ladders Project students. These students commenced their studies two years prior to each of the treatment cohorts who will start their studies and will be exposed to the interventions. The project is expected to treat approximately 2,500 students over the life of the grant, and assuming a similar number of control group participants, the evaluations will be well powered.

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

Outcomes for comparison. The outcome measures that will be analyzed as part of the outcomes analysis include: program completion, retention, and certification rates; credential attainment; placement into employment; employment retention; and average earnings for those who retain employment. Outcomes data will be collected and analyzed at the participant level through surveys, extant college data, and third party administrative databases to include unemployment insurance wage records (if available). The highest level of precautions will be taken to protect identifying student information. Personally identifiable information will be transmitted using a secure data system that is approved by the U.S. Department of Labor, Employment and Training Administration (DOL ETA). All confidential electronic data collected will be transferred using a secure FTP and maintained on an access-limited secure server. A minimum number of individuals will be given access to individual-identifying information. Online data collection will be encrypted and hosted on a separate secure server with a state of the art firewall.

Fidelity to the Program Model. Evaluation fidelity will be controlled through a three-phased logic model. The logic model for each of the two interventions will (1) be developed and explicitly specify the domains and measures to be studied (including key inputs, activities, mediators, and outcomes), (2) specify data measures and present detailed line logic and hypothesized relationships; and (3) describe the measures utilized to determine if and to what extent the proposed treatment conditions result in the intended outcomes. The logic models will ensure that we know whether and to what extent the projects are effective.

IV. Program Implementation Analysis

Study methodology. The implementation evaluation will analyze the steps taken by the Consortium to (a) create and run the proposed projects, (b) analyze the operational strengths and weaknesses of the proposed projects, and (c) suggest how implementation activities might be strengthened. Interviews, focus groups, site visits, and surveys will be utilized to collect implementation study data. Where possible, data will be collected concurrently for both the IERTC and the Career Ladders Project evaluations. The

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

evaluations will address the essential research questions listed in the TAACCCT Solicitation Grant Application and appear in Exhibit 1.

The implementation analysis will begin with an upfront SWOT analysis. The SWOT analysis will provide a baseline for assessing the actual strengths and weaknesses of the project post- implementation. To gain a better understanding of initial design and implementation processes and documentation, interviews will be conducted with key program stakeholders. Site visits will be utilized to observe key meetings, review project documentation, and conduct focus groups with a sample of program participants and key program personnel. Surveys will be administered to program stakeholders to determine the strengths and weaknesses of program implementation. Data will be analyzed to provide timely feedback and to inform program implementation activities and decisions. The data will clarify the lessons learned and may lead to the development of best practices, support for project enhancements, and other program activities that connect workers with sustainable wages and career advancement opportunities.

V. Identification of Third-Party Evaluator

Chaffey Community College District has selected ICF International to conduct the third-party evaluation of the IERTC Project, which includes the optional Advanced Career Pathways component. ICF provides extensive evaluation capacity and knowledge, and currently serves as the third-party evaluator for six TAACCCT grantees, including two consortium grants, and one Workforce Innovation Fund grantee who is implementing an innovative career pathways model which is being applied to ten community colleges located in four states. ICF also serves as a research and evaluation contractor to the U.S. Department of Labor's Chief Evaluation Office and is a member of the Federal Inter-agency Career Pathways Workgroup, led by the U.S. Departments of Labor, Education, and Health and Human Services.

Project/Performance Site Location(s)

Project/Performance Site Primary Location I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country:

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Project/Performance Site Location 1 I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country:

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Project/Performance Site Location 2 I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country:

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Project/Performance Site Location(s)

Project/Performance Site Location 3 I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: College of the Desert
DUNS Number: 0795526750000
* Street1: 43500 Monterey Ave
Street2:
* City: Palm Desert County: Riverside
* State: CA: California
Province:
* Country: USA: UNITED STATES
* ZIP / Postal Code: 92260-2499 * Project/ Performance Site Congressional District: CA-036

Project/Performance Site Location 4 I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Mt. San Jacinto Community College District
DUNS Number: 0781509680000
* Street1: 1499 North State Street
Street2:
* City: San Jacinto County: Riverside
* State: CA: California
Province:
* Country: USA: UNITED STATES
* ZIP / Postal Code: 92583-3354 * Project/ Performance Site Congressional District: CA-041

Project/Performance Site Location 5 I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: Victor Valley College
DUNS Number: 0735835770000
* Street1: 18422 Bear Valley Rd.
Street2:
* City: Victorville County: San Bernardino
* State: CA: California
Province:
* Country: USA: UNITED STATES
* ZIP / Postal Code: 92395-5849 * Project/ Performance Site Congressional District: CA-008

Project/Performance Site Location(s)

Project/Performance Site Location 9

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: MiraCosta College Technology Career Institute

DUNS Number: 0787533650000

* Street1: 2075 Las Palmas Drive

Street2:

* City: Carlsbad

County: San Diego

* State: CA: California

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 92011-1519

* Project/ Performance Site Congressional District: CA-049

Project/Performance Site Location 10

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: University Enterprises Corp. at CSUSB

DUNS Number: 0305792130000

* Street1: 5500 University Parkway

Street2:

* City: San Bernardino

County: San Bernardino

* State: CA: California

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 92407-2318

* Project/ Performance Site Congressional District: CA-031

Project/Performance Site Location 11

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name: The Regents of the University of California, Riverside Campus

DUNS Number: 6277974260000

* Street1: 200 University Office Building

Street2:

* City: Riverside

County: Riverside

* State: CA: California

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 92521-0217

* Project/ Performance Site Congressional District: CA-041

Project/Performance Site Location(s)

Project/Performance Site Location 6

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country:

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Project/Performance Site Location 7

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country:

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Project/Performance Site Location 8

I am submitting an application as an individual, and not on behalf of a company, state, local or tribal government, academia, or other type of organization.

Organization Name:

DUNS Number:

* Street1:

Street2:

* City: County:

* State:

Province:

* Country:

* ZIP / Postal Code: * Project/ Performance Site Congressional District:

Project/Performance Site Location(s)

Additional Location(s)

 Site Attachment Detail Attachment Other Attachment

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

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

DATE: 02/26/2013

ORGANIZATION:

Chaffay Community College District
5885 Haven Ave
Rancho Cucamonga, CA 91737-3002

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u> | <u>RATE (%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|------------|-----------------|-----------------|----------------------|
| PRED. | 11/01/2012 | 06/30/2017 | 30.00 | On-Site | All Programs |
| PROV. | 07/01/2017 | 06/30/2018 | 30.00 | On-Site | All Programs |

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: Chaffey Community College District
AGREEMENT DATE: 2/26/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are:

HEALTH CARE, DENTAL CARE, VISION CARE, LIFE INSURANCE, RETIREMENT PLANS, FICA, WORKERS COMPENSATION.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

Equipment means article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

ORGANIZATION: Chaffey Community College District

AGREEMENT DATE: 2/26/2013

SECTION III: GENERAL

A. INTENTIONS

The rates in this agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) the same costs that have been treated as facilities and administrative costs were not claimed as direct costs; (3) similar types of costs have been recorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING SYSTEMS

This agreement is based on the accounting system reported by the organization to be in effect during the agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-11, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A. above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to those programs.

BY THE ORGANIZATION:

Chaffey Community College District

(ORGANIZATION)

(SIGNATURE)

Ciriaco Q. Pinedo

(NAME)

Associate Superintendent

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(ORGANIZATION)

(SIGNATURE)

Arif Karris

(NAME)

Director, Division of Cost Allocation

(TITLE)

2/26/2013

(DATE)

BY REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

(Subrecipient Name)

Subcontract Number:

TAACCT GRANT QUARTERLY EXPENSE REPORT-YEAR 1

YEAR 1 Allocation \$326,552

INVOICE NUMBER:

INVOICE DATE:

| DESCRIPTION | Year 1 Original Bgt | Expenses | | | | Total Expenses Total | Budget Balance |
|----------------------------------|------------------------|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------|-------------------|
| | | First QTR Expenses Oct-Dec | Second QTR Expenses Jan-March | Third QTR Expenses April-June | Fourth QTR Expenses July-Sept | | |
| PERSONNEL: | | | | | | | |
| Site Coordinator (Proj Director) | 81,900 | 20,475.00 | 0.00 | 0.00 | 0.00 | 20,475.00 | 61,425 |
| Admin Asst (& Data Assistant) | 46,769 | 11,692.25 | 0.00 | 0.00 | 0.00 | 11,692.25 | 35,077 |
| Professional Experts | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Adjunct Faculty | 35,000 | 8,750.00 | 0.00 | 0.00 | 0.00 | 8,750.00 | 26,250 |
| Total Personnel | 163,669 | 40,917.25 | 0.00 | 0.00 | 0.00 | 40,917.25 | 122,752 |
| BENEFITS: | | | | | | | |
| Total Benefits | 62,194 | 15,548.50 | 0.00 | 0.00 | 0.00 | 15,548.50 | 46,646 |
| TRAVEL: | | | | | | | |
| Professional Dev Conference | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Mileage | 1,500 | 500.00 | 0.00 | 0.00 | 0.00 | 500.00 | 1,000 |
| Total Travel | 1,500 | 500.00 | 0.00 | 0.00 | 0.00 | 500.00 | 1,000 |
| SUPPLIES: | | | | | | | |
| Instructional Supplies | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Course Workbooks | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total Supplies | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| CONTRACTUAL: | | | | | | | |
| Misc. Consultants | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Employment Placement Coordinator | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| Total Contractual | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| OTHER EXPENSES: | | | | | | | |
| Total Other Expenses | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0 |
| SUBTOTAL | 227,363 | 56,965.75 | 0.00 | 0.00 | 0.00 | 56,966 | 170,397 |
| INDIRECT COSTS: | | | | | | | |
| Indirect Costs | 18,189 | 3,987.60 | 0.00 | 0.00 | 0.00 | 3,987.60 | 14,201 |
| Total Indirect Costs | 18,189 | 3,987.60 | 0.00 | 0.00 | 0.00 | 3,987.60 | 14,201 |
| EQUIPMENT: | | | | | | | |
| Ductless Work Stations | 81,000 | 20,000.00 | 0.00 | 0.00 | 0.00 | 20,000.00 | 61,000 |
| Total Equipment | 81,000 | 20,000.00 | 0.00 | 0.00 | 0.00 | 20,000.00 | 61,000 |
| TOTALS | \$326,552 | 80,953.35 | 0.00 | 0.00 | 0.00 | 80,953.35 | 245,599 |

Subrecipient Contact/Title:

E-mail:

Phone:

xxx-xxx-xxxx