



**Board of Trustees - Regular Meeting
Tuesday, February 17, 2015 6:00 PM
Norco College, Center for Student Success, Room
217, 2001 Third Street, Norco, California 92860**

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less.

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8801 as far in advance of the meeting as possible.

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, Suite 210, 1533 Spruce Street, Riverside, California, 92507 or online at www.rccd.edu/administration/board.

I. COMMENTS FROM THE PUBLIC

Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II. APPROVAL OF MINUTES

- A. [Minutes of the Board of Trustees Regular/Committee Meeting of January 13, 2015](#)

Recommend approving the January 13, 2015 Board of Trustees Regular/Committee meeting minutes as prepared.

- B. [Minutes of the Board of Trustees Regular Meeting of January 20, 2015](#)

Recommend approving the January 20, 2015 Board of Trustees Regular meeting minutes as prepared.

III. PUBLIC HEARING (NONE)

IV. CHANCELLOR'S REPORTS

- A. [Chancellor's Communications Information Only](#)

- B. [Presentation on the Upward Bound Programs at Norco College](#)

- Aid Administration (BFAP-SFAA) - Capacity
Recommend approving adding the revenue and expenditures of \$15,000 to the budget.
- c. Resolution No. 39-14/15 – 2014-2015 CalWORKs Program
Recommend approving adding the revenue and expenditures of \$15,000 to the budget.
 - d. Resolution No. 40-14/15 – 2014-2015 Puente Program
Recommend approving adding the revenue and expenditures of \$1,500 to the budget.
 - e. Resolution No. 41-14/15 – 2014-2015 Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program
Recommend approving adding the revenue and expenditures of \$2,541,370 to the budget.
4. Contingency Budget Adjustments (None)
5. Bid Awards
- a. Approval to Purchase Information Technology Goods and Services Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-13-70-0793E
Recommend approving the purchase of information technology goods and services from CDW Government, LLC, utilizing CMAS contract number 3-13-70-0793E.
6. Grants, Contracts and Agreements
- a. Contracts and Agreements Report Less than \$86,000 – All District Resources
Recommend ratifying contracts totaling \$854,495 for the period of January 1, 2015 through January 31, 2015.
 - b. Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Barstow Community College District
Recommend approving the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Barstow Community College District in the amount of \$94,900.
 - c. Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Chaffey Community College District
Recommend approving the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and Chaffey Community College District in the amount of \$304,615.
 - d. Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Copper Mountain Community College District

Recommend approving the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Copper Mountain Community College District in the amount of \$71,538.

- e. [Career Technical Education \(CTE\) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and San Bernardino Community College District on behalf of Crafton Hills College](#)

Recommend approving the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and San Bernardino Community College District on behalf of Crafton Hills College in the amount of \$105,519.

- f. [Career Technical Education \(CTE\) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Desert Community College District](#)

Recommend approving the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and Desert Community College District in the amount of \$194,762.

- g. [Career Technical Education \(CTE\) Enhancement Fund Agreement to Create Greater incentive for Community Colleges CTE offerings between RCCD and Mt. San Jacinto Community College District](#)

Recommend approving the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and Mt. San Jacinto Community College District in the amount of \$222,866.

- h. [Career Technical Education \(CTE\) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Palo Verde Community College District](#)

Recommend approving the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Palo Verde Community College District in the amount of \$87,291.

- i. [Career Technical Education \(CTE\) Enhancement Fund Agreement between RCCD and San Bernardino Community College District on behalf of San Bernardino Valley College](#)

Recommend approving the Career and Technical Education Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings in the amount of \$248,214.

- j. [Career Technical Education \(CTE\) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Victor Valley Community College District](#)

Recommend approving the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Victor Valley Community College District in the amount of \$252,910.

k. [Agreement Amendment for Workforce Training with Employment Training Panel \(ETP\)](#)

Recommend approving Agreement Amendment #ET15-0211 with the State of California, Employment Training Panel for up to \$375,116.

l. [Memorandum of Understanding 15C215 between Chaffey College and Riverside Community College District on behalf of Riverside City College and Norco College](#)

Recommend ratifying the Memorandum of Understanding 15C215, Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program, in the amount of \$1,130,937 for Riverside City College, and \$1,410,433 for Norco College, ratify the Memorandum of Understanding 15C215, Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program in the amount of \$1,130,937 for Riverside City College, and \$1,410,433 for Norco College.

7. [Out-of-State Travel](#)

Recommend approving out-of-state travel.

8. Other Items

a. [Surplus Property](#)

Recommend declaring the property on the attached list to be surplus; finding the property does not exceed the total value of \$5,000; and authorizing the property to be consigned to The Liquidation Company to be sold on behalf of the District.

b. [Notices of Completion](#)

Recommend accepting the projects listed on the attachment as complete, and approving the execution of the Notices of Completion (under Civil Code Section 3093 – Public Works).

VII. CONSENT AGENDA INFORMATION

A. [Monthly Financial Report](#)

Information Only

B. [CCFS-311Q – Quarterly Financial Status Report for the 2nd Quarter Ended](#)

Information Only

VIII. BOARD COMMITTEE REPORTS

A. Governance (None)

B. Teaching and Learning (None)

C. Planning and Operations (None)

D. Resources (None)

E. Facilities (None)

IX. ADMINISTRATIVE REPORTS

- A. Vice Chancellors
 - 1. [Amendment to Agreement for Employee Benefits Consulting Services with Keenan and Associates](#)
Recommend approving the Employee Benefit Consulting Services Agreement Amendment with Keenan and Associates to extend the agreement from February 1, 2015 through April 30, 2017 in the amount of \$135,162.45; and \$110,292.60 for the period of May 1, 2016 through April 30, 2017, totaling \$245,455.05.
 - B. Presidents
- X. ACADEMIC SENATE REPORTS
- A. Moreno Valley College/Riverside Community College District
 - B. Norco College
 - C. Riverside City College
- XI. BARGAINING UNIT REPORTS
- A. CTA - California Teachers Association
 - B. CSEA - California School Employees Association
- XII. BUSINESS FROM BOARD MEMBERS
- A. [Update from Members of the Board of Trustees on Business of the Board.](#)
Information Only
- XIII. CLOSED SESSION
- A. [Conference with Legal Counsel – Existing Litigation \[Paragraph \(1\) of Subdivision \(D\) of Government Code Section 54956.9 – Garcia v. Riverside Community College District, Barry Meier, and Does 1 through 20, Inclusive.](#)
Recommended Action to be Determined.
 - B. [Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release](#)
Recommended Action to be Determined.
- XIV. ADJOURNMENT

Agenda Item (II-A)

Meeting	2/17/2015 - Regular
Agenda Item	Approval of Minutes (II-A)
Subject	Minutes of the Board of Trustees Regular/Committee Meeting of January 13, 2015
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees review and approve the minutes.

Background Narrative:

Recommend approving the January 13, 2015 Board of Trustees Regular /Committee meeting minutes as prepared.

Prepared By: Michael Burke, Ph.D., Chancellor
Patty Mosney, Exe Admin Assist Chancellor/BOT

Attachments:

[011315_MIN](#)

MINUTES OF THE BOARD OF TRUSTEES REGULAR
AND COMMITTEE MEETINGS OF THE GOVERNANCE,
TEACHING AND LEARNING, PLANNING AND OPERATIONS,
RESOURCES, AND FACILITIES COMMITTEES
OF JANUARY 13, 2015

President Blumenthal called the Board of Trustees meeting to order at 6:00 p.m. in Student Academic Services, General Assembly Room #121, 16130 Lasselle Street, Moreno Valley, California.

CALL TO ORDER

Trustees Present

Virginia Blumenthal, President
Janet Green, Vice President
Nathan Miller, Secretary
Mary Figueroa, Board Member
Tracey Vackar, Board Member (arrived at 6:14 p.m.)

Trustees Absent

April Galvan, Student Trustee

Staff Present

Ms. Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources
Dr. Wolde-Ab Isaac, Interim President, Riverside City College
Dr. Paul Parnell, President, Norco College
Ms. Chris Carlson, Chief of Staff and Facilities Development
Mr. Bill Bogle, Controller
Mr. Robert Schmidt, Public Affairs Officer, Strategic Communications and Relations
Mr. Dyrell Foster, Vice President, Student Services, Moreno Valley College
Mr. Laurens Thurman, Consultant, Norco College

Board secretary Kathy Tizcareno led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

The Governance Committee Chair Virginia Blumenthal convened the meeting at 6:04 p.m. Committee members in attendance: Michael L. Burke, Ph.D., Chancellor; Academic Senate Representatives: Mr. Sal Soto (Moreno Valley College/RCCD), Ms. Peggy Campo (Norco College) and Mr. Lee Nelson (Riverside City College); and Management Representative: Ms. Tenisha James.

GOVERNANCE COMMITTEE

Ms. Carlson presented the committee with Resolution Number 34 -14/15 approving amendments to the Bylaws for the Measure C Citizens' Bond Oversight Committee that will be presented to the Board for approval at the January 20 regular meeting. Discussion followed.

Resolution No. 34-14/15 --
Revisions to the Measure C
Citizens' Bond Oversight
Committee Bylaws

Ms. Carlson led the discussion on the opportunity to have joint board meetings with local school districts in 2015. It was determined that the college presidents would take the

Presentation on Joint Board
Meetings with local School
Districts in 2015

lead and coordinate with the K12 school superintendents to create a meaningful agenda for a joint session in workshop format. Discussion followed.

The Committee adjourned the meeting at 6:34 p.m.

Adjourned

The Teaching and Learning Chair Tracey Vackar convened the meeting at 6:35 p.m. Committee members in attendance: Academic Senate Representatives: Dr. Travis Gibbs (Moreno Valley College/RCCD), Ms. Peggy Campo (Norco College) and Mr. Lee Nelson (Riverside City College); and Management Representative: Ms. Lorena Patton.

TEACHING AND LEARNING
COMMITTEE

Ms. Thomas led the committee review of the curricular changes for inclusion in the catalog and in the schedule of class offerings that will be presented to the Board for approval at the January 20 regular meeting. Discussion followed.

Proposed Curricular Changes

The Committee adjourned the meeting at 6:40 p.m.

Adjourned

The Facilities Committee Chair Nathan Miller convened the meeting at 6:41p.m. Committee members in attendance: Ms. Chris Carlson, Chief of Staff and Facilities Development; Academic Senate Representatives: Dr. Travis Gibbs (Moreno Valley College/RCCD), Ms. Peggy Campo (Norco College) and Mr. Lee Nelson (Riverside City College); and Management Representative: Mr. Gustavo Ocegüera.

FACILITIES COMMITTEE

Mr. Thurman presented the committee with the agreement amendment with HMC Architects in the amount not to exceed \$35,500; and additional amendment not to exceed \$10,600 for the Student Services Building Project at the Riverside City College for additional architectural services that will be presented to the Board for approval at the January 20 regular meeting. Discussion followed.

Agreement Amendment No.2 and
No. 3 for the Student Services
Building with HMC Architects

The committee adjourned the meeting at 6:44 p.m.

Adjourned

The Board adjourned the meeting at 6:45 p.m.

ADJOURNMENT

Agenda Item (II-B)

Meeting	2/17/2015 - Regular
Agenda Item	Approval of Minutes (II-B)
Subject	Minutes of the Board of Trustees Regular Meeting of January 20, 2015
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees review and approve the minutes.

Background Narrative:

Recommend approving the January 20, 2015 Board of Trustees Regular meeting minutes as prepared.

Prepared By: Michael Burke, Ph.D., Chancellor
Patty Mosney, Exe Admin Assist Chancellor/BOT

Attachments:

[012015_MIN](#)

MINUTES OF THE REGULAR BOARD OF TRUSTEES MEETING
OF JANUARY 20, 2015

President Blumenthal called the regular meeting of the Board of Trustees to order at 6:00 p.m., in the Student Academic Services, General Assembly Room #121, 16130 Lassel Street, Moreno Valley, California 92506

CALL TO ORDER

Trustees Present

Virginia Blumenthal, President
Janet Green, Vice President
Mary Figueroa, Board Member
Tracey Vackar, Board Member
April Galvan, Student Trustee

Trustees Absent

Nathan Miller

Staff Present

Michael L. Burke, Ph.D., Chancellor
Mr. Aaron Brown, Vice Chancellor, Business and Financial Services
Ms. Sylvia Thomas, Interim Vice Chancellor, Diversity and Human
Dr. Wolde-Ab Isaac, Interim President, Riverside City College
Dr. Sandra Mayo, President, Moreno Valley College
Dr. Paul Parnell, President, Norco College
Ms. Chris Carlson, Chief of Staff and Facilities Development
Dr. Travis Gibbs, Academic Senate Representative, District/Moreno Valley College
Ms. Peggy Campo, Academic Senate Representative, Norco College
Mr. Gustavo Segura, President, CSEA

Guests Present

Ms. Debra Yorba, Vice President, Keenan and Associates
Mr. Ismael Murrillo, Student, Moreno Valley College
Ms. Carolina Garcia, Student, Moreno Valley College
Ms. Shcaleah Kelton, Student, Moreno Valley College
Ms. Mary Oseguerra, Student, Moreno Valley College

Student Trustee April Galvan led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

Green/Figueroa moved that the Board of Trustees approve the minutes of the Board of Trustees Regular/Committee Meeting of December 2, 2014. Motion carried.
(4 ayes, 1 absent [Miller])

MINUTES OF THE BOARD OF TRUSTEES REGULAR/COMMITTEE MEETING OF DECEMBER 2, 2014

Vackar/Green moved that the Board of Trustees approve the minutes of the Board of Trustees Regular Meeting of December 9, 2014. Motion carried.
(4 ayes, 1 absent [Miller])

MINUTES OF THE BOARD OF TRUSTEES REGULAR MEETING OF DECEMBER 9, 2014

CHANCELLOR'S REPORTS

Chancellor Burke introduced RCC student Ms. Ravneet Kaur, of Riverside, who was recently appointed by Governor Jerry Brown to the California Community Colleges Board of Governors.

Newly Appointed Student Board of Governors Member

Moreno Valley College students Mr. Murrillo, Ms. Garcia, Ms. Oseguerra, and Ms. Kelton spoke about the outreach services, sponsored activities, and events they participated in with the Active Minds Club, Moreno Valley College Chapter. Active Minds is the nation's only nonprofit organization dedicated to utilizing the student voice to raise mental health awareness among college students.

Student Presentation - Active Minds (MV College Chapter)

Figuroa/Vackar moved that the Board of Trustees accept the notice, and agree to sunshine the 2011- 2014 RCCD Faculty Association, CCA/CTA/NEA Agreement. Motion carried. (4 ayes, 1 absent [Miller])

RCCD Sunshine Notice of 2011-2014 of RCCD Faculty Association CCA/CTA/NEA Agreement

Ms. Yorba gave an update and was pleased to report there were no new issues to address since the last reporting.

Healthcare Update

The Board of Trustees received information on documents that are used to monitor and review upcoming action items, information items, and presentations, as well as planning for the monthly committee and Board meetings.

Future Monthly Committee Agenda Planner and Annual Master Planning Calendar

STUDENT REPORT

Student Trustee April Galvan presented the report about recent and future student activities at Norco, Moreno Valley, and Riverside City Colleges and Riverside Community College District.

CONSENT ITEMS

Action

Green/Vackar moved that the Board of Trustees:

Approve/ratify the listed academic appointments, separations, and assignment and salary adjustments;

Academic Personnel

Approve/ratify the listed classified appointments, separations, and assignment and salary adjustments;	Classified Personnel
Approve/ratify the listed other personnel appointments, and assignment and salary adjustments as amended;	Other Personnel
Approve/ratify the Purchase Orders and Purchase Order Additions totaling \$17,497,300 and District Warrant Claims totaling \$5,801,956;	Purchase Order and Warrant Report – All District Resources
Approve the budget transfers as presented;	Budget Adjustments
Approve adding the revenue and expenditures of \$3,958,778 to the budget;	Resolution No. 30-14/15 – 2014-2015 Career Technical Education Enhancement Fund Grant
Approve adding the revenue and expenditures of \$187,576 to the budget;	Resolution No. 31-14/15 – 2014-2015 Procurement Assistance Center (PAC)
Approve adding the revenue and expenditures of \$255,266 to the budget;	Resolution No. 32-14/15 – 2015 Orange County / Inland Empire Regional SBDC Network Supplement
Approve adding the revenue and expenditures of \$ 51,000 to the budget;	Resolution No. 33-14/15 – First 5 Riverside Access & Quality Initiative Grant
Approve adding the revenue and expenditures of \$60,000 to the budget;	Resolution No. 35-14/15 – 2014-2015 Foster Youth Stuart Grant
Approve adding the revenue and expenditures of \$75,618 to the budget;	Resolution No. 36-14/15 – Federal and State Technology (FAST) Grant
Ratify contracts totaling \$1,020,063 for the period of November 24, 2014 through December 31, 2014;	Contracts and Agreements Report Less than \$84,100 – All District Resources
Approve the Agreement between Riverside Community College District and the Riverside County Superintendent of Schools in the amount of \$152,800;	Agreement with Riverside County Superintendent of Schools
Approve the out-of-state travel;	Out-of-State Travel
Approve by unanimous vote: declaring the	Surplus Property

property on the attached list to be surplus; finding the property does not exceed the total value of \$5,000; and authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District;

Adopt a nonresident tuition Fee rate of \$200 per unit and a capital outlay surcharge fee rate of \$36 per unit for FY2015-2016; and direct staff to promulgate these charges via the 2015-2016 catalog, schedule of classes, and other appropriate materials.

2015-2016 Nonresident Tuition and Capital Outlay Surcharge Fees

Motion carried. (4 ayes, 1 absent [Miller])

Information

The Board received the monthly Financial Report for the period July 1, 2014 through December 31, 2014.

Monthly Financial Report for Month Ending – December 31, 2014

BOARD COMMITTEE REPORTS

Governance

Blumenthal/Figueroa moved that the Board of Trustees adopt Resolution Number 34 -14/15 approving amendments to the Bylaws for the Measure C Citizens' Bond Oversight Committee. Motion carried. (4 ayes, 1 absent [Miller])

Resolution No. 34-14/15 – Revisions to the Measure C Citizens' Bond Oversight Committee Bylaws

Teaching and Learning

Vackar/Green moved that The Board of Trustees approve the proposed curricular changes for inclusion in the college catalogs and in the schedule of class offerings Motion carried. (4 ayes, 1 absent [Miller])

Proposed Curricular Changes

Facilities

Figueroa/Green moved that the Board of Trustees approve agreement amendment No. 2 for the Student Services Building Project at Riverside City College for additional Architectural Services with

Agreement Amendment No .2 and No. 3 for the Student Services Building with HMC Architects

HMC Architects in the amount not to exceed \$35,500; and agreement amendment No. 3 for the Student Services Building Project at Riverside City College for additional Architectural Services with HMC Architects in the amount not to exceed \$10,600. Motion carried. (4 ayes, 1 absent [Miller])

ADMINISTRATIVE REPORTS

Presidents

Figueroa/Green moved that the Board of Trustees approve the addendum to the 2014-2015 Moreno Valley Catalog as submitted. Motion carried. (4 ayes, 1 absent [Miller])

2014-2015 Moreno Valley Catalog Addendum

Green/Vackar moved that the Board of Trustees approve the addendum to the 2014-2015 Norco College Catalog as submitted. Motion carried (4 ayes, 1 absent [Miller])

2014-2015 Norco College Catalog Addendum

Figueroa/Vackar moved that the Board of Trustees approve the addendum to the 2014-2015 Riverside City College Catalog as submitted. Motion carried (4 ayes, 1 absent [Miller])

2014-2015 Riverside City College Catalog Addendum

ACADEMIC SENATE REPORTS

Dr. Travis Gibbs presented the report on behalf of Moreno Valley College and the District.

Moreno Valley College

Ms. Peggy Campo presented the report on behalf of Norco College.

Norco College

BARGAINING UNIT REPORTS

Mr. Gustavo Segura, President, CSEA, presented the report on behalf of the CSEA.

CSEA – California State Employees Association

BUSINESS FROM BOARD MEMBERS

Vackar/Blumenthal moved that the Board of Trustees approve the nomination of Board Member Janet Green for a seat on the California Community Colleges Trustees Board. The election will take

CCCT Board Election Nominations for 2015

place between March 10 and April 25, 2014. Motion Carried. (4 ayes, 1 absent [Miller])

Trustee Green noted she was looking forward to attending the upcoming CCLC 2015 Annual Legislative Conference and Advisory Committee on Legislation meeting on January 23-26, 2015 in Sacramento.

Update from Members of the Board of Trustees on Business of the Board.

Trustee Figueroa noted that she had attended a recent basic academy completion graduation ceremony at the Ben Clark Training Center and commented that the majority of the academy graduates were already hired by the Riverside Sheriff's Department and others were hired by other municipal law enforcement departments; congratulated Dr. Mayo on the MLK breakfast and noted that it was well planned and attended by the community and elected officials; looking forward to Sacramento trip for CCLC 2015 Annual Legislative Conference; attended the Riverside County District Attorney Mike Hestrin's swearing in ceremony and was pleased to hear that the D.A. wants to focus on prevention and reason for prosecutorial needs; stated and suggested that RCCD outreach to the surrounding Indian reservation population to afford them the opportunity to attend our colleges.

Trustee Vackar concurred with Trustee Figueroa's comments in reaching out to the Indian reservations for higher education, noting that many Indians don't have the foundational support to move into a college setting and offered to help facilitate outreach service to the Indian community; and attended an event in Santa Barbara, Get Focused-Stay Focused, which outreached to local school districts offering students dual enrollment with college credit and opportunities to develop college and career readiness skills.

Trustee Blumenthal noted that she would be attending the Moreno Valley Chamber Installation Banquet on Friday, January 23 and congratulated Dr. Mayo, as she was being installed as the Chairman; publicly acknowledged Dr. Irving Hendrick for his service to the District in his roles as interim chancellor twice, interim president at Moreno Valley College, and his current assignment in assisting with contract negotiations;

welcomed back Gustavo Segura as the CSEA president; read an email from Dr. Dariush Haghghat advising that he had fully reviewed the District's Sunshine Proposal and that he and the Faculty Association are fine with it and looking forward to contract negotiations work with Dr. Hendrick and his team; and gave tremendous thanks to the District staff for their support and condolences due to the passing of her father in December.

ADJOURNED TO CLOSED
SESSION/RECONVENED

The Board adjourned to closed session at 7:16 p.m. and reconvened at 7:30 p.m., announcing no action had been taken.

Pursuant to Government
Code Section 54957, Public
Employee
Discipline/Dismissal/Release

The Board adjourned the meeting at 7:31 p.m.

ADJOURNED

Agenda Item (IV-A)

Meeting 2/17/2015 - Regular
Agenda Item Chancellor's Reports (IV-A)
Subject Chancellor's Communications
College/District District
Information Only

Background Narrative:

Chancellor will share general information to the Board of Trustees, including federal, state and local interests and District information.

Prepared By: Michael Burke, Ph.D., Chancellor
Patty Mosney, Exe Admin Assist Chancellor/BOT

Attachments:

Agenda Item (IV-B)

Meeting 2/17/2015 - Regular
Agenda Item Chancellor's Reports (IV-B)
Subject Presentation on the Upward Bound Programs at Norco College
College/District Norco

Information Only

Background Narrative:

Presented for the Board's information is an overview of the mission, goals, and services of the Norco College Upward Bound Programs that serve the eligible students of Centennial, Corona, and Norte Vista High Schools and prepare them for college.

Prepared By: Paul Parnell, President, Norco College

Attachments:

[Upward Bound Presentation](#)

Upward Bound Board Presentation

NORCO
COLLEGE

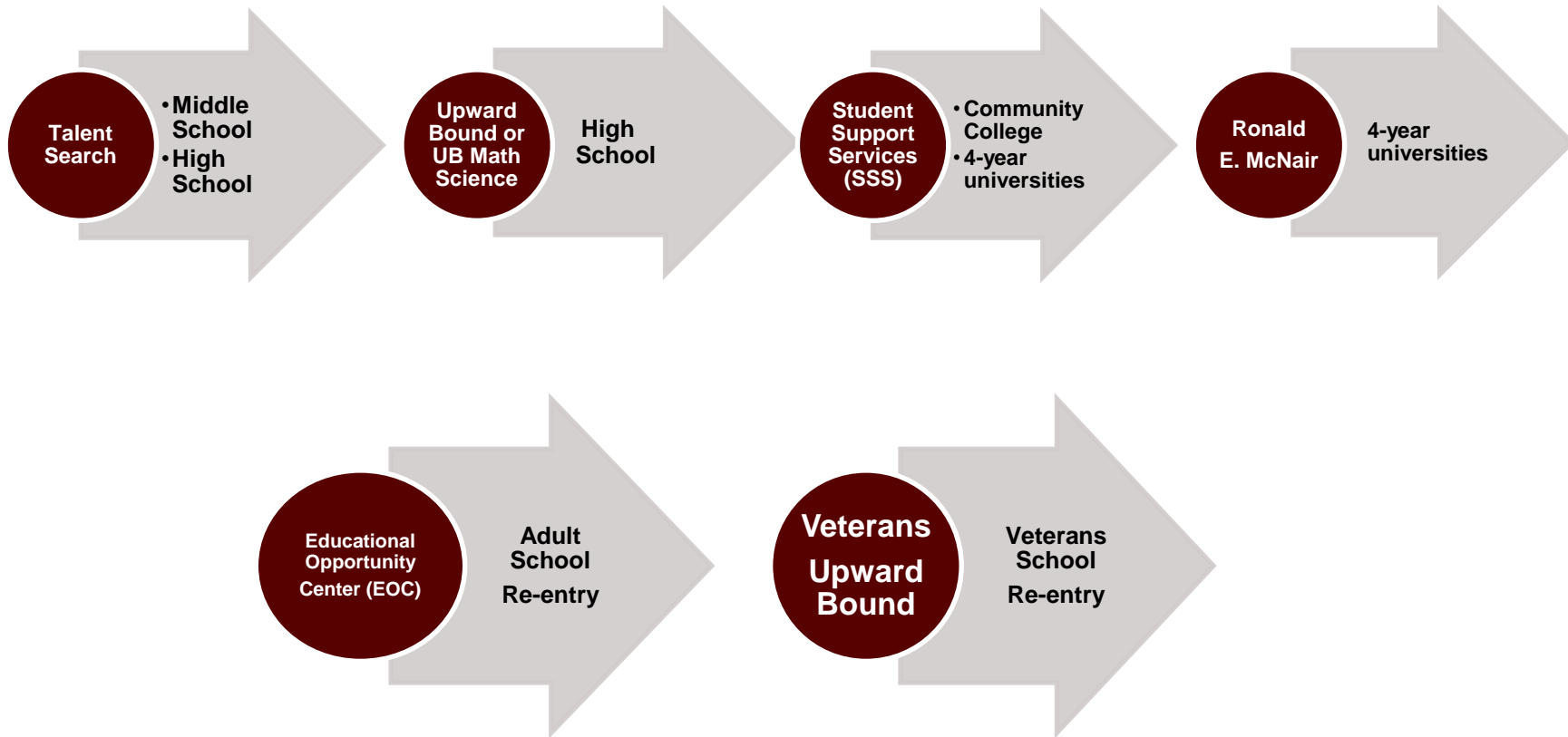
TRiO
UPWARD BOUND

What is TRiO?

A set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree.



TRiO Pipeline



Upward Bound Mission & Goal

Mission:

Norco College Upward Bound provides students with academic guidance, personal development and fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.



Goal:

To increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Grant Information



Upward Bound Centennial	Upward Bound Norte Vista	Upward Bound Corona
Established: 1999	Established: 2007	Established: 2012
Participants: 74	Participants: 64	Participants: 60
Annual Grant Amount: \$307,678	Annual Grant Amount: \$262,321	Annual Grant Amount: \$250,000
Current Grant Period: (2012-2017) 5 years		
Student Population: <ul style="list-style-type: none"> •Low-income •First-generation college •Students with high academic need 		

Upward Bound Services

All Grade Levels

- Academic Tutoring
- Individual Academic & Guidance Counseling
- Saturday Academies
- Parent Workshops
- College & Cultural Fieldtrips
- Leadership Developments

9TH & 10TH GRADE

- Financial Aid Overview
- College Entrance Req.
- Time Management
- Study Skills
- Goal Setting
- Career Exploration

11TH GRADE

- SAT Preparation
- Financial preparation
- College Entrance Req.
- College Exploration
- Career Exploration
- Goal Setting

12TH GRADE

- Senior Seminar
- College Applications
- Financial Aid: FAFSA
- Scholarships
- Campus Resources
- College Selection Process
- Financial Guidance
- Economic Literacy
- Health & Wellness
- Stress Management
- Career & Major Selection
- Summer Bridge

Upward Bound Standardized Grant Objectives

1. **Academic Performance-Grade Point Average (GPA):** 60-65% of participants served will have a cumulative GPA of 2.5 or better.
2. **Academic Performance on Standardized Test:** 40-50% of seniors served will have achieved proficient level on state assessments in reading/language arts and math.
3. **Secondary School Retention and Graduation:** 70-90% of project participants served will continue in school for the next academic year, or will have graduated from secondary school.
4. **Secondary School Graduation (Rigorous Secondary School Program of Study):** 40-65% of all current and prior-year UB participants who graduated from high school will complete a rigorous secondary school program of study.
5. **Postsecondary Enrollment:** 60-65% of all current and prior-year UB participants who graduated from high school during the school year will enroll in a program of postsecondary education by the fall term immediately following high school graduation.
6. **Postsecondary Completion:** 65% of participants will attain an A.A. or B.A within six years following graduation from high school.

Upward Bound Data Report Sample

2013-2014 Annual Performance Report	Low-Income Centennial HS students	Low-Income Centennial HS Upward Bound Participants
Academic Performance Percentage of project participants with a 2.5 or higher by the end of the school year.	52%	73%
Secondary School Graduation Percentage of students who completed a rigorous secondary school program of study (A-G completion.)	49.2%	74%
Postsecondary Enrollment Percentage of students who enrolled in a program of postsecondary education by the Fall term immediately following graduation.	46.6%	87%

Program Highlights

Grant	Hispanic Students Served
Centennial	74%
Corona	92%
Norte Vista	91%

- **Historically, at least 90% of our Upward Bound students go to college annually**
- **75% of our students graduate with A-G requirements completed successfully**
- **45% of students served are males**



Thank You!



Student Speakers

Debby Reyes, 12th grade

Centennial High School

Henry Menendez, 11th grade

Corona High School

Ha Tran, 12th grade

Norte Vista High School

Agenda Item (IV-C)

Meeting 2/17/2015 - Regular

Agenda Item Chancellor's Reports (IV-C)

Subject Riverside City College Football Transfers

College/District Riverside

Information Only

Background Narrative:

National Signing Day was February 4, 2015; we would like to announce the latest list of transfers from the 2014 football class. This is a wonderful opportunity to gain positive recognition in our community as the leading transfer institution in the state. Currently there are 15 Division 1 commitments/transfers and anticipate another 5-7 by June. We are also anticipating an additional 5-10 successfully transferring to smaller schools by June. Thank you for all your support in helping these young men further their education and continuing to play the sport they love!

Prepared By: Wolde-Ab Isaac, Interim President, Riverside

Attachments:

[RCC Football Program](#)



RIVERSIDE CITY COLLEGE

Football

2014

10-2

National Bowl Champions

State Semifinals

Pac-12 Signees

- Isaac Whitney
South Moore High School
Moore, OK



- Matt Morin
Chapparral High School
Temecula, CA



- Devante Wilson
Corona High School
Corona, CA



- Jonah Moi
Citrus Valley High School
Redlands, CA



- Jeremiah Mitchell
Elsinore High School
Lake Elsinore, CA



- Treshon Broughton
Vista Murrieta
Murrieta, CA



Washington State University

- Raymond Ford
Junipero Serra
Gardena, CA



Boise State University



Other Division I Signees

- Jimmy Camacho
Citrus Hills High School
Perris, CA

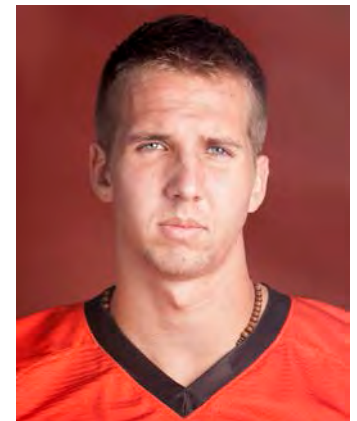


Fresno State University

- Kelly Hilinski
Notre Dame
High School
Sherman Oaks, CA



Weber State University



- Drew James
Corona High School
Corona, CA



- Chris Lewis
Compton High School
Compton, CA



New Mexico University



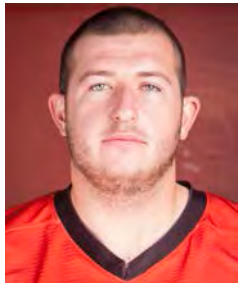
- Miki Fangatua Southeastern Louisiana
Baldwin High School, Wailuku, HI
- Ryan Ramirez Southeastern Louisiana
Bonita High School, La Verne, CA



Miki Fangatua



- Matt Parrish
Yucaipa High School



Sacred Heart



- AJ Fanene
La Sierra High School
Riverside, CA

- Alex Marengo
Alief Taylor High School
Houston TX

- Sir Yarborough
Pomona High School
Pomona, CA

West Georgia



Henderson State



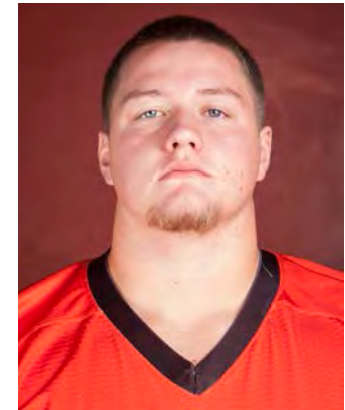
New Mexico Highlands



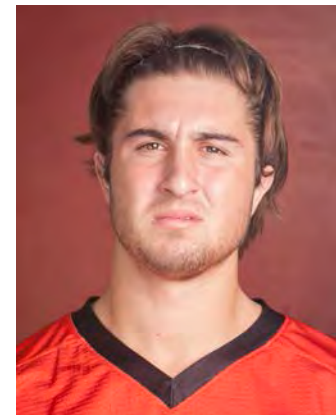
- Christian Mora
Vista Murrieta High School
Murrieta, CA

MISSOURI
SOUTHERN
STATE UNIVERSITY

- Isaac Wold
La Sierra High School
Riverside, CA



- Chad Nolan
Mission Hills High School
San Marcos, CA



The Tom Craft Effect

- 2010 – 10-1, conference champs
- 2011 – 11-0, conference champs
- 2012 – 9-2
- 2013 – 10-2, conference champs
- 2014 – 10-2, conference champs
- Total – 50-6, a .893 winning percentage

Agenda Item (IV-D)

Meeting 2/17/2015 - Regular

Agenda Item Chancellor's Reports (IV-D)

Subject RCCD Sunshine Notice of 2011-2014 of California School Employees Association Chapter #535

College/District District

Funding

Recommended Action It is recommended that the Board of Trustees accept notice and agree to sunshine the 2011-2014 RCCD Employees Chapter #535 Agreement.

Background Narrative:

The District has received the California School Employees Association (CSEA) Chapter #535 notice to sunshine the 2011-2014 Agreement between the District and the CSEA. The District acknowledges CSEA's proposal to open fourteen Articles and one Exhibit for bargaining. Additionally, CSEA proposes four new Articles.

At this time, it is recommended that the Board accept notice of CSEA's sunshine proposal and interest in commencing negotiations. In March, the District will respond with its intent regarding the CSEA Agreement.

Prepared By: Michael Burke, Ph.D., Chancellor
Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources

Attachments:

[20150217_CSEA Sunshine Proposal_2015](#)

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 535 (CSEA)

Initial Proposal for a Successor Agreement Effective July 1, 2015

The California School Employees Association and its Riverside Community College District Employees Chapter 535 (CSEA), hereby notifies the Riverside Community College District (District) of its intent to negotiate a Successor Agreement effective July 1, 2015.

As required by Government Code Section 3547 reference the Public Notice requirement, below are CSEA's Initial Proposals.

ARTICLE I – RECOGNITION

- Update listing of classified bargaining unit positions

ARTICLE II – MANAGEMENT RIGHTS

- Modify language regarding CSEA's right to negotiate contracting out bargaining unit work
- Incorporate language from Memorandum of Understanding (MOU) dated August 29, 2014

ARTICLE V – NEGOTIATION PROCEDURES

- Modify language in Section B to provide adequate time to prepare for negotiations

ARTICLE VI – ASSOCIATION RIGHTS

- Modify language in Section D to provide for additional release time
- Modify language in Section I to provide for full release time for the Chapter President or his/her designee
- Modify language in Section K to provide additional meetings throughout the year
- Modify language in Section L to provide for additional release time
- Add a new section to acknowledge the Institutional Structure of three (3) Colleges and a District Office

ARTICLE VII – ASSOCIATION DUES AND PAYROLL DEDUCTIONS

- Modify language to be consistent with existing laws

ARTICLE VIII – ORIENTATION AND IN-SERVICE TRAINING

- Add a new section to provide release time for the CSEA Chapter President or his/her designee to attend new employee orientation

ARTICLE X – HOURS OF WORK

- Add a new section to reflect alternative work schedules require, as provided by law, an agreement between CSEA and the District
- Clarify in Section C that agreement is required between the parties as provided by law
- Increase the number of hours reflected in Section D
- Increase shift differential premiums in Section E to be commensurate with the labor market

ARTICLE XI – TRANSFERS AND PROMOTIONS

- Modify current language regarding involuntary transfers and how that process is implemented

ARTICLE XIV – SALARIES

- Add a new section to allow less than 12 month employees the option to be paid over 12 months
- Provide a salary increase to the classified bargaining unit
- Modify number of longevity steps and enhance percentages

ARTICLE XV – OVERTIME PAY

- Modify language in Section I regarding “On Call”

ARTICLE XVI – ASSIGNMENT OF CLASSIFIED EMPLOYEES

- Modify language in Section B to limit the amount of time employees may be assigned duties in a higher classification

ARTICLE XVII – PROBATIONARY AND PERMANENT STATUS

- Revise language in Section A to require an agreement between the parties to extend the probationary period
- Add new language outlining a process for assistance to probationary employees in the event of work performance deficiencies

ARTICLE XVIII – HOLIDAYS

- Revise the dates accordingly

ARTICLE XX – PAID LEAVES OF ABSENCE

- Modify Section B.9 to reflect increments of sick leave less than one (1) hour

ARTICLE XXVII – DURATION AND TERMINATION

- Modify dates as agreed upon during negotiations

ARTICLE XXIX – PROFESSIONAL GROWTH

- Negotiate enhancements to professional achievement steps
- Add new language to recognize degrees earned

EXHIBIT F (HAY STUDY) MEMORANDUM OF UNDERSTANDING

- Modify Exhibit to reflect a current market analysis
- Add new language to provide a process for reclassification requests

NEW ARTICLE – DEFINITION OF LANGUAGE AND TERMS

- Include a new Article defining frequently used language and terms

NEW ARTICLE – LAYOFF PROCEDURES

- Include a new Article regarding layoff and reemployment procedures

NEW ARTICLE – DISCIPLINE AND DUE PROCESS

- Include a new Article regarding disciplinary procedures utilizing due process

NEW ARTICLE – TEACHING

- Include a new Article to address classified employees who also teach for the District

CSEA reserves the right to add, delete or modify its proposals during the negotiations process, in accordance with CSEA Policy 610.

Agenda Item (IV-E)

Meeting	2/17/2015 - Regular
Agenda Item	Chancellor's Reports (IV-E)
Subject	Agreement with Community Action Employee Assistance Program (CAEAP)
College/District	District
Funding	General Fund
Recommended Action	It is recommended that the Board of Trustees approve the agreement with Community Action Employee Assistance Program, Inc. from April 1, 2015 through March 31, 2018 in the amount of \$46,944.00 annually – noting the inclusion of additional charges for crisis response/intervention and onsite support as part of the EAP Itemized Service Cost per Exhibit C (the administrative fee converts to and is based on \$2.00 per employee for a (1-5) Employee Assistance Program Session Assessment Model – with the total employee count being subject to review by either or both parties annually).

Background Narrative:

In 2010, Community Action Employee Assistance Program, Inc. ("CAEAP") responded to a Riverside Community College District Request For Proposal and was selected as the preferred vendor for providing employee assistance program services. CAEAP provides a comprehensive approach to service delivery and offers assistance to all employees and their immediate and extended family members. CAEAP's services include enhanced wellness, work and life programs, employee education and management training, supervisory and management referral, and critical situation management support. CAEAP utilizes an extensive national provider network of licensed and certified professionals to provide confidential help and assistance.

The attached agreement is for a contract term of three (3) years beginning on April 1, 2015 and ending on March 31, 2018. Compensation consists of an administrative fee of \$46,944.00 annually – noting the inclusion of additional charges for crisis response/intervention and onsite support as part of the EAP Itemized Service Cost per Exhibit C. The administrative fee converts to and is based on \$2.00 per employee for a (1-5) Employee Assistance Program Session Assessment Model – with the total employee count being subject to review by either or both parties annually.

Prepared By: Michael Burke, Ph.D., Chancellor
Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources

Attachments:

[20150217_Community Action EAP_Presentation](#)
[20150217_Community Action EAP_Agreement wExhibits](#)
[20150217_Community Action EAP_Response to RFP](#)



Successful Partnership of Riverside Community College District and Community Action EAP Inc. (CAEAP)



COMPREHENSIVE SERVICE OFFERINGS AND DELIVERY SYSTEMS

- In partnering successfully with Riverside Community College District:
 - CAEAP is committed to helping Riverside Community College District to maintain the **BEST** possible work environment by offering broad solutions to Riverside Community College District and its employees—assisting employees to succeed at work and at home by providing **ACCESS** to a wide-array of professional resources and a collection of practical information and tools.
- Program Participation Eligibility
- Professional Network of Licensed Clinicians
- Privacy and Confidentiality
 - Accessibility 24/7

Staffing & Access

Privacy + Confidentiality

<i>Area</i>	<i>Office Locations</i>	<i>Providers</i>
Riverside Area	137	137
Corona/Norco	38	34
Moreno Valley/ Hemet/Beaumont	38	21

* Clinicians may have multiple office locations

4,800 Providers in California

2,700 Providers being in Southern California

CAEAP's Comprehensive Services

- **24/7 face-to-face assessment/referral process**
- **After-hours EAP assistance** by master level clinical professionals
- **24/7 Lifeline for toll-free access/after-hours crisis management line**
- **Work/Life consultation** face-to-face and/or by phone/resources and referrals
 - **Financial, legal, child care, elder care, special personal resources**
 - www.CAEAP.com: General EAP info, employee orientation video, management training option, “Supervisor’s Toolbox”, quarterly ‘LifeLines’ newsletter, and login portals to:
 - **Balancing Work-Life Web**: financial, legal, child care, elder care, and other resource and referral services
 - **Wellness Information Library**: searchable database of wellness and behavioral information, monthly wellness articles, videos, book reviews, etc.



Balancing Wellness & Well-being

Web-Based Programs

with 1000's of topics, including:

Aging & Geriatric

Sleep Disorders

Grief & Bereavement Issues

Weight Loss

Home Repair

Relationship Problems

Pet Sitters/Kennels

Pregnancy

Women's Health

Legal Services

College Fund Planning

Anxiety Disorders

Family & Relationship Issues

Self Esteem

Stress Reduction

Men's Health

Financial Services

Apartment Locators

Anger Management

Speech Problems

Exercise

Pain Management

ID Theft Prevention & Recovery

Smoking Cessation

Medications

Downloadable Legal Docs

Disasters

Skill Builders coming January 1, 2015

Parenting Skills

Child Care Finder

Healthcare

Sample of Targeted Presentations For Management



“Managing Emotions in the Workplace”

“Leadership Skill Building”

“Resolving Differences – Solution-Focused Tools”

“Resolving Internal Conflicts”

“Time-Management Skill Building”

“Change Management Skill Building”

“Improved Team Cohesion”

“Managing Difficult Situations”

“Stress Management Techniques & Self-Management Skills”

“Improving Workplace Boundaries”

“Dealing with Employees in a Changing Work Environment”

“Supervising Challenging Employees”

“Managing Conflict in the Workplace”

“Tools For Increased Productivity & Time Management”



Skill Builder Center

**Don't miss out on Community Action EAP's e-learning courses.
Online access is free and unlimited!**

Click on career builders icon toward the bottom (right margin)

Skill Builder Center



Finally – Access 17 different courses anytime day or night on topics such as Accountability, Personality Differences, Business Etiquette, Communication, and more!

**Each course offers a
VISUAL PRESENTATION and printable
CERTIFICATE OF COMPLETION.**

Current Courses Offered

- Accountability
- Appreciating Personality Differences
- Business Etiquette and Professionalism
- Caring For Aging Relatives
- Cultural Diversity in the Workplace
- Drug-Free Workplace Compliance
- Eating Your Way to Wellness
- Effective Communication
- Emotional Intelligence for Success
- Estate Planning: Five Essential Documents
- Maximizing Your Day: Effective Time Management
- Nobody Likes Bully: Bullying in the Workplace
- Recognizing a Trouble Employee
- Say What You Mean the Right Way: Healthy Forms of Communication
- Self-Care: Remaining Resilient
- Sexual Harassment Prevention in the Workplace
- The Art of Conflict Resolution

800-777-9376

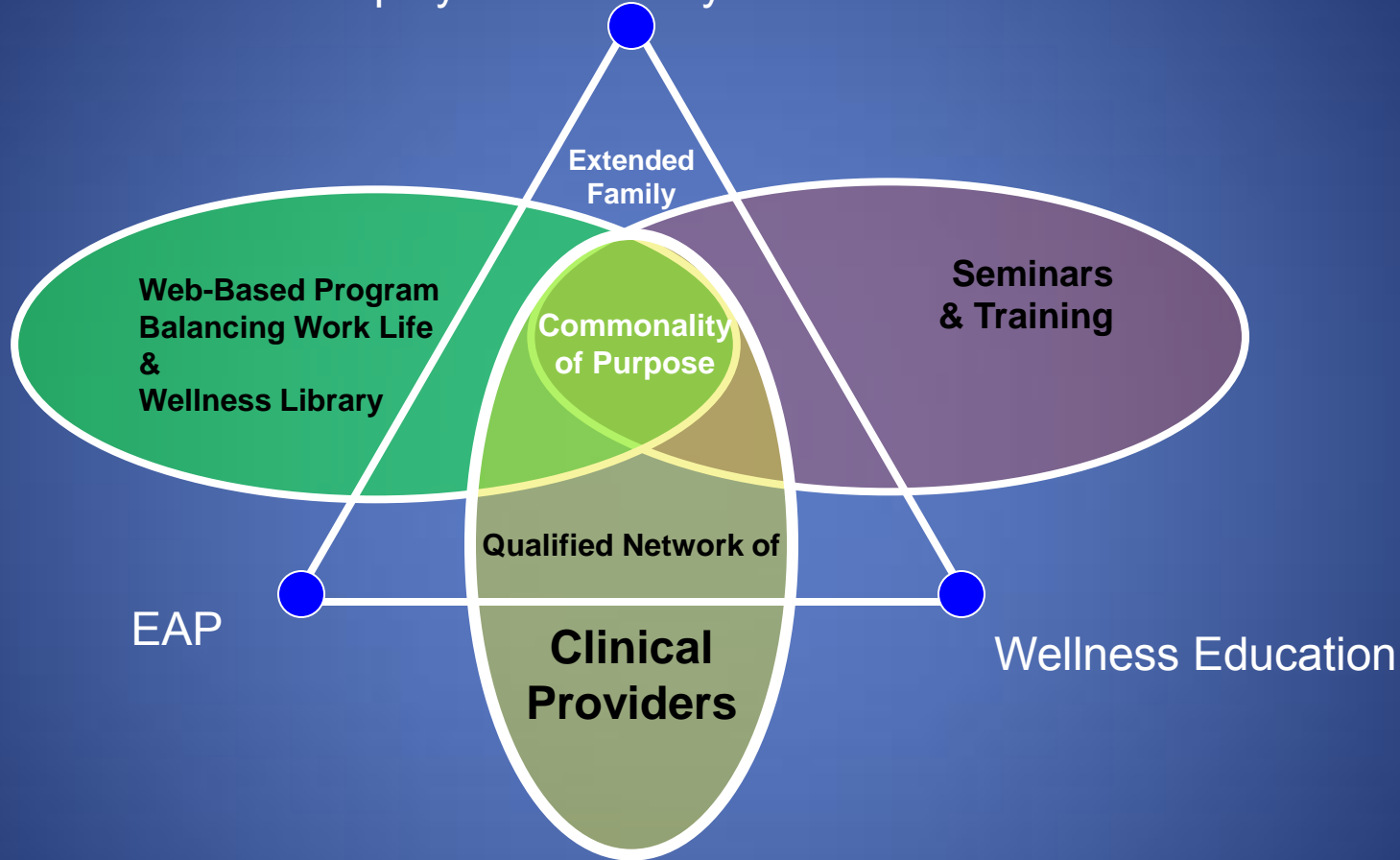
www.CAEAP.com



Employee Assistance Program Collaboration Service Delivery Model

Bettering The Community Through Wellness of Employees & Family

Employees & Family Members

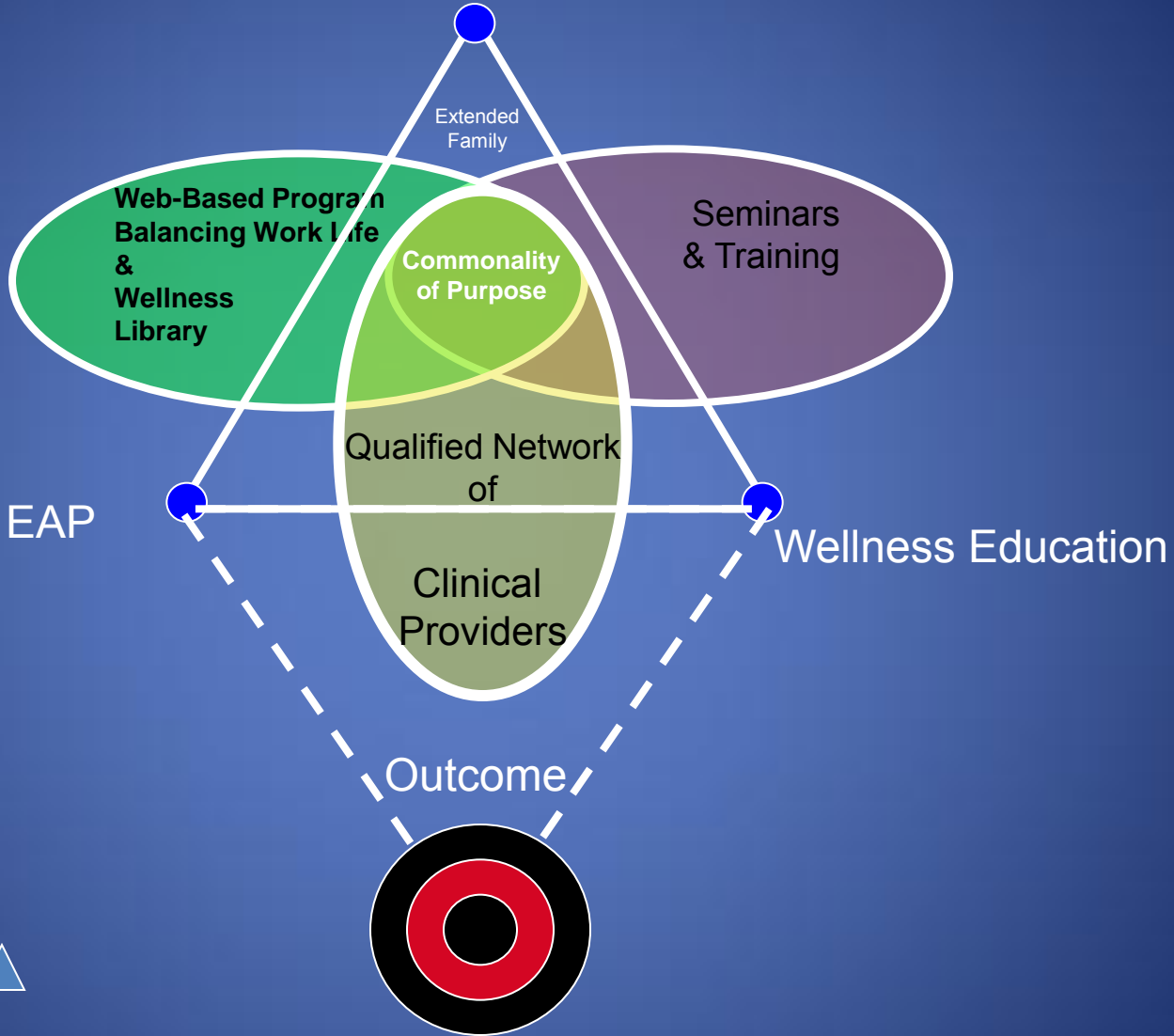


RCCD 

Support Programs 

Completion of Collaboration Service Delivery Model

Employees & Family Members



Our Commonality of Purpose is to Have Healthy Employees & Family Members which will Help the Students and Community

The Perfect Fit



www.CAEAP.com

800-777-9376

Community Action EAP

AGREEMENT

This Agreement confirms the understanding between Riverside Community College District ("RCCD") and Community Action Employee Assistance Program, Inc., ("CAEAP") regarding the engagement of CAEAP by RCCD to provide the services described in this Agreement. The terms and conditions that follow constitute the entire agreement between RCCD and CAEAP and shall not be modified in any way except by a written document executed by both parties.

1. Scope of Work/Schedule of Services. CAEAP shall perform work as set forth in Schedule A, attached hereto, at such times and places agreed upon.
2. Compensation. As sole compensation for CAEAP's services hereunder, RCCD shall pay CAEAP a flat monthly administrative fee, for a monthly rate of \$3,912.00 or \$46,944.00, annually – noting the inclusion of additional charges for crisis response/intervention and onsite support as part of the EAP Itemized Service Cost per Exhibit C. This monthly administrative fee converts to and is based on \$2.00 per employee for a (1-5) EAP Session Assessment Model – with the total employee count being subject to review by either or both parties annually.

Each month CAEAP shall submit to RCCD an itemized monthly invoice dated the first of each month, for services rendered. RCCD shall pay the invoice within thirty (30) days of receipt.

3. Term and Termination. This Agreement shall be for a period of three (3) years, commencing on _____, and terminating on _____, unless terminated earlier, in writing, by either party upon thirty (30) day's written notice to the other party. The term of this Agreement may be extended by two additional one-year terms, exercised at the sole discretion of RCCD.

In the event of termination, CAEAP shall be paid for work rendered prior to the termination date.

4. Confidentiality. CAEAP shall maintain confidentiality standards in accordance with their Privacy/Confidentiality Policy, which is part of Exhibit A.
5. Compliance. CAEAP warrants that CAEAP has the right to enter into this Agreement and that performance of the work specified herein shall not cause CAEAP to be in violation of any federal, state or local law or regulation, or any contractual agreement entered into by CAEAP. CAEAP shall comply with RCCD's policies and procedures and with all applicable federal, state and local laws and regulations.
6. Force Majeure. Neither party shall incur liability to the other party on account of any loss or damage resulting from any delay or failure to perform any part of their obligations hereunder where such delay or failure was caused in whole or in part by events, occurrences or causes beyond the reasonable control of such party.

7. Records. CAEAP shall maintain, for a period of three (3) years complete and accurate records with respect to all work assigned and performed given the expectations of the confidentiality policy of CAEAP. Accounting records in the form of invoices, redacted for confidential content, shall be made available upon request of RCCD.

The appropriate information, adhering to State and Federal confidentiality laws, will be provided through quarterly, annual utilization reporting.

8. Independent Contractor. CAEAP agrees that in its performance of this Agreement, CAEAP shall act as an independent contractor, and not as an employee of RCCD. CAEAP understands and agrees that RCCD will not cover CAEAP or CAEAP's employees or agents with workers' compensation, unemployment insurance, state disability insurance, public liability insurance or other benefits that may be available to employees of RCCD. CAEAP shall be responsible for Social Security taxes, if any, which may be applicable and for any other applicable fees or taxes (federal, state or local), which may be required or levied upon any payment to CAEAP hereunder. CAEAP shall refrain from any representation that CAEAP is an employee, agent or legal representative of RCCD, or from incurring liabilities or obligations of any kind in the name of, or on behalf of RCCD.

Any additional personnel performing the services under this Agreement on behalf of CAEAP shall at all times be under CAEAP's exclusive direction and control. CAEAP shall pay all wages, salaries and other amounts due such personnel in connection with their performance of services under this Agreement and as required by law. CAEAP shall be responsible for all reports and obligations respecting such additional personnel, including, but not limited to: Social Security taxes, federal, state, and local fees and taxes, unemployment insurance, public liability insurance, state disability insurance and workers' compensation insurance.

CAEAP and CAEAP's employees, agents, heirs, successors and assigns shall not be entitled, by virtue of any work done under this Agreement, to any benefits under any medical or travel accident insurance, pension, sick leave, life insurance, vacation, or disability, or other employees' benefit plan or plans maintained by RCCD for its employees.

9. Coordination of Services. CAEAP agrees to work closely with RCCD staff in the performance of services and shall be available to RCCD staff at all reasonable times.

10. Licenses. CAEAP shall perform the services under this Agreement in a skillful and competent manner and shall secure and maintain in force any and all licenses, permits or other approvals necessary for it to carry out the services.

11. Contract Amendment. In the event that the parties determine that the Scope of Work, or other provisions of this Agreement, must be altered, the parties may execute a

contract amendment to add or delete work within the Scope of Work or amend any other provision of this Agreement. All such contract amendments must be in the form of a written instrument signed by the original signatories to this Agreement, or their successors or designees.

12. RCCD's Representative. Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources, or designee, shall serve as RCCD's representative and shall have the authority to act on behalf of RCCD for all purposes under this Agreement. RCCD's representative shall also review and give approval, as needed, to the details of CAEAP's work under this Agreement. RCCD's representative shall be available to the CAEAP and staff, if applicable, at all reasonable times. The Vice Chancellor, Business and Financial Services, shall be RCCD's representative who is authorized to sign this Agreement on behalf of RCCD.

13. CAEAP's Representative. CAEAP hereby designates Robert Bruner as CAEAP's representative who is authorized to sign this Agreement on behalf of CAEAP. CAEAP's representative shall have the authority to act on behalf of CAEAP for all purposes under this Agreement and whose designees shall coordinate all phases of the Services. CAEAP shall work closely and cooperate fully with RCCD's representative and designees, who may have jurisdiction over or an interest in the Services. CAEAP's representative and designees shall be available to the RCCD staff at all reasonable times. Any substitution in CAEAP's representative shall be approved in writing by RCCD's representative.

14. Insurance. CAEAP will provide RCCD with a Certificate of Insurance evidencing: general liability coverage (to include Professional Liability Insurance coverage) in the minimum amount of \$1,000,000 per incident and \$2,000,000 in the aggregate and workers' compensation coverage, if applicable, in accordance with the laws of the State of California. The Certificate of Insurance shall include an Endorsement naming the "Riverside Community College District" as an additional insured.

15. Indemnification. CAEAP will indemnify, defend and hold harmless RCCD in accordance with the signed Hold Harmless Agreement, which is incorporated herein and attached hereto as Exhibit B.

16. Non-Discrimination. CAEAP shall not discriminate against any person in the provision of services, or employment of persons on the basis of ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. CAEAP understands that harassment of any student or employee of Riverside Community College District with regard to ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, ancestry, genetic information, sexual orientation, physical or

mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law is strictly prohibited.

17. Assignment. This Agreement shall not be assignable by CAEAP without the prior written consent of RCCD.

18. Governing Law. This agreement shall be deemed to have been executed and delivered within the State of California, and the rights and obligations of the parties hereunder, and any action arising from or relating to this agreement, shall be construed and enforced in accordance with, and governed by, the laws of the State of California without giving effect to conflict of laws principles. Any action or proceeding arising out of or relating to this agreement shall be brought in the county of Riverside, State of California, and each party hereto irrevocably consents to such jurisdiction and venue, and waives any claim of inconvenient forum.

19. Delivery of Notices. All notices permitted or required under this Agreement shall be given to the respective parties at the following address, or at such other address as the respective parties may provide in writing for this purpose:

FOR CAEAP:
Community Action EAP, Inc.
Robert Bruner, President/CEO
1481 Ford St., Ste. 201
Redlands, CA 92373

FOR RCCD:
Sylvia Thomas, Interim Vice Chancellor,
Diversity and Human Resources
4800 Magnolia Ave.
Riverside, CA 92506

Such notice shall be deemed made when personally delivered, or, when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepaid and addressed to the party at its applicable address.

20. Attorney's Fees. If either party commences an action against the other party arising out of, or in connection with, this Agreement, the prevailing party in such litigation shall be entitled to recover from the losing party reasonable attorney's fees and costs.

21. Entire Agreement. This Agreement and its attached Schedule A, set forth the entire understanding between the parties relative to this subject matter contained herein and merges all prior discussions between them. Neither RCCD, nor CAEAP, shall be bound by any condition, warranty, or representation other than as expressly stated

herein or as subsequently set forth in writing signed by the parties. Any agreements (whether oral or written), letters or proposals heretofore made related to the subject matter hereof are merged into this Agreement and the rights and obligations of the parties wherever and however raised by either party, shall be determined solely under this Agreement. This agreement may only be modified by a writing signed by both parties.

22. Survival. The parties' obligations under this Agreement shall be permanent and survive the termination of this Agreement.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT

COMMUNITY ACTION EAP, INC.

Aaron S. Brown
Vice Chancellor
Business and Financial Services

Robert Bruner, CEAP
President/CEO

Dated: _____

Dated: _____

RFP FOR EMPLOYEE ASSISTANCE PROGRAM

**For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)**

SCOPE OF SERVICES RFP, PART V, D and PART IV

*Specific RFP Core Benefit Section Addressed:
Eligibility*

Program Eligibility

Participation in the EAP is open to employees and family members. “Family” denotes the following: Since the well-being of the employee can be affected by both immediate and extended family members and domestic partners/significant others, program eligibility includes these individuals. This inclusion is not limited to family members residing in the household unless specifically warranted by the client organization. CAEAP believes that if a family member (whether father, mother, brother, sister, or child) living outside of the home is having personal issues that this fact, in turn, may directly affect the overall well being of the employee. To facilitate national service delivery, CAEAP has an expansive national network of providers in this regard.

☞ Client Participation

Each person's involvement in the EAP is maintained as confidential, voluntary, and independent of established disciplinary procedures. Each client may participate in the program in the following ways (refer to **Attachment 2** for flow chart specific to client participation):

- Self/family referral: Individuals may contact the EAP office to make an appointment to discuss a personal problem or request assistance for themselves or for a family member/significant other. Self-referrals are initiated when the individual desiring the help contacts the EAP and asks for assistance. Often times a self-referral is motivated by family members, co-workers or other employees, etc. who call the EAP to ask for strategies on how to motivate someone (a loved one, a friend, a coworker, a colleague, an associate, etc.) to contact the EAP.
- Supervisory/management referral and executive coaching: Supervisors observing a decline in an employee’s work performance may utilize the EAP to implement an employee referral and in formulating strategies on how to initiate a supervisory/management referral of an employee to the EAP. The supervisory referral process is viewed as corrective (an improvement mechanism), voluntary, and not punitive. The supervisory referral focuses only on work performance issues. If personal issues evolve in the process of the EAP supervisory referral or executive coaching, which can possibly happen, this aspect of the referral is treated as a self-referral.

***Specific RFP Core Benefit Sections Addressed:
Staffing and access
Privacy/Confidentiality***

Accessibility

☞ **24/7 Toll-Free Telephone Lifeline (Nationwide)**

CAEAP knows that problems and issues can happen at any time and CAEAP’s lifeline (national toll-free #) provides easy access 24 hours a day, 7 days a week and 365 days a year. As occurring in the regular business hours which are 6:30 am to 5:00 pm (Pacific time zone), EAP clients calling after hours to the EAP will find trained healthcare EAP professionals at the master degree level who will be able to assist them appropriately at any time.

Clients who have bilingual translation or hearing impairment needs are served 24/7. At any hour, CAEAP has EAP representatives with varying linguistic specialties (i.e. Spanish, Tagalog, etc.) as well as “Language Line Services” (AT&T language bank) to serve clients with bilingual and primary language needs. For clients who are hearing impaired, incoming calls are made by the client who has already made the choice and utilized a preferred telephone relay service. However, when CAEAP calls out to a client who is hearing impaired, CAEAP utilizes TDY services of California Relay Service. For outgoing calls to hearing impaired, CAEAP calls the special operator to place the call and the operator facilitates interactively by translating and relaying the information between CAEAP and the client.

☞ **Responsive Scheduling of Client Appointments**

Appointments can be made at a mutually agreeable time, providing for the need for day, evening and weekend appointment times, including holidays. Appointments are available and made convenient within the geographical proximity of one’s home (personal residence) or the workplace (work location), based on client’s preference. Further, CAEAP is uniquely situated to service employees and family members, taking into consideration other possibilities like needing assistance while traveling or helping family members in other areas of the country, i.e. children away at school.

The client initiates EAP assistance by calling a toll-free number 24/7. CAEAP schedules the initial assessment appointment or the work/life consultation usually on the same day that a client calls the EAP and no later than 24-48 hours. Only licensed and/or certificated clinicians, lawyers, and financial experts are utilized for EAP assistance. People in crisis are seen the same day as they contact the EAP. For background on staffing, refer to the previous CAEAP Staffing section on page 2 herein as well as Attachments 1 and 2, respectively CAEAP’s organizational chart and client participation flow chart. Appointments are scheduled regularly at separate office locations within the proximity of home or one’s workplace—with the assurance that confidentiality is maintained where no two individuals would be scheduled within the proximity of time at the same location.

EAP assessment services take place away from the workplace in neutral office locations—unless a special condition of crisis intervention warrants differently on the basis of serving the best

interest of the employees and the Riverside Community College District as understood by RCCD and CAEAP.

☞ **How to access EAP services**

Employees and family members will access EAP services through a toll-free, 24/7 access line where the EAP healthcare professional maintains a consistent set of questions or inquiry which survey the client on an array of personal information around the context and the immediacy of client needs for service implementation. Contacting the EAP via phone is the most efficient and safe mechanism for educating clients on EAP services and program expectations, for maintaining client confidentiality and privacy, and for insuring and securing the needs of the client through direct interaction where critical concerns are revealed for immediate assistance and the general service delivery process becomes understood by client. Those with immediate needs, excepting those situations where police authorities and 911 emergency assistance are necessary, are seen face-to-face by the EAP that day and as soon as possible at convenient locations close to work or home.

For those employees and family members desiring online information about the EAP and its services, CAEAP's website www.CAEAP.com provides the following information under the employee section or link: How your EAP can help you and your family members, How to initiate help through the EAP, Frequently Asked Questions, and a link to CAEAP's EAP orientation video which helps to explain background on how the EAP can beneficially assist employees and family members.

Privacy/Confidentiality

CAEAP maintains the following Confidentiality Policy which meets all aspects of state and federal law. CAEAP's "Statement of Understanding" (**Attachment 3**) and CAEAP's "Notice of Privacy" (**Attachment 4**) specify in writing the limits of confidentiality and privacy to clients prior to assessment services. Educating clients on EAP procedures and services is an ongoing, consistent process which commences with the first contact call from the client and is restated to the client(s) with each follow-up call and as services are rendered. Each client participating in the EAP process will be notified prior to and at the time of initial assessment of CAEAP's confidentiality policy through CAEAP's Statement of Understanding and will be informed of CAEAP's Privacy Policy (**Attachments 3 and 4**, respectively). Commencing on the client's initial call to the EAP, the client case is coordinated, monitored, and managed by the EAP through individual client files which are labeled numerically and in which case information is charted and made confidential.

All EAP assessments and referrals are confidential. CAEAP and its representatives adhere to all federal, state, and professional statutes governing confidentiality and privacy. All client records are treated as confidential. Information contained in individual EAP files will not be released without the individual's written authorization specifying the following limits.

Limits of Confidentiality: Four areas are subject to disclosure by the EAP without written release from client: (1) when reporting child abuse and/or elder abuse and/or dependent adult abuse, (2) when relating information about being a risk to oneself or others, (3)

when relating the intention to commit illegal acts or threats to the organization, other employees, or the EAP and its agents, and (4) when a supervisory referral is made by a supervisor, information that the employee contacted the EAP and attended EAP educational (assessment) session(s) will be communicated by the EAP to the designated supervisor.

For purposes of legal claims, litigation, disciplinary action, or otherwise, third party entities will not receive EAP case information directly from CAEAP; such a transmission of said information is only achieved through the discretion of the *rightful person [the person who may legally receive such information] who would decide to supply such information to a third party.

NOTE: EAP client records become the property of CAEAP and are kept in locked filing cabinets in a combination locked room and maintained for a period of seven (7) years. However, at the time of case closure EAP referral outcomes for individual cases are maintained by law for seven (7) years, but individually collected information not related to EAP case outcomes is not maintained.

*Specific RFP Core Benefit Sections Addressed:
Counseling and referral services
Critical incident response and assistance*

CAEAP'S PROGRAM SERVICE DELIVERY

Preface Statement

To better clarify CAEAP's service offerings and delivery capabilities, the following analyzes the specific RFP sections and points of the Scope of Services as they function as part of CAEAP's overall proposed program offerings and service delivery. Please note that EAP services are viewed through four (4) strands of client issues and usage—delivering meaningful and effective services to meet client needs pertaining to:

- Strand 1: Services for behavioral health/mental health issues
- Strand 2: Services for life management of work/life issues
- Strand 3: Services for life management & enhancement coaching for personal improvement issues
- Strand 4: Services for District management issues and support

Strand 1: Services for behavioral health/mental health issues

☞ Assessment

EAP assessment is face-to-face between the clients and the EAP and refers to one of the two offered options below, as selected by the client organization:

- Three (3) session model: up to three face-to-face sessions (provided per occurrence of problem/per episode of participant) include at no cost the initial assessment and up to two

additional counseling sessions, applied whenever the issue can be resolved within the EAP and does not require an ongoing referral.

- Five (5) session model: up to five face-to-face sessions (provided per occurrence of problem/per episode of participant) include at no cost the initial assessment and up to four additional counseling sessions, applied whenever the issue can be resolved within the EAP and does not require an ongoing referral.

As previously mentioned herein, each client participating in this process will be notified prior to and at the time of initial assessment of CAEAP's confidentiality policy through CAEAP's Statement of Understanding and will be informed of CAEAP's Privacy Policy. Refer to **Attachments 3 and 4**, respectively. Commencing on the client's initial call to the EAP, the client case is coordinated, monitored, and managed by the EAP through individual client files which are labeled numerically and in which case information is charted and made confidential.

EAP sessions are conducted face-to-face by licensed/certificated clinical professionals (as described herein on pages 2-4 of section on CAEAP's Staffing) and focuses on problem identification and problem resolution. As mentioned, EAP assessment involves an initial assessment session at no cost allowing for, given the selected session model, additional counseling sessions at no cost if the determination is made that problem resolution can result within the EAP assessment process. During initial assessment, if the problem cannot be resolved in the number of sessions provided, a referral for ongoing care, treatment, and/or resources is regularly made directly after the initial assessment session.

The type of personal issues of which the EAP can assist is infinite, but as examples but not limited to, the following serves as general illustrations:

- Psychological, behavioral and emotional problems (i.e., anxiety, depression, stress reaction, suicidal ideation, borderline personalities, mid-life or other transition, phobias, loss & grief, social adjustment, behavior problems, etc.)
- Family-related issues (i.e., parenting, step-parenting, marital, adolescent behavior, caregiving, illness, financial, legal, child care, elder care, unique situations, etc.)
- Relationship issues (i.e., friends, significant others, coworkers, colleagues, bosses, work, career, etc.)
- Alcohol and/or drug misuse and abuse
- Workplace issues (i.e., conflict, coworker concerns, emotional distress, work behavior, work environment, etc.)
- Work/life issues (i.e., financial, legal, child care, elder care)

In accordance with the field of EAP and the work technology, initial assessment does not constitute a formal diagnosis; it involves problem identification of needs distinguishing non-healthcare issues from those which are specific to healthcare. Following initial assessment, the appropriate course of action is determined, and if a referral is required, at least two or more service alternatives and/or resources are provided to the client directly after the initial assessment.

For clients in crisis and requiring emergency services, CAEAP will remain with the client (being contingent on the context, by telephone, in person, etc.) and facilitate the process until client is safe and appropriately engaged with one's mental health provider or the appropriate provider or authorities.

Further, assessment services and referral options provided will be within the proximity of where the client works or lives. For clients with physical disabilities, such as hearing impairment, and those with other language needs, the following assurances are enacted. For disabled participants, only physical locations with special needs access are utilized. CAEAP matches the special needs of clients to the specialties of the EAP service provider or the referral sources. For instance, a participant requiring a Spanish-speaking clinician would be matched to a Spanish-speaking service provider and/or referral sources or a participant who is hearing impaired may require a therapist who communicates in sign language. This type of accommodation is made on a regular basis; CAEAP inquires at the time of the client's first telephone contact—when asking for basic information from the client—if the client has any special needs of which the EAP should be informed.

Referral Process

If a referral is made outside the EAP for ongoing care and/or resources, licensed, professional individuals and community agencies offering treatment and/or counseling are identified as options to the employee. Referrals are regularly made immediately after initial assessment and no later than 48 hours after the initial assessment. All participants or clients are provided with at least two referral choices or alternatives, when available within the proximity of where they live and work. An important consideration for treatment is to interface with insurance options available to clients. CAEAP works closely with the employer's insurance carriers and serves to facilitate the employee in utilizing their mental health benefits. Familiarity with RCCD's insurance options will be one of the initial tasks that CAEAP always implements at the onset of program implementation.

For community resources and services provided as alternative choices to insurance carriers, CAEAP utilizes appropriate, reputable entities with affordable resources and professional services, as appropriately licensed or certificated, in relation to client's identified problems. If an alternative option to insurance is selected by client, the EAP considers the following in referring the client to appropriate care:

- Experts in the field of the identified problem,
- The employee's home and work location,
- Availability of transportation,
- Cost and/or benefit coverage of program (beyond what RCCD has purchased),
- Client's ability to pay,
- Waiting period between referral and admission into treatment,
- Demographic characteristics of treatment agency.

As an additional support to clients, CAEAP has formulated a special personal assist program for online access in finding specific practical life tools, active community resources and services which are continually screened and monitored for behavioral health and work/life management

issues and concerns. To find specific information, life tools, resources, and community services, CAEAP's program of special personal assist facilitates clients in finding specific needs on CAEAP's two web-based programs entitled the Wellness Library web and the Balancing Work/Life web, offering wellness videos by experts in the field and a comprehensive listing of referral resources and services nationally and locally of such searchable databases as mental health, financial, legal, elder care, child care, medical, adoption, pet issues, etc. Both webs are linked from CAEAP's website www.CAEAP.com. The following provides examples of content areas addressed in CAEAP's special personal assist program, but content is not limited to only the areas listed below:

- Emotional well-being: stress-reaction, depression, anxiety, domestic violence, grief/loss, social adjustment, work issues, psychological and behavioral problems, etc.
- Substance abuse: alcohol/drug misuse/abuse/addiction and related issues of chemical dependency, co-dependency
- Coping with legal issues
- Coping with financial issues
- Work-related issues: Balancing personal and work life issues, co-worker relationships, dysfunctional behaviors, changes in the work environment, uncertainly and lay-off issues.
- Family-related issues: Family conflict resolution, spousal and child abuse, marital, divorce, parenting, step-parenting, eldercare, childcare, strengthening the family structure, etc.
- Stress-related issues: stress reduction, stress management, relaxation
- Dealing with home health care referral for disabled family members
- Weight control issues: eating disorders, diets and nutrition, etc.
- Mental health issues
- Traumatic event counseling/crisis intervention
- Smoking cessation
- Child and/or adolescent counseling
- Conflict resolution for work groups and other related training
- Violence in the workplace: safety and security, evaluation, etc.
- Supervisor-related issues: coaching, education, etc.

Case Management/Follow-up

CAEAP maintains a comprehensive plan of case management and client follow-up which includes contact calls to individual clients and client satisfaction surveys. As a standard practice, CAEAP follows each case, seeking information from the client in order to facilitate each stage of the process. In cases involving self-referral, follow-up calls to individual clients serve the general purpose of determining the status of problem resolution, the potential for reassessment, and the satisfaction with referral resources.

Follow-up contacts are made immediately after the initial assessment and each educational/assessment session and then at least three times during a thirty day period after referral. A follow-up call after initial assessment inquires into the client's satisfaction and understanding of assessment and provides the next step of the process—either arranging an appointment for a counseling session for the purpose of focusing on a particular issue or to provide at least two or more referral alternatives or options. Follow-up calls are made regularly

during the EAP process as a standard component of case management. Follow-up calls serve the important role of obtaining needed information pertaining to the case and for motivating clients to follow-through on needed assistance or for providing to clients additional assistance or referral information.

☞ **DOT Compliance Program: Substance Abuse Referral Services**

CAEAP can provide qualified SAP services which meet comprehensively the Department of Transportation (DOT) employee testing requirements under 49 CFR Part 40. For safety-sensitive employees who test positive for drugs and/or alcohol under DOT, 49 CFR Part 40, the following procedures can be implemented to satisfy the regulatory mandate.

- Contracted Role of National SAP Network (NSAPN)

NSAPN, a division of Community Action, administers DOT, 49 CFR Part 40, drug and alcohol testing employee violation referrals as appropriately arranged from CAEAP for RCCD. When and if this service area is implemented by RCCD given an employee testing positive for drugs and/or alcohol under DOT, National SAP Network (NSAPN) will act as the third-party administrator, the employer's designated agent, of such case referrals. This option can be implemented through Community Action EAP when the case referral requires this service. When this service is implemented, the Designated Employer Representative (DER) of RCCD must be designated and specified to NSAPN.

- DOT Qualified SAP services are provided for employees testing positive under 49 CFR Part 40 of the federal regulations of the Department of Transportation.

1. Program Components:

- NSAPN coordinates face-to-face SAP initial and follow-up evaluations by qualified health care professionals, meeting all SAP qualification requirements under DOT, 49 CFR Part 40.
- NSAPN provides readily available qualified SAPs whose services meet requirements of 49 CFR Part 40 and upon employee selection of SAP, the initial evaluation appointment is scheduled with the case being conducted through to conclusion by a qualified SAP whose reporting is directly from the SAP to the DER. 40.355 (3)
- NSAPN maintains for the employer quality assurance documentation of the qualification status of the SAP at the time of the referral (current credentials, experience and education, qualification training requirement and exam, continuing education documentation, and current professional insurance). 40.281 (e)
- NSAPN can consult with the employer on DOT-related issues and monitors the case management of each case.
- Circumstances may arise throughout the return-to-duty process where the SAP who conducts the initial evaluation may not conduct the follow-up evaluation, for these situations NSAPN will provide a qualified SAP in this regard. (SAP Guidelines, V Q&A, #11)
- NSAPN can assist the employer in monitoring the employee's participation if the SAP recommends in the follow-up evaluation report further ongoing services (i.e., aftercare,

support groups, additional treatment).40.303(b)

- NSAPN maintains for at least five years a confidential case file on each employee referred to NSAPN—retaining records of SAP qualification information at the time of the case, copy of employer agreement (herein), copies of the SAP initial and follow-up reports.
- NSAPN can assist in helping the employer prepare for DOT audit on SAP services.

2. Program Procedure:

- Based on the employer’s determination that the SAP referral process should be implemented for a particular employee, the employee is told to call NSAPN at 800-879-6428 within a set time period in order to abide by DOT’s Part 40 mandate.
- Referred employee will be expected to call NSAPN and provide basic information related to the provision of service: first/last name, home telephone number, emergency telephone number, city of residence, insurance carrier along with social security number and date of birth, etc.
- Referral to NSAPN of an employee will be made by the DER by enacting the following steps: calling 800-879-6428 and referring employee verbally and providing basic information about the employee: name of employee, testing violation and results, social security number, disciplinary action taken by employer, time interval in which employee is expected to call NSAPN, etc.
- After contacting NSAPN, NSAPN will arrange evaluation with the SAP evaluator and confirm evaluation appointment with employee.

☞ **Crisis Response & Intervention**

CAEAP maintains satellite locations as a support to client organizations with an occurrence of workplace trauma throughout the nation. Given that CAEAP has numerous office locations in Riverside County, CAEAP has the capability to establish crisis response (mobile trauma) centers at or near RCCD’s sites as deemed necessary. In the event of a critical situation of workplace trauma, crisis response and intervention services, as necessary and appropriate, will be implemented. CAEAP maintains a 24 Hour Lifeline which is covered by trained health care professionals with after hour service being conducted by master-level clinicians. As such, CAEAP provides responsive services to urgent critical needs 24/7. The organization, the employees and their dependents are able to reach the EAP by calling the Lifeline, a toll-free telephone number with assistance 24 hours a day, 7 days per week. In respect to online referrals, and based on the perspective of insurance carriers of EAP services, online submission of client referrals to the EAP for general services or critical needs is not recommended for such offerings carries tremendous risk for negligence, breaches of confidentiality and malfeasance for both the EAP and its client organization. The mutual use of email, however, to coordinate, to confirm, and to monitor service expectations, maintaining the limits of confidentiality and privacy, is implemented when mutually advisable with management and clients, as needed.

CAEAP provides a comprehensive Crisis Response Stress Management program which provides services within 24 to 48 hours of the trauma. The core components include the post-crisis, group intervention processes of stabilizing and educating those affected; these processes include crisis management briefing (CMB), critical incident stress debriefing (CISD), defusing employee trauma is a type of CMB but for smaller-sized groups, and the possible option for onsite support

for individual employees experiencing situational emotional distress as warranted. Crisis response and intervention occurs when the situation warrants a particular approach with the option of follow-up assessment and referral through the regular or general EAP referral process. Each of these intervention strategies are designed to mitigate the levels of felt crisis and traumatic stress given a workplace-related traumatic situation. External “large scale” crises affecting the population at large, i.e., the wake of terrorism, mass disasters, riots, community violence, are assessed case by case for the most appropriate approach given the wide array of EAP services.

Crisis response and intervention strategies, as the following, are in place to fulfill specific objectives given a workplace-related traumatic event: (1) to identify and normalize symptomatic behavior, (2) for mobilizing employee support systems, (3) to educate on coping mechanisms and signs/symptoms, and (4) to make needed therapeutic referrals.

- The crisis management briefing (CMB) is designed to be used for large groups (up to 300 people) where people affected are assembled jointly, where facts of the crisis event are explained in order to control destructive rumors, reduce anticipatory anxiety, and regain control, where common signs and symptoms are described with a reference sheet, and where personal coping and self-care strategies are addressed. This group process helps to educate those people affected about the traumatic event. This can occur at anytime within proximity of a traumatic event.
- Defusing/stabilizing is a type of CMB designed for smaller groups occurring within 12-24 hours post-crisis. This process tends to mitigate symptoms and can bring possible closure to the perceived/felt trauma or triage those requiring a further referral to the EAP.
- The critical incident stress debriefing (CISD) is a group intervention with 24 – 72 hours post-crisis being optimal for mitigating felt effects. CAEAP provides such services as requested within 24 to 48 hours of the trauma. For employees involved in a traumatic situation, the CISD is conducted within the framework of a seven-phase process model: introduction, fact phase, thought phase, reaction/feeling phase, symptom phase, teaching phase, and re-entry/closure phase. The objective is to reduce the occurrence of post-traumatic stress disorders and retain productive employees through the process.
- Onsite support involves the provision of professional clinical assistance given a workplace situation which may or may not arise out of a workplace traumatic event but may originate from a special organizational project, i.e., lay-off, reorganization, change in the workplace, etc. Onsite support usually targets assistance in reducing emotional distress in the workplace.

In delivering crisis response and intervention in respect to the strategies of CMB, defusing, CISD, the term “response” refers to an initially identified response group of impacted employees at a particular site where initial intervention may necessitate and include follow-up for the group (refer to Cost of Services, RFP PART V, F.).

In activating onsite support to assist individual employees experiencing situational emotional distress given a workplace event, onsite support refers to onsite professional clinical support as measured by onsite EAP hourly time provided. (refer to Cost of Services, RFP PART V, F.)

NOTE: All such services are derived specifically for RCCD and will adhere to the existing policies and guidelines of the organization governing such activities.

Online Wellness Library for Behavioral and Mental Health Needs

The Wellness Library is a web-based EAP tool for employees and their family members to gain access to reliable and current behavioral and mental health information—for the purpose of increasing the user’s knowledge base at a time when a situation requires the need to know. Using the organizational password, clients find easy online access to a searchable database of wellness information—a library of medical and health-related news, articles, and research, videos and other media applications. This website is made accessible through CAEAP’s home page where RCCD’s organizational logo is posted and is completely confidential, serving to help individuals at the first awareness of personal dilemmas to find needed information which may enlist their desire to contact the EAP for assistance. For some individuals, knowledge may be an answer in itself.

Online access involves assurance, prior to use, that the individual user acknowledges that this website does not provide medical advice and carries no liability for CAEAP or the client organization when employees and/or family members access or use this information. CAEAP’s special personal assist program (refer to description beginning on page 9 under Referral Process) provides ease to clients in finding specific information and applications.

Strand 2: Services for life management on work/life issues

CAEAP offers the following enhanced work/life plan for employee services. This plan provides for telephonic and face-to-face consultation and online support with the inclusion of interactive web-centers and tools along with searchable provider databases in the primary service areas of identity theft, financial, legal, eldercare, and childcare. CAEAP offers clients easy access to pertinent information and expert professionals and resources in the work/life areas. Through consultation, assessment and assisted search services, clients need to first contact CAEAP through the toll-free, telephone Lifeline. Please refer to **Attachment 5** which provides a thorough listing of work/life support services to be accessed telephonically for consultation and personal assist or via the internet through CAEAP’s two web-based programs (Balancing Work/Life and the Wellness Library).

ID Theft Prevention and Recovery Program

CAEAP’s ID theft prevention and recovery program includes expedited services in order to deal with the occurrence of fraud and to mitigate its overall negative effect on individuals and families:

If there is a potential ID theft occurrence, a warm transfer to a ID Recovery Specialist will occur immediately whereupon verbal and written instructions will be given along

with support around acquiring the client's information from major credit reports—helping to analyze the reports for ID theft, and supporting them through the entire process,

- All warm transferred clients to ID Recovery Specialists will receive ID Theft Recovery packets which include fulfillment forms and a book by Amanda Welsh, The Identity Theft Protection Guide: *Safeguard Your Family *Protect Your Privacy *Recover a Stolen Identity,
- For cases of prevention, a free 60-minute consultation with a highly trained, expert credit fraud specialist,
- Credit fraud specialists review credit reports with a client to identify signs of possible identity theft and provide future prevention advice on how to guard one's credit reputation,
- Provide fulfillment materials to assist clients in the self-resolution process of identity theft,
- Assist clients with instructions on restoring their identity and good credit,
- Follow-up inquiries and possible assistance on recovery issues,
- For additional services, there is a 25% discount which can be self-purchased by clients.

☞ **Enhanced Financial Services**

CAEAP's financial assistance is a toll-free call away where all matters of financial management can be addressed telephonically or face-to-face consultation. The services include:

- A 60-minute consultation with a Certified Credit Counselor over the issue specified by the client,
- Telephonic access through a financial consultation toll-free number,
- Financial services are provided by financial professionals including CPAs, former bankers, financial analysts—all of which are Certified Credit Counselors,
- Phone consultation is unlimited as to the number of calls around an issue and the number of issues requiring assistance,
- CAEAP's counselors can assist in numerous financial areas with the following serving as examples: credit repair and debt management, consumer debt reduction, budgeting and saving assistance, college planning, buying a house and information on loans, bankruptcy prevention, understanding investment planning, financial management and retirement, estate planning, credit counseling, insurance, etc.
- Local referrals and resources, when needed, can be made by financial experts, but clients can seek assistance through the online support of the web-based program, Balancing Work/Life, a wide-array of screened resources and services. Being an interactive support, the client can email directly to these entities asking questions querying the offerings as to whether they match their stated needs. Clients can access further support through an assisted search through calling CAEAP directly.
- CAEAP makes follow-up calls to ascertain if client needs had been satisfactorily met by EAP services.

☞ **Enhanced Legal Assist Services**

CAEAP's enhanced legal services afford clients the opportunity to obtain legal advice telephonically and/or face-to-face consultation from experienced attorneys with expertise in the areas of client inquiry.

- EAP clients will receive one (1) initial thirty-minute in-person session with a CAEAP network attorney or a telephone consultation per separate legal issue at no cost with a network attorney,
- For client issues requiring expedited connection to an attorney will receive a free, 30-minute telephonic session,
- If the client chooses to retain the in-person attorney, after initial assessment, a preferred rate reduction of 25% will be taken off of the attorney's normal hourly rate. Note: Criminal and bankruptcy issues have discounted flat rates and the 25% discount excludes any retainer fees, court fees, filing fees, or discounts for flat rate fees,
- From Balancing Work/Life web, downloadable ReadyDoc legal forms
- CAEAP completes follow-up calls with clients on their satisfaction with legal referrals and resources,
- The following are examples of legal matters covered by this service; however, all areas of legal advice except for the disclaimer mentioned below can be considered included: civil/consumer law (use of small claim courts, consumer products and warranties, etc.); real estate law (acquisition or sale of real property, lease and rental agreements, title insurance law, property boundary disputes, etc.); bankruptcy law (the legal process, judicial action, etc.); family law (adoption, guardianship, conservator, power of attorneys, divorce, annulments, custody and support, etc.); criminal matters (defense of misdemeanors and felony cases); immigration and naturalization (asylum, green cards, student visas, deportation and removal defense, court appeals, etc.); estate planning (wills, revocable living trusts, charitable trusts, etc.).
- Mediation as a viable, initial step to resolving legal issues is addressed for those client concerns where it has proven beneficial especially in terms of the costs of resolution; examples of such issues are the following:
 - ✓ Family matters such as divorce, child custody, elder care of loved ones, etc.
 - ✓ Non-legal disputes as with neighbors over property maintenance and boundary encroachments, actions of children and pets, other emotionally charged situations, etc.
 - ✓ Civil matters such as landlord/tenant disputes, real estate disputes, contractual breaches, etc.
- Examples of legal issues **not** covered by CAEAP are the following: all client and/or dependent issues (a) involving disputes or actions with employers, (b) involving disputes regarding employment-related issues and business matters, (c) with disputes involving CAEAP and its personnel, providers, agents, customers, eligible participants, or any plan attorney or specialist used by CAEAP, (d) matters that are frivolous, harassing, or lack merit in CAEAP's attorney opinion, (e) court costs, filing fees and fines are the responsibility of the caller contacting the EAP.

Enhanced Eldercare Services

CAEAP's enhanced eldercare program includes such offerings as assessment for behavioral health and/or telephonic consultation for helping clients assess and locate appropriate resources and for dealing effectively with family-related emotional issues demanding decisions around attaining accurate medical diagnoses and placement, selection of appropriate care and facilities, caregiving, parenting your parents, dealing with dementia, resolving anger around actions of elderly parents, custodial care, etc. When implemented, assessment is face-to-face focusing on specific behavioral issues and number of sessions refers to the selected session model (as described in the Assessment section herein on services for behavioral/mental health). By contacting CAEAP at 800-777-9376, telephonic consultation is unlimited and is specific to the particular needs arising with emerging and changing situations. On a regular basis, resources and services are screened and monitored for current status and offerings. CAEAP provides special personal assist on locating needed client information and makes regular follow-up contacts with clients on the resources and services they have utilized.

The primary online supports for locating viable and appropriate resources and services rest with the two web-based programs, Balancing Work/Life and the Wellness Library. The content area of "Aging" is packed with daily living information (articles, tips) for senior care and related health issues. Further, CAEAP provides telephonic special personal assist and search in helping clients to locate resources and services which meet their stated objectives and needs for elderly family members. CAEAP makes regular follow-up contacts with clients on the resources and services they have utilized.

Enhanced Childcare Services

CAEAP's enhanced childcare program includes assessment for behavioral health and/or telephonic consultation over emotional issues surrounding the use of external childcare facilities and in locating appropriate resources to meet client needs. When implemented, assessment is face-to-face focusing on specific behavioral issues with the number of sessions referring to the selected session model (as described in the Assessment section herein on services for behavioral/mental health). Emotionally-based issues can include parent/child separation anxiety, coping with new needs for childcare, child health and developmental issues, management of personal and work time, psychological effects on child, special needs of child, etc. By contacting CAEAP at 800-777-9376, telephonic consultation is unlimited and is specific to the particular needs arising with childcare issues and placement. On a regular basis, resources and services are screened and monitored for current status and offerings.

The primary online supports for locating viable and appropriate resources and services rest with the two web-based programs, Balancing Work/Life and the Wellness Library. The content area of "parenting" is packed with daily living information (articles, tips). Further, CAEAP provides telephonic assist and search in helping clients to locate resources and services which meet their stated objectives and needs for managing childcare issues. CAEAP makes regular follow-up contacts with clients on the resources and services they have utilized.

☞ **Online Web-based Support for Work/Life Needs**

CAEAP's web-based program, entitled Balancing Work/Life, is an essential support to the work/life services specified above and provides an interactive online component. This web is integrated around the varying work/life needs of clients and is available in English and Spanish. Access is made easy through CAEAP's website, www.CAEAP.com. The Balancing Work/Life web is updated, screened, and monitored continually and is formatted with each organization's logo such that RCCD has a current work/life web where employees and family members can quickly find needed types of information. The content areas of the web are labeled: parenting, aging, balancing (personal development, relationships, emotional wellbeing topics...), thriving (fitness, nutrition, medical care, health topics...), living (consumer, safety, pet, recreation topics...), and international (immigration, living abroad, family living abroad, schooling, relocation, repatriation, ...).

- These content areas link into over 5000 educational and featured articles, quarterly newsletters called LifeLines in Spanish and English, an annotated "Best of the Web" resources, online comprehensive legal encyclopedia, ReadyDocs of legal forms and assistance in preparation, offering the ease of site search of web content by title and body text, etc.

Strand 3: Services for life management/enhancement coaching for personal improvement issues

CAEAP helps to coordinate life management/enhancement coaching with wellness coaches, licensed and certificated clinicians and degreed specialists, for clients seeking personal improvement in such coaching areas as, but not limited to, the following: executive skill building and renewal, parenting, fitness, smoking cessation, and weight management. The objective of this program is to help clients with personal improvement and setting implementation plans and attainable goals. This program serves as a motivational self-improvement mechanism which is informally implemented with clients as a self-referral.

This program is conducted by wellness coaches through the selected face-to-face assessment session model. Within this framework, the wellness coach helps the client develop a personalized wellness plan and makes recommendations to resources and services which are tailored to the desired objective. Telephonic consultation is utilized for follow-up and for identifying whether programs, resources and/or services are working well for the client to reach goals.

The overall process is intended to be both instructional and motivational for the client. Wellness coaches provide assistance in finding the tools, resources and professional services and programs, available through client's insurance and one's community. For example, the following indicates helpful areas of assistance for life management/enhancement:

Executive Coaching: Wellness coaches assist managers/supervisors and prospective managers/supervisors. Executive coaching is offered as a means for managers/supervisors, (a) to polish their work behavior skills in such areas as effective communication, interpersonal communication, leadership skills, stress management, time

management, workplace observation and monitoring, etc., (b) for renewal and refreshment of one's self-belief and work philosophies, (c) to manage the uncertainty of personal change, etc.

Parenting Coaching: Wellness coaches help clients work on effective parenting or step-parenting strategies through a personalized wellness plan. Such areas are examples of assessment: new parent support, family dynamics, emotional defense responses, current disciplinary rules and procedures in the home, etc. This coaching helps to promote healthy coping skills and strategies no matter the daily living circumstances.

Fitness and Exercise Coaching: Wellness coaches assist in motivating, identifying the optimal fitness plan and desired personal goals. Such areas as the following can be located, given client preferences, through CAEAP's special personal assist program: fitness facilities, support groups, walking and swimming programs, classes for weight and body conditioning, body image instruction, senior fitness programs, children fitness programs, at-home exercise programs, certified personal trainers, etc.

Smoking Cessation: Wellness coaches assist in identifying options for clients to stop smoking and developing a wellness plan which includes examples of assessment as the following: locating educational classes and support groups for smoking cessation, locating progressive programs for stop smoking, hospital supported programs and identifying the different forms of medications to support smoking cessation program participation, seeking emotionally based information on self-control and other support mechanisms for ongoing positive results, etc.

Weight Management: Wellness coaches help clients with formulating appropriate weight management plans for either weight reduction or weight gain. As a matter of assessment, the following are examples: locating and using registered dietitians and nutritionists, assessing effective of established programs, hospital supported programs, clinically based support groups, self-help programs, at-home programs, etc.

***Specific RFP Core Benefit Sections Addressed:
Support to District
Seminars/Workshops/Orientation***

Strand 4: Services for management issues and support

Management-related services for RCCD include EAP strategies and options as management tools for the promotion of a healthy work environment and for meeting the integral needs of the organization. The core benefit sections of Support to District and Seminars/Workshops/Orientations are jointly described and are included under Strand 4, Services for management issues and support.

☞ **Description of CAEAP's Educational Publicity Program and Marketing Tools**

CAEAP's education and training program is comprehensive and is conceptualized for all employees at varying levels of responsibility. CAEAP understands that all information and aspects of education and training require the approval of RCCD. CAEAP assists the organization in introducing the EAP through such items as the following: Sessions of EAP orientation and new employee orientation, copies of EAP brochures (available in English and Spanish) and wallet cards, EAP publicity posters, targeted wellness and work/life flyers, a variety of wellness posters and payroll inserts for workplace and online capability to distribute EAP literature through CAEAP's website www.CAEAP.com. For samples of EAP literature refer to the attached "Supplemental Program Materials Packet."

Maintaining the visibility of the EAP is educational and is accomplished best by using a variety of publicity techniques. With program implementation, CAEAP provides, as requested, the EAP literature for RCCD to distribute to employees and family members along with a sample cover letter initially, signed by the organization's designated official, introducing them to the EAP program; CAEAP also provides online the brochure and program access information to employees and family members including an educational EAP orientation video. CAEAP has developed a series of posters that can be placed on bulletin boards in the workplace or used for email notification of services being offered. CAEAP is capable of generating posters/flyers/e-flyers on special features of EAP services as well. CAEAP's publicity strategies are always approved by and coordinated with RCCD's EAP representative. CAEAP offers the following strategies to RCCD as a means for increasing client utilization of program services.

- Employee orientation/reorientation/new employee orientation
- Sample letter provided to management for employees and family members to reacquaint them to the services of the EAP,
- Wellness presentations with content outlines and publicity flyers,
- Educational/Health fairs,
- EAP Advisory Committee
- Quarterly wellness newsletters (English/Spanish)
- Program literature
 - EAP brochures (English/Spanish)
 - EAP posters
 - Wallet card
 - Monthly Payroll Inserts (Annual master set in English and Spanish)
 - Catalog of Seminars
 - Wellness Educational Forum for Management
- CAEAP's educational website which links employee services (www.CAEAP.com)
- Online Wellness Information Library with the RCCD logo
- Balancing Work/Life web with the RCCD logo (available in English and Spanish)

As in the past, CAEAP will work in an ongoing manner with RCCD in utilizing effective methods for publicizing the program and in creating new techniques around new organizational needs.

In addition, CAEAP provides an online, downloadable quarterly wellness newsletter entitled LifeLines. These are available in Spanish and English. This link is located on CAEAP's website, www.CAEAP.com and offers a current newsletter every quarter and archives past newsletters for clients' future use. The content of LifeLines includes current articles and tips on wellness and work/life topics.

CAEAP has enhanced wellness information options for clients to utilize online, including two web-based programs for client usage.

- RCCD can feature behavioral health topics and link pertinent articles through the Wellness Library. This web-based program is a thorough and comprehensive computer-based one which is updated continually for client use, providing new articles from mental health /behavioral health journals, magazines, newspapers, book reviews and other periodicals along with other media offerings such as wellness videos by experts in the field. This web maintains a Supervisory Toolbox topic area which includes a video on EAP Management Training proving to be useful for orienting individual managers to the EAP supervisory referral process. The Wellness Information Library is client friendly and easily accessed through CAEAP's website. This web-based program was described above in Strand 1, Services for behavioral health/mental health issues.
- RCCD's employee and family members have access through CAEAP's website to a comprehensive work/life web-based program, entitled Balancing Work/Life. This web has been fully described above, previously described in Strand 2, Life management services for work/life Issues.

Assisting in Developing EAP-related Policies and Procedures

RCCD's policies and procedures become the foundation of the program. Expertise in the area of organizational development is available in order to help client organizations develop and administer policy on employee assistance issues, such as drug-free workplace, alcohol and drug policy, use of supervisory referrals for work-related improvement, EAP administration and federal mandates (ADA, DOT, etc.).

Current operating procedures of RCCD are followed by the EAP in working with employees, for such situations involving employee discipline and performance review, principles of supervisory training, pre-employment screening for drug use, expectations about the use of alcohol/drugs and their effect on performance, accidents, worker compensation claims, etc.

☞ **Employee Education: Seminars/Workshops/Orientation**

(a) Wellness presentations/seminars

On the request of RCCD, CAEAP provides “brown bag” seminars for groups of employees on “wellness” and “work/life” issues on topics identified by RCCD which may contain a wide-array of topic areas. These seminars are provided at centrally located designations for implementation. Educational sessions are usually approximately sixty (60) minutes in length. CAEAP’s “Catalog of Seminars” provides the procedural expectations—which allows for 30 days, if needed, for implementation—and the possible topics with the suggested presentation time. The topics will vary according to the needs identified by RCCD; they may range from drug/alcohol use in the workplace to problems of parenting, conflict resolution with family or peers, smoking cessation, coping with stress at work or at home, stress management, balancing work and home responsibilities, etc. The topics to be presented are drawn from the endless array of wellness issues identified by RCCD (refer to **Attachment 6**, CAEAP’s Catalog of Seminars brochure).

(b) Wellness workshop format

On the request of RCCD, employee education is presented in a short-term intervention series on targeted topics, i.e., customer service presence, working cooperatively in the workplace, appropriate professional work decorum, coping with uncertainty, etc.

(c) Work group-based intervention

With the intended purpose of assisting management in the resolution of workplace conflict, CAEAP can provide short-term intervention related to specific, targeted situations of work group conflict resolution, i.e. coworker discord, lateral employee disputes, professional conduct, working cooperatively as a team, etc.

(d) Employee orientation/reorientation/new employee orientation

The purpose of employee orientation is to introduce employees to the EAP—on how to access and utilize EAP services. Orientation includes information on confidentiality, employee assistance program procedures, scope of problems for which assistance is available, qualifications of the CAEAP staff, and the program participation process. Part of the orientation is to provide participants with EAP publicity materials (program brochures, wallet cards, web-based program flyers and posters). As a point of information, the EAP brochures are located in English and Spanish and are easily accessed online at CAEAP’s website, as well.

Employee orientation/reorientation for current and new employees will be arranged by CAEAP with RCCD, based on particular conditions and needs, regarding the type of presentation and the scheduling of orientation. New employee orientation sessions can be scheduled according to the needs of RCCD. As part of the orientation, the use of the web-based programs is presented instructionally to provide an overview of the content available.

To orient current and new employees and family members and then reacquaint current employees to the EAP and its service program, CAEAP’s website, www.CAEAP.com, links to

CAEAP's employee orientation video, where individuals can participate online in employee orientation 24/7.

☞ **Management Education & Training: Seminars/Workshops/Orientation**

The components of the management/supervisory training program are specified in the Wellness Educational Forum for Management brochure (**Attachment 7** - refer to the accompanying "Supplemental Program Materials Packet" to see the actual brochure). Given the nature of the work of EAP, ongoing training goals for management and supervisors are designed around EAP-related management needs of client organizations with the purpose of providing short-term education which is solution-focused and serving frequently the goal of intervening in problematic work-group situations. The following components compose the educational training program for management.

- (a) **Management Consultation:** Management personnel at all levels can access telephonically a confidential consultant who can assist them in thinking through a process of strategies on how to work with problem employee situations and/or employee deteriorating work performance issues—identifying how the EAP can be used as resource in helping to resolve the issues. There are a number of possible strategies by which the EAP may be able to assist management. For example, one possible strategy resulting from management consultation may be following the supervisory referral process or possibly a short-term intervention plan for educating a particular work group on needed information and expectations. Other strategies, given the needs, may take the form of co-worker mediation between two lateral employees who are in conflict or the implementation of the management referral process.
- (b) **Executive Coaching:** This is offered as short-term intervention strategy as a self-improvement process for managers/supervisors and prospective managers to work on management skill areas in a supportive environment.
- (c) **Online Supervisor's Toolbox:** To find information particular to management-related issues concerning research, articles, references, etc., the Wellness Library offers a link to specialized management information focusing on issues surrounding supervisory work and provides the EAP Management Training video online for the purposes of the organization and the employee.
- (d) **EAP Management Training:** Two modes of presentation are offered for new supervisors and other supervisors who have not, as yet, experienced this training. In fact, this training may be offered to supervisory groups as a retraining of EAP services.
 - **Training on EAP Supervisory Referral Process**

This training assists managers/supervisors in working with employees on work performance improvement by integrating the EAP as a resource. This training highlights well-accepted tenets of supervisory skills and offers a comprehensive three-phase program on

implementing the EAP supervisory referral (augmented by inclusion of a Supervisor Handbook). Supervisory referrals to the EAP are based on helping employees with work-related job performance issues—the EAP serving as one resource available for job-related improvement.

EAP management training serves the dual purpose of: 1) orienting supervisors on how to work with employees who are experiencing a deterioration of work performance and how to document work performance systematically, and 2) helping supervisors to integrate EAP assistance into the improvement process for helping the employee remediate work performance issues.

This training includes information on how to implement the EAP as part of the improvement process for poor work performance and other related organizational issues. This training can discuss barriers which managers and supervisors face in taking corrective action with employees, the phases and stages managers/supervisors go through when they start to notice deteriorating job performance, and the federal regulations which interface with mental health/substance abuse concerns, i.e., Drug-free Workplace Act, ADA, DOT, if covered, etc.

CAEAP can also help find answers to current legal questions, advisement in respect to the proper language for supervisors to use in the documentation process and any other EAP areas deemed as needing assistance by RCCD.

CAEAP will design and conduct all training in consultation with the appropriate staff person(s) of RCCD. EAP management training, incorporating the EAP as a resource in the improvement process, is usually conducted through a centralized approach and is available in three modules:

Module 1: CAEAP will provide executive and senior management training for all chief administrative personnel. This session is extremely useful as it provides top administrators with an overview of the program. In most situations, these sessions are designed to run for approximately 30 minutes and are scheduled at top management's request and convenience.

Module 2: CAEAP provides EAP middle management training. This training is approximately 1 ½- 2 hours and is targeted for persons providing supervision as part of their day-to-day work duties. This training will not only acquaint supervisors on how to incorporate the EAP into their supervisory strategies but will also demonstrate how to apply the steps of the training model: observing, documenting, informing (constructive confrontation), referring, and monitoring. To enhance the probability that supervisors will refer troubled employees to the EAP, the supervisory training emphasizes the following considerations:

- Proper language to use when confronting and documenting employees in order to lessen the risk and liability for RCCD,
- Employees would rather be offered EAP services as an improvement mechanism rather than disciplinary action,

- EAP provides ongoing support to managers and supervisors when dealing with sensitive supervisory issues—decreasing liability issues for RCCD,
- A referral to the EAP will benefit the employee personally and professionally,
- RCCD is committed to the idea of using EAP as a management tool in working with employees as people.

Module 3: This training is to accommodate the ongoing needs of newly hired or promoted managers and supervisors and is offered in relation to the viewing of the online EAP Supervisory Training video. Arising from the online viewing of the video and on request, a telephone follow-up consultation with a CAEAP consultant will be arranged.

- The Essentials of Supervision: Management Orientation on EAP

This training is an overview of EAP services and is designed to be conducted in a 30 minute session. This overview integrates the use of the EAP into the organization's policies and procedures and acquaints/reacquaints management to the essential EAP services.

- (e) Management Trainings for Alcohol/Drug Education: CAEAP can provide reasonable suspicion training, alcohol and drug recognition training, DOT required training under 49 CFR Part 40, etc.
- (f) Other Management Education through Presentations/Seminars: The purpose of seminars is educational and can be work-group specific when requested. They serve short-term, solution-focused objectives. The topic areas present a wide-array and can always be customized. The suggested areas are identified in the Wellness Educational Forum for Management brochure (**Attachment 7** - refer to the accompanying "Supplemental Program Materials Packet" to see the actual brochure), such as the following: stress management, management of emotions, alcohol and drugs in the workplace, employee relations, workplace communication, customer service, leadership building, etc.
- (g) Special Projects are beyond the scope of the EAP field and usually are characterized by long-term outcomes (i.e., organizational reorganization, lay-offs, changes in the workplace, comprehensive staff development/in-service projects, etc.). The EAP can assist in the following ways: (1) helping management in developing/planning strategies and assessing needs, (2) helping the organization to coordinate into the possible special project EAP intervention or wellness strategies, (3) recommending names of qualified consultants whose expertise and experience meet their training needs for special projects and of whom the organization can work directly. Long-term, comprehensive staff development for an employee population is regarded as special projects outside the EAP framework of the selected assessment/intervention model which focuses on short-term, solution-focused objectives for specifically identified EAP-related needs.

☞ Supervisory Referral Process

The supervisory/management referral process provides a proactive, progressive approach in working with the troubled employee and in assisting the supervisor in strategizing appropriate procedures and methods in helping the employee. This type of referral is used to promote workplace productivity and is focused on job performance and work-based issues. The formal supervisory referral acts as a beneficial tool for management in obtaining clinically recommended assistance for employees who have substance abuse/misuse issues and is effective in dealing with unproductive work behaviors and where employees display, for example, inappropriate manners of communication, or disruptive, threatening or violent behavior.

The following demonstrates the progressive quality inherent in the three types of supervisory referrals, with each referral type demonstrating more intense needs for the employee to demonstrate to the employer one's participation in the EAP as an improvement resource. The EAP's role is to assist management in establishing effective strategies for helping employees to have opportunities to learn more effective skills related to work performance needs.

- Supervisory encouragement occurs when the supervisor suggests to the employee that he or she might benefit from using the EAP. At this level, the supervisor is merely reminding the employee that the organization has this resource available to them. No feedback to the supervisor from the EAP on client participation occurs. This is akin to a self-referral status.
- An informal supervisory referral occurs when a supervisor makes a referral to the EAP that a particular employee should be contacting the EAP about assistance. The EAP provides feedback to the supervisor that the employee contacted the EAP. At this level of referral, the supervisor only desires to know that the client contacted the EAP and followed through on the first step of the EAP process. As an initial procedure, the EAP gets appropriate client authorization of release for such information to be transmitted to designated RCCD management personnel.
- A formal supervisory referral serves as an educational resource for work performance issues and occurs when a supervisor makes a referral of an employee to the EAP. The supervisor desires to know that the employee follows through on the referral, not only contacting the EAP and following through on the first step of the EAP process, but that the employee complied with the assistance program (related only to work performance issues) and completed satisfactorily the assistance program recommendations as a means of acquiring learning on more effective skills and/or work behavior. The assistance program seeks to remediate unproductive work behaviors and provides new (under-utilized) knowledge and skills such that the employee, in order to demonstrate improvement, can choose to apply more effective skills in the workplace. As an initial procedure, the EAP obtains appropriate client authorization of release for conveying treatment/follow-up information to be transmitted to designated RCCD management personnel.

In accordance with authorization of release by client, the informal supervisory referral as described above allows for management feedback on employee contacting the EAP and keeping

the EAP assessment appointment while the formal supervisory referral provides for the referring supervisor or management person to receive the following assistance program feedback:

- Whether the employee made and/or kept the initial appointment of EAP education,
- Whether the employee accepted or rejected participation in the EAP's work-related education.
- The supervisor will also be notified of an employee's progress and program status as treatment follow-up, provided that appropriate releases of information have been signed.

☞ **Human Resource (HR)/Management Consulting**

EAP consultation with Human Resources and management is an ongoing service to supervisors and managers and will include assistance on how to work effectively with difficult workplace situations and people, how to implement the EAP as an improvement mechanism and on how to use effective strategies with troubled employees. The EAP can assist the organization at all levels in establishing effective strategies, discerning special project needs, and in coordinating EAP-related services. HR/management consultation for EAP and substance abuse services is supervised by an organizational specialist at the Ph.D. level.

CAEAP has on staff the specialized expertise to assist managers in referring troubled employees to employee assistance services. Please note that CAEAP's management consultation seeks to follow the procedures and expectations of the client organization. Using a toll-free telephone number, managers can access a confidential consultant who will assist them in problem areas, i.e. how to work with troubled employees within the supervisory/management referral process, implementing effective strategies given specific situational context, and meeting organizational expectations, etc.

☞ **Crisis Management**

CAEAP's service area of crisis response and intervention was described fully in the aforementioned Strand 1, "Services for behavioral health/mental health issues." As a management tool, the following is supportive of Crisis Response and Intervention services described in Strand 1— facilitating management's application of the Crisis Response Stress Management program.

CAEAP has extensive experience in crisis management and can assist client organizations as RCCD requests with the development of psychological disaster plans and consultation with management at the time of a crisis situation.

- CAEAP can assist in the development of a comprehensive psychological disaster plan. When a plan is developed in advance, management has a protocol to follow. On-scene management personnel have information regarding the making of emergency decisions that are in the best psychological interests of the employees, and staff has specific suggestions designed to start the healing process.

- Consultation to management at the time of a crisis situation or event is available. CAEAP, as deemed appropriate and necessary, can be made immediately accessible by phone to help your management staff make the important emergency decisions.

☞ **Program Evaluation:**

(a) Utilization Reporting

One indicator of the EAP's effectiveness is the rate of usage by the employee population. This information is readily available in the quarterly/annual statistical reports. CAEAP's utilization report provides summary information which graphically describes the data of client usage and is provided to the RCCD on a quarterly/annual basis. The utmost care is taken to insure the protection of confidentiality and privacy in the preparation of all statistical reports. Refer to **Attachment 8** for a sample copy of the quarterly and year-to-date reporting. The annual report provides a summary discussion of service areas accessed, usage patterns and specific suggestions to the client organization in this regard.

(b) Survey of Satisfaction

As part of CAEAP's quality assurance program, ongoing feedback from clients regarding service and providers is collected informally and formally through the methods of survey and interview. Surveying clients as to program satisfaction is ongoing with clients throughout each step of the EAP. At the time of follow-up when concluding EAP involvement, the client satisfaction survey data to be collected is shown in **Attachment 9**.

(c) Evaluation Meeting(s) with Designated District Staff

- CAEAP would view an annual meeting with RCCD to discuss, review and evaluate EAP services as highly beneficial and extremely important to program enhancement. In fact, CAEAP knows the benefit in other client organizations of having an ongoing EAP Advisory Committee which meets at least quarterly to support the quality of needed service.

- Description of EAP Advisory Committee

The implementation of an EAP Advisory Committee has been incorporated as a functional employee body in other CAEAP contracts. The EAP Advisory Committee is maintained as an important component for enhancing communication and ongoing evaluation. The composition of the group usually involves participation from the following groups: representatives from unions, departments/divisions, human resources department, significant others within the organizational structure, and CAEAP representatives. The representatives tend to be rotated on a scheduled basis by Human Resources Department, opening more chances for employee participation and more opportunities for ongoing cooperation.

The role of such a committee is consultative and advisory. Regular meetings (quarterly, semi-annual, etc.) need to be scheduled, maintaining a yearly calendar of meetings for this employee group. Proceedings of the meeting tend to be informal enhancing the cooperative process between labor and management.

Objectives of an EAP Advisory Committee are designed to be the following:

- ✓ Combine efforts to publicize and promote understanding of the purpose of the EAP,
- ✓ Monitor overall program effectiveness,
- ✓ Input and feedback mechanism on training,
- ✓ Identify at an early stage any problem in the administration of management/union referrals and resolve any conflicts regarding EAP services.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
REQUEST FOR PROPOSALS
EMPLOYEE ASSISTANCE PROGRAM

IX-NON-COLLUSION AFFIDAVIT

Public Contract Code section 7106 states: "Any public works contract of a public entity shall include an affidavit, in the following form:"

TO BE EXECUTED BY PROPOSAL MAKER AND SUBMITTED WITH PROPOSAL

State of California)

County of San Bernardino)

Robert A. Bruner, being first duly sworn, deposes and says that he/she is
(PRINTED NAME OF SIGNATORY)

CEO/President of Community Action Employee Assistance Program Inc.
(POSITION/TITLE) (COMPANY)

the party making the foregoing proposal that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proposal maker has not directly or indirectly induced or solicited any other proposal maker to put in a false or sham proposal, and has not directly or indirectly colluded, conspired, connived, or agreed with any proposal maker or anyone else to put in a sham proposal; or that anyone shall refrain from making a proposal; that the proposal maker has not in any manner, directly or indirectly, sought by assignment, communication, or conference with anyone to fix the proposal price of the proposal maker or any other proposal maker, or to fix any overhead, profit, or cost element of the proposal price, or of that of any other proposal maker, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the proposal are true; and, further, that the proposal maker has not, directly or indirectly, submitted his/her proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham proposal.

SUBMITTED BY:

COMPANY Community Action Employee Assistance Program Inc.

SIGNATURE Robert A. Bruner

PRINTED NAME Robert A. Bruner

TITLE President/CEO

DATE March 1, 2010

SIGNATURE Kathleen A. Bruner

PRINTED NAME Kathleen A. Bruner

TITLE Vice-President/CFO

DATE March 1, 2010

In accordance with the Corporations Code of California, any contract entered into by any corporation with Riverside Community College District shall be signed by two officers of the corporation: the president/CEO OR any vice president AND the secretary or the treasurer/CFO OR any assistant treasurer. If bidder is a corporation, and signer is not an officer, attach certified copy of by-laws or resolution authorizing execution. If bidder is a corporation, affix corporate seal. If signer is an agent, attach power of attorney. If bidder is not an individual, list names of other persons authorized to bind the organization.

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CAEAP's Itemized Service Cost for Riverside Community College District

The program cost per month is considered a flat administrative fee, based on the employee count of approximately **1956** for Riverside Community College District.

OPTION 2: Five (1-5) Session Assessment Model

	<u>Cost per employee per month</u>	<u>Per incident</u>	<u>Fixed price per month</u>	<u>Cost per year</u>
<u>EAP Services</u> (As defined in Scope of Services)	\$2.00	NA	\$ 3,912.00	\$ 46,944.00
Up to 5 Session Model of Assessment	Included			
National Licensed/Certificated Provider Network	Included			
Unlimited Employee Orientation	Included			
Unlimited Wellness Seminars/Workshops	Included			
Unlimited Management Training/Orientation	Included			
Work Group Conflict Resolution Intervention	Included			
CAEAP's Website/Promotional Materials	Included			
EAP Publicity Program of Materials	Included			
EAP Advisory Committee Participation	Included			
Work/Life consultation/referral/resources	Included			
Financial	Included			
Legal	Included			
Eldercare	Included			
Childcare	Included			
Quarterly Newsletters Online	Included			
Special Personal Request Information Search	Included			
ID Theft Prevention/Recovery	Included			
Balancing Work/Life Web	Included			
Wellness Information Library Web	Included			
Management/HR Consultation	Included			
Management/Supervisory Referral	Included			
Life Enhancement Coaching	Included			
Substance Abuse Services	Included			
DOT/SAP (49 CFR Part 40)	Included			
Crisis Response/Intervention*	\$250.00 per response with follow-up, as needed			
Onsite support	Included bank of 5 hours per utilization year; \$150 per EAP hourly time over bank of included hours			
Crisis Management Support	Included			
Quarterly/Annual Utilization Reporting	Included			

*Systemic or system-wide workplace distress or trauma with crisis response to all or multiple sites will be assessed on a case by case basis to determine the use of crisis response strategies and when additional costs are warranted.



Riverside Community College District

RFP Response for
EMPLOYEE ASSISTANCE PROGRAM



Date: March 5, 2010

Submitted by:
Robert Bruner, CEAP
Community Action EAP, Inc.

Corporate Office:
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TABLE OF CONTENTS

	<i>Page</i>
I. Statement Letter to Members of Benefits Committee RFP, PART V, B	iii- iv
II. Vendor Profile RFP, PART V, C	1 - 4
A. CAEAP's Background and Qualifications	1 - 2
B. CAEAP's Staffing/Professional Proficiency Standards	2 - 4
III. Scope of Services RFP, PART V, D and PART IV	5 - 30
A. RFP Core Benefit of Eligibility (Program Eligibility, Client Participation)	5
B. RFP Core Benefits of Staffing and Access/Privacy/Confidentiality	6 - 8
• Accessibility (24/7 access, Responsive Scheduling, How Access Help)	6 - 7
• Privacy/Confidentiality	7 - 8
C. RFP Core Benefits of Counseling and Referral Services and Critical Incident Response and Assistance	8 -20
• Services for Behavioral Health/Mental Health Issues (Assessment, Referral Process, Case Management/Follow-up, DOT/SAP Compliance Program, Crisis Response & Intervention, Online Wellness Library for Behavioral and Mental Health Needs)	8 -15
• Services for Life Management on Work/life Issues (ID Theft Prevention/Recovery, Enhanced Financial/Legal Assist/Eldercare/Childcare services, Online Web-based Support For Work/Life Needs)	15-19
• Services for Life Management Coaching (Executive Coaching, Parenting Coaching, Fitness Coaching, Smoking Cessation, Weight Management)	19-20
D. RFP Core Benefits of Support to District and Seminars/Workshops/ Orientation	20-30
• Services for Management Issues and Support (Publicity Program, Policy Development, Employee Education Strategies, Management Education & Training, Supervisory Referral, HR/Management Consulting, Crisis Management, Program Evaluation with Utilization Reporting, Client Satisfaction, Evaluation Meetings, EAP Advisory Committee Strategy)	20- 30
IV. RCCD Expectations for Program Implementation RFP, PART V, E	31-32
A. Suggested Steps for Program Implementation	31-32

V.	Cost of Services	33-36
	RFP, PART V, F	
	A. Payment Policy	33
	B. Program Cost Constructs	33-34
	C. Itemized Cost Proposals	35-36
VI.	References	37
	RFP, PART V, G	
VII.	Tabbed Attachments (1-9)	
	(1) Organizational Chart	
	(2) Client Participation Flow Chart	
	(3) EAP Statement of Understanding	
	(4) CAEAP's Client Notice of Privacy	
	(5) Comprehensive Work/Life Services for Consultation/Resource and Referral	
	(6) Catalog of Seminars brochure	
	(7) Wellness Educational Forum for Management brochure	
	(8) Sample report of quarterly/year-to-date/annual utilization reporting	
	(9) Client Satisfaction Survey	
VIII.	Tabbed RCCD Required Documents with Signatures	
	RFP form VIII- Hold Harmless Agreement	
	RFP form IX- Non-Collusion Affidavit	



RFP FOR EMPLOYEE ASSISTANCE PROGRAM

**For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)**

RFP PART V, B

March 5, 2010

Riverside Community College District
Purchasing Office-North Hall
4800 Magnolia Avenue
Riverside, CA 92506-1299
Attn: Melissa Griffith, Purchasing Specialist

Riverside Community College District
Benefits Committee
c/o Diversity and Human Resources Department
3845 Market Street
Riverside, CA 92501

To the Members of the Benefits Committee:

The enclosed RFP response is designed specifically to fulfill the intent and the expectations detailed in Riverside Community College District's RFP for Employee Assistance Program services. Community Action Employee Assistance Program Inc. (CAEAP) has a long experience in designing and implementing effective EAP service programs which serve the needs of employees at all levels of the organization and their family members.

CAEAP provides a comprehensive approach to service delivery; the core benefits as specified in RFP, Part IV, Scope of Services, are at the heart of CAEAP's enhanced program being offered with the following summary of EAP services being noted:

- Confidential help for employees and their family members/domestic partners/significant others
- Thorough assessment/referral process with resources
- Life enhancement wellness coaching with wellness coaches
- Local and National Provider Network of licensed/certificated clinicians, financial experts, and lawyers
- Crisis response and intervention strategies for workplace-related trauma
- 24/7 Lifeline for toll-free access/after-hour access and crisis management line
- Employee orientation/reorientation/new employee orientation
- User-friendly educational website for easy access to quarterly wellness newsletters in English and Spanish, EAP management and EAP Orientation videos, two web programs as listed below, EAP brochure in English and Spanish

- CAEAP's web-based Wellness Information Library for behavioral health issues which include employee orientation video and management training options
- CAEAP's Balancing Work-Life Interactive Web
- ID theft prevention and recovery program
- Management consultation
- Supervisory referral/executive coaching
- EAP-related policy development
- EAP Management/supervisory training options
- Employee education/ Wellness program options
- Workplace conflict resolution strategies
- Publicity/marketing program with supportive literature
- Enhanced Work-Life program of consultation/referral/resources for personal finance, legal, child care and elder care issues via the phone or the internet along with assisted search for appropriate resources especially in the areas of financial, legal, eldercare, childcare, daily living, etc. with a personal request component on specific personal and family needs.

This service summary is best understood through the narrative of the RFP response where the service quality in the response to the RFP is well clarified. In order to facilitate your review of the two web-based programs (Wellness Information Library and Balancing Work/Life), we can arrange access for you through a login/password. Please feel free to contact Bill Ryan to obtain further information on accessing and using CAEAP's online web-based programs (B.Ryan@CAEAP.com). [1-800-777-9376].

CA/EAP offers proactive, supportive services such as a national network of providers and resources and ongoing management consultation to supervisors of client organizations on working with troubled employees and related organizational issues. All service offerings are described in detail in the attached RFP response.

Looking forward to the future possibility of serving your organization, its employees and their family members, CAEAP's response to Riverside Community College District's EAP RFP is respectfully submitted.

Sincerely,

Robert Bruner, CEAP
 President/CEO
 Community Action EAP Inc.
 800-777-9376
 R.Bruner@CAEAP.com

ENCLOSURES



RFP FOR EMPLOYEE ASSISTANCE PROGRAM

**For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)**

VENDOR PROFILE RFP, PART V, C

QUALIFICATIONS OF CAEAP AND STAFF

CAEAP's Background and Qualifications

CAEAP has been in operation since 1988 and was incorporated in 1990. CAEAP is a full-service management consulting firm specializing in the design, implementation and administration of Employee Assistance Programs. We offer both employees and management an opportunity to utilize employee assistance services as a means of resolving personal problems which affect the workplace and the well-being of the organization, the employees and their family members.

CAEAP has a wide and diverse experience in working with varying types of employers or client organizations, such as private and public schools, colleges and universities, city/municipal and county governments, newspaper groups, hospitals, banking institutions, medical research and development groups, product assembly companies, etc. Refer to References, RFP PART V, G., of this proposal for a listing of client organizations currently under contract.

CAEAP has a long history of working successfully with and providing EAP services to educational/academic organizations with large and/or multiple sites, for example for those organizations within the size and scope of RCCD, California State University, Los Angeles, University of La Verne, Riverside Unified School District, Jurupa Unified School District, etc. As background, EAP program development for educational organizations is led by an expert with a Ph.D. in the areas of educational administration and organizational development from the University of California. Account management and management consultation are provided to client organizations at the director level of CAEAP's service delivery. Being client centered, CAEAP's management strives to serve the needs of the client organization and values responsiveness and timeliness as attributes which facilitate the special and unique needs of educational institutions, i.e., to assist employees and their family members with personal issues, noting the varying issues that surround the work environment of employees being certificated, classified, or assistant and associate professors, tenured or non-tenured, etc.

As specified in RFP, Scope of Services, RFP PART V, D., CAEAP has a strong background in work group conflict resolution, life management coaching, executive coaching and in presenting the varying topics of EAP training and wellness education with customer service being one of the most popular areas in promoting the school program with students, alumni, and the community at large. Generally, CAEAP's management training and employee educational programs are informational with an emphasis on problem solving skills as they relate to specific content and wellness issues.

Over the long span of being in business, CAEAP has built a highly professional local and national network of providers, services and resources. CAEAP has proven to be competent, providing professional service in the field of employee assistance programming required by its client organizations. Refer to **Attachment 1** to view CAEAP's organizational chart. Being client centered, CAEAP has a history of devising and augmenting service options to meet newly identified needs and presenting cost-containment advantages and options to client organizations.

As areas of professional growth and program enhancement, CAEAP's executive staff is particularly active in professional organizations—those involved in the work of EAPs—such as national EAPA, SAPAA, and SHRM. As background, the President and the Vice President of the firm have served on the National Standards Committee of EAPA (Employee Assistance Professional Association), setting EAP and SAP professional standards. The President of CAEAP is the current President for the Inland Empire Chapter of SHRM (Society of Human Resource Management) and the past President of SAPAA (Substance Abuse Program Administrators Association). This professional activity helps CAEAP stay abreast of new organizational concepts, business practices and knowledge, and emerging trends in the workplace which are particular to our culture and society.

As background information, Community Action EAP Inc. is a highly reliable and financially healthy company with no record or occurrence of financial difficulty or professional liability. The full name of the company is Community Action Employee Assistance Program Inc., a California corporation since November, 1990 with the federal tax identification number of 95-4298559.

**CAEAP's Staffing: National Provider Network
Professional Proficiency Standards**

CAEAP utilizes only licensed and certified healthcare professionals representing clinical backgrounds with such credentials as the following: clinical psychologist (Ph.D.), psychiatrist (MD), LCSW, MFT, LPC, CEAP, NAADAC and ICRC alcohol and drug counselors, etc. The provider network includes such work/life professionals as practicing lawyers and financial experts in a wide range of work/life issues as identified in Scope of Services, RFP PART V, D. In delivering EAP provider services, providers are selected for service work using one or more of the following criteria: their professional specialties, their office locations, their educational background and experience, their capability at the time to be readily available for the specific service, their expertise for handling unique situations or problems, etc. CAEAP matches client needs to the capabilities and specialties of the professional clinician. All service providers follow a standard protocol for service delivery and use a standard assessment instrument as adopted by CAEAP. Service delivery for EAP services follow consistent procedures as appropriate to the unique qualities of each case.

CAEAP provides EAP assessment services face-to-face within the proximity of anywhere in the nation with the local California counties of Inland Empire, Los Angeles, and Orange extensively covered as evidenced by particular client organizations under contract with CAEAP, References, RFP PART V, G. Office locations are numerous serving metropolitan, urban, suburban and remote areas all over the nation.

CAEAP maintains a diverse national network of providers such that CAEAP has providers who have qualities which serve clients with differing language needs, varying lifestyles and cultural/ethnic preferences, and professional specialties. Such an inclusive provider network allows CAEAP clients the most appropriate matching with clinical professionals and assures that privacy remains intact for no two clients are scheduled with clinicians within the proximity of the same time at the same office locations. The following lists such examples of CAEAP's capability to match identified client needs with service providers for assessment and possible referral:

Primary Language needs:

Such as but not limited to Sign language/ASL, Spanish, Tagalog, Vietnamese, Russian, Polish, Chinese, Japanese, Korean, Arabic, Hindi, Hebrew, Italian, German, French, Farsi.

Religious/Ethnic and Cultural preferences:

Such as but not limited to Pacific Islander, Native American, African American, Hispanic, Caucasian, biracial, Jewish, Catholic, Protestant, Christian, Muslim/Islamic, Hindu, Mormon.

Varying Lifestyle needs:

Such as but not limited to hearing impaired, visually impaired, disabled, heterosexual, bisexual, homosexual, transsexual.

Professional Specialties:

Such as but not limited to children/adolescence, marriage and family, pre-marital issues, pre-parental issues, couple and relationship issues, family conflict issues, gay and lesbian issues, step-parenting and family issues, sexual abuse, emotional distress, workplace-based stress, relationship issues with others, gender issues, men's issues, women's issues, identity issues, substance abuse/misuse, addiction and related issues, recognition of alcohol and drugs, chemical dependency.

Through CAEAP's systematic quality assurance program, CAEAP maintains an ongoing evaluation of local and national service providers for the purpose of maintaining a high quality of care. The national provider network is monitored and reviewed in terms of the following:

- Client follow-up
- Professional credentials, degrees and licensure and insurance
- Letter of references
- Cost distribution for services, provisions for sliding-scale and/or discounted rates and insurance panels
- Curriculum vitae
- Client Care specialties
- Demographic characteristics, i.e. cultural background, language, religion, lifestyle, and race/ethnicity
- Capability to assist those who are hearing impaired or disabled
- Matching qualified providers to client company's insurance panels.

CAEAP reviews and updates qualifications/credentials of EAP service providers on current and renewal status pertaining to education, licensure, certification, training, and/or additional experience.

RFP FOR EMPLOYEE ASSISTANCE PROGRAM

**For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)**

SCOPE OF SERVICES RFP, PART V, D and PART IV

*Specific RFP Core Benefit Section Addressed:
Eligibility*

Program Eligibility

Participation in the EAP is open to employees and family members. "Family" denotes the following: Since the well-being of the employee can be affected by both immediate and extended family members and domestic partners/significant others, program eligibility includes these individuals. This inclusion is not limited to family members residing in the household unless specifically warranted by the client organization. CAEAP believes that if a family member (whether father, mother, brother, sister, or child) living outside of the home is having personal issues that this fact, in turn, may directly affect the overall well being of the employee. To facilitate national service delivery, CAEAP has an expansive national network of providers in this regard.

☞ Client Participation

Each person's involvement in the EAP is maintained as confidential, voluntary, and independent of established disciplinary procedures. Each client may participate in the program in the following ways (refer to **Attachment 2** for flow chart specific to client participation):

- Self/family referral: Individuals may contact the EAP office to make an appointment to discuss a personal problem or request assistance for themselves or for a family member/significant other. Self-referrals are initiated when the individual desiring the help contacts the EAP and asks for assistance. Often times a self-referral is motivated by family members, co-workers or other employees, etc. who call the EAP to ask for strategies on how to motivate someone (a loved one, a friend, a coworker, a colleague, an associate, etc.) to contact the EAP.
- Supervisory/management referral and executive coaching: Supervisors observing a decline in an employee's work performance may utilize the EAP to implement an employee referral and in formulating strategies on how to initiate a supervisory/management referral of an employee to the EAP. The supervisory referral process is viewed as corrective (an improvement mechanism), voluntary, and not punitive. The supervisory referral focuses only on work performance issues. If personal issues evolve in the process of the EAP supervisory referral or executive coaching, which can possibly happen, this aspect of the referral is treated as a self-referral.

***Specific RFP Core Benefit Sections Addressed:
Staffing and access
Privacy/Confidentiality***

Accessibility

☞ **24/7 Toll-Free Telephone Lifeline (Nationwide)**

CAEAP knows that problems and issues can happen at any time and CAEAP's lifeline (national toll-free #) provides easy access 24 hours a day, 7 days a week and 365 days a year. As occurring in the regular business hours which are 6:30 am to 5:00 pm (Pacific time zone), EAP clients calling after hours to the EAP will find trained healthcare EAP professionals at the master degree level who will be able to assist them appropriately at any time.

Clients who have bilingual translation or hearing impairment needs are served 24/7. At any hour, CAEAP has EAP representatives with varying linguistic specialties (i.e. Spanish, Tagalog, etc.) as well as "Language Line Services" (AT&T language bank) to serve clients with bilingual and primary language needs. For clients who are hearing impaired, incoming calls are made by the client who has already made the choice and utilized a preferred telephone relay service. However, when CAEAP calls out to a client who is hearing impaired, CAEAP utilizes TDY services of California Relay Service. For outgoing calls to hearing impaired, CAEAP calls the special operator to place the call and the operator facilitates interactively by translating and relaying the information between CAEAP and the client.

☞ **Responsive Scheduling of Client Appointments**

Appointments can be made at a mutually agreeable time, providing for the need for day, evening and weekend appointment times, including holidays. Appointments are available and made convenient within the geographical proximity of one's home (personal residence) or the workplace (work location), based on client's preference. Further, CAEAP is uniquely situated to service employees and family members, taking into consideration other possibilities like needing assistance while traveling or helping family members in other areas of the country, i.e. children away at school.

The client initiates EAP assistance by calling a toll-free number 24/7. CAEAP schedules the initial assessment appointment or the work/life consultation usually on the same day that a client calls the EAP and no later than 24-48 hours. Only licensed and/or certificated clinicians, lawyers, and financial experts are utilized for EAP assistance. People in crisis are seen the same day as they contact the EAP. For background on staffing, refer to the previous CAEAP Staffing section on page 2 herein as well as Attachments 1 and 2, respectively CAEAP's organizational chart and client participation flow chart. Appointments are scheduled regularly at separate office locations within the proximity of home or one's workplace—with the assurance that confidentiality is maintained where no two individuals would be scheduled within the proximity of time at the same location.

EAP assessment services take place away from the workplace in neutral office locations—unless a special condition of crisis intervention warrants differently on the basis of serving the best

interest of the employees and the Riverside Community College District as understood by RCCD and CAEAP.

☞ **How to access EAP services**

Employees and family members will access EAP services through a toll-free, 24/7 access line where the EAP healthcare professional maintains a consistent set of questions or inquiry which survey the client on an array of personal information around the context and the immediacy of client needs for service implementation. Contacting the EAP via phone is the most efficient and safe mechanism for educating clients on EAP services and program expectations, for maintaining client confidentiality and privacy, and for insuring and securing the needs of the client through direct interaction where critical concerns are revealed for immediate assistance and the general service delivery process becomes understood by client. Those with immediate needs, excepting those situations where police authorities and 911 emergency assistance are necessary, are seen face-to-face by the EAP that day and as soon as possible at convenient locations close to work or home.

For those employees and family members desiring online information about the EAP and its services, CAEAP's website www.CAEAP.com provides the following information under the employee section or link: How your EAP can help you and your family members, How to initiate help through the EAP, Frequently Asked Questions, and a link to CAEAP's EAP orientation video which helps to explain background on how the EAP can beneficially assist employees and family members.

Privacy/Confidentiality

CAEAP maintains the following Confidentiality Policy which meets all aspects of state and federal law. CAEAP's "Statement of Understanding" (**Attachment 3**) and CAEAP's "Notice of Privacy" (**Attachment 4**) specify in writing the limits of confidentiality and privacy to clients prior to assessment services. Educating clients on EAP procedures and services is an ongoing, consistent process which commences with the first contact call from the client and is restated to the client(s) with each follow-up call and as services are rendered. Each client participating in the EAP process will be notified prior to and at the time of initial assessment of CAEAP's confidentiality policy through CAEAP's Statement of Understanding and will be informed of CAEAP's Privacy Policy (**Attachments 3 and 4**, respectively). Commencing on the client's initial call to the EAP, the client case is coordinated, monitored, and managed by the EAP through individual client files which are labeled numerically and in which case information is charted and made confidential.

All EAP assessments and referrals are confidential. CAEAP and its representatives adhere to all federal, state, and professional statutes governing confidentiality and privacy. All client records are treated as confidential. Information contained in individual EAP files will not be released without the individual's written authorization specifying the following limits.

Limits of Confidentiality: Four areas are subject to disclosure by the EAP without written release from client: (1) when reporting child abuse and/or elder abuse and/or dependent adult abuse, (2) when relating information about being a risk to oneself or others, (3)

when relating the intention to commit illegal acts or threats to the organization, other employees, or the EAP and its agents, and (4) when a supervisory referral is made by a supervisor, information that the employee contacted the EAP and attended EAP educational (assessment) session(s) will be communicated by the EAP to the designated supervisor.

For purposes of legal claims, litigation, disciplinary action, or otherwise, third party entities will not receive EAP case information directly from CAEAP; such a transmission of said information is only achieved through the discretion of the *rightful person [the person who may legally receive such information] who would decide to supply such information to a third party.

NOTE: EAP client records become the property of CAEAP and are kept in locked filing cabinets in a combination locked room and maintained for a period of seven (7) years. However, at the time of case closure EAP referral outcomes for individual cases are maintained by law for seven (7) years, but individually collected information not related to EAP case outcomes is not maintained.

*Specific RFP Core Benefit Sections Addressed:
Counseling and referral services
Critical incident response and assistance*

CAEAP'S PROGRAM SERVICE DELIVERY

Preface Statement

To better clarify CAEAP's service offerings and delivery capabilities, the following analyzes the specific RFP sections and points of the Scope of Services as they function as part of CAEAP's overall proposed program offerings and service delivery. Please note that EAP services are viewed through four (4) strands of client issues and usage—delivering meaningful and effective services to meet client needs pertaining to:

- Strand 1: Services for behavioral health/mental health issues
- Strand 2: Services for life management of work/life issues
- Strand 3: Services for life management & enhancement coaching for personal improvement issues
- Strand 4: Services for District management issues and support

Strand 1: Services for behavioral health/mental health issues

☞ Assessment

EAP assessment is face-to-face between the clients and the EAP and refers to one of the two offered options below, as selected by the client organization:

- Three (3) session model: up to three face-to-face sessions (provided per occurrence of problem/per episode of participant) include at no cost the initial assessment and up to two

additional counseling sessions, applied whenever the issue can be resolved within the EAP and does not require an ongoing referral.

- Five (5) session model: up to five face-to-face sessions (provided per occurrence of problem/per episode of participant) include at no cost the initial assessment and up to four additional counseling sessions, applied whenever the issue can be resolved within the EAP and does not require an ongoing referral.

As previously mentioned herein, each client participating in this process will be notified prior to and at the time of initial assessment of CAEAP's confidentiality policy through CAEAP's Statement of Understanding and will be informed of CAEAP's Privacy Policy. Refer to **Attachments 3 and 4**, respectively. Commencing on the client's initial call to the EAP, the client case is coordinated, monitored, and managed by the EAP through individual client files which are labeled numerically and in which case information is charted and made confidential.

EAP sessions are conducted face-to-face by licensed/certificated clinical professionals (as described herein on pages 2-4 of section on CAEAP's Staffing) and focuses on problem identification and problem resolution. As mentioned, EAP assessment involves an initial assessment session at no cost allowing for, given the selected session model, additional counseling sessions at no cost if the determination is made that problem resolution can result within the EAP assessment process. During initial assessment, if the problem cannot be resolved in the number of sessions provided, a referral for ongoing care, treatment, and/or resources is regularly made directly after the initial assessment session.

The type of personal issues of which the EAP can assist is infinite, but as examples but not limited to, the following serves as general illustrations:

- Psychological, behavioral and emotional problems (i.e., anxiety, depression, stress reaction, suicidal ideation, borderline personalities, mid-life or other transition, phobias, loss & grief, social adjustment, behavior problems, etc.)
- Family-related issues (i.e., parenting, step-parenting, marital, adolescent behavior, caregiving, illness, financial, legal, child care, elder care, unique situations, etc.)
- Relationship issues (i.e., friends, significant others, coworkers, colleagues, bosses, work, career, etc.)
- Alcohol and/or drug misuse and abuse
- Workplace issues (i.e., conflict, coworker concerns, emotional distress, work behavior, work environment, etc.)
- Work/life issues (i.e., financial, legal, child care, elder care)

In accordance with the field of EAP and the work technology, initial assessment does not constitute a formal diagnosis; it involves problem identification of needs distinguishing non-healthcare issues from those which are specific to healthcare. Following initial assessment, the appropriate course of action is determined, and if a referral is required, at least two or more service alternatives and/or resources are provided to the client directly after the initial assessment.

For clients in crisis and requiring emergency services, CAEAP will remain with the client (being contingent on the context, by telephone, in person, etc.) and facilitate the process until client is safe and appropriately engaged with one's mental health provider or the appropriate provider or authorities.

Further, assessment services and referral options provided will be within the proximity of where the client works or lives. For clients with physical disabilities, such as hearing impairment, and those with other language needs, the following assurances are enacted. For disabled participants, only physical locations with special needs access are utilized. CAEAP matches the special needs of clients to the specialties of the EAP service provider or the referral sources. For instance, a participant requiring a Spanish-speaking clinician would be matched to a Spanish-speaking service provider and/or referral sources or a participant who is hearing impaired may require a therapist who communicates in sign language. This type of accommodation is made on a regular basis; CAEAP inquires at the time of the client's first telephone contact—when asking for basic information from the client—if the client has any special needs of which the EAP should be informed.

Referral Process

If a referral is made outside the EAP for ongoing care and/or resources, licensed, professional individuals and community agencies offering treatment and/or counseling are identified as options to the employee. Referrals are regularly made immediately after initial assessment and no later than 48 hours after the initial assessment. All participants or clients are provided with at least two referral choices or alternatives, when available within the proximity of where they live and work. An important consideration for treatment is to interface with insurance options available to clients. CAEAP works closely with the employer's insurance carriers and serves to facilitate the employee in utilizing their mental health benefits. Familiarity with RCCD's insurance options will be one of the initial tasks that CAEAP always implements at the onset of program implementation.

For community resources and services provided as alternative choices to insurance carriers, CAEAP utilizes appropriate, reputable entities with affordable resources and professional services, as appropriately licensed or certificated, in relation to client's identified problems. If an alternative option to insurance is selected by client, the EAP considers the following in referring the client to appropriate care:

- Experts in the field of the identified problem,
- The employee's home and work location,
- Availability of transportation,
- Cost and/or benefit coverage of program (beyond what RCCD has purchased),
- Client's ability to pay,
- Waiting period between referral and admission into treatment,
- Demographic characteristics of treatment agency.

As an additional support to clients, CAEAP has formulated a special personal assist program for online access in finding specific practical life tools, active community resources and services which are continually screened and monitored for behavioral health and work/life management

issues and concerns. To find specific information, life tools, resources, and community services, CAEAP's program of special personal assist facilitates clients in finding specific needs on CAEAP's two web-based programs entitled the Wellness Library web and the Balancing Work/Life web, offering wellness videos by experts in the field and a comprehensive listing of referral resources and services nationally and locally of such searchable databases as mental health, financial, legal, elder care, child care, medical, adoption, pet issues, etc. Both webs are linked from CAEAP's website www.CAEAP.com. The following provides examples of content areas addressed in CAEAP's special personal assist program, but content is not limited to only the areas listed below:

- Emotional well-being: stress-reaction, depression, anxiety, domestic violence, grief/loss, social adjustment, work issues, psychological and behavioral problems, etc.
- Substance abuse: alcohol/drug misuse/abuse/addiction and related issues of chemical dependency, co-dependency
- Coping with legal issues
- Coping with financial issues
- Work-related issues: Balancing personal and work life issues, co-worker relationships, dysfunctional behaviors, changes in the work environment, uncertainly and lay-off issues.
- Family-related issues: Family conflict resolution, spousal and child abuse, marital, divorce, parenting, step-parenting, eldercare, childcare, strengthening the family structure, etc.
- Stress-related issues: stress reduction, stress management, relaxation
- Dealing with home health care referral for disabled family members
- Weight control issues: eating disorders, diets and nutrition, etc.
- Mental health issues
- Traumatic event counseling/crisis intervention
- Smoking cessation
- Child and/or adolescent counseling
- Conflict resolution for work groups and other related training
- Violence in the workplace: safety and security, evaluation, etc.
- Supervisor-related issues: coaching, education, etc.

Case Management/Follow-up

CAEAP maintains a comprehensive plan of case management and client follow-up which includes contact calls to individual clients and client satisfaction surveys. As a standard practice, CAEAP follows each case, seeking information from the client in order to facilitate each stage of the process. In cases involving self-referral, follow-up calls to individual clients serve the general purpose of determining the status of problem resolution, the potential for reassessment, and the satisfaction with referral resources.

Follow-up contacts are made immediately after the initial assessment and each educational/assessment session and then at least three times during a thirty day period after referral. A follow-up call after initial assessment inquires into the client's satisfaction and understanding of assessment and provides the next step of the process—either arranging an appointment for a counseling session for the purpose of focusing on a particular issue or to provide at least two or more referral alternatives or options. Follow-up calls are made regularly

during the EAP process as a standard component of case management. Follow-up calls serve the important role of obtaining needed information pertaining to the case and for motivating clients to follow-through on needed assistance or for providing to clients additional assistance or referral information.

☞ **DOT Compliance Program: Substance Abuse Referral Services**

CAEAP can provide qualified SAP services which meet comprehensively the Department of Transportation (DOT) employee testing requirements under 49 CFR Part 40. For safety-sensitive employees who test positive for drugs and/or alcohol under DOT, 49 CFR Part 40, the following procedures can be implemented to satisfy the regulatory mandate.

- Contracted Role of National SAP Network (NSAPN)

NSAPN, a division of Community Action, administers DOT, 49 CFR Part 40, drug and alcohol testing employee violation referrals as appropriately arranged from CAEAP for RCCD. When and if this service area is implemented by RCCD given an employee testing positive for drugs and/or alcohol under DOT, National SAP Network (NSAPN) will act as the third-party administrator, the employer's designated agent, of such case referrals. This option can be implemented through Community Action EAP when the case referral requires this service. When this service is implemented, the Designated Employer Representative (DER) of RCCD must be designated and specified to NSAPN.

- DOT Qualified SAP services are provided for employees testing positive under 49 CFR Part 40 of the federal regulations of the Department of Transportation.

1. Program Components:

- NSAPN coordinates face-to-face SAP initial and follow-up evaluations by qualified health care professionals, meeting all SAP qualification requirements under DOT, 49 CFR Part 40.
- NSAPN provides readily available qualified SAPs whose services meet requirements of 49 CFR Part 40 and upon employee selection of SAP, the initial evaluation appointment is scheduled with the case being conducted through to conclusion by a qualified SAP whose reporting is directly from the SAP to the DER. 40.355 (3)
- NSAPN maintains for the employer quality assurance documentation of the qualification status of the SAP at the time of the referral (current credentials, experience and education, qualification training requirement and exam, continuing education documentation, and current professional insurance). 40.281 (e)
- NSAPN can consult with the employer on DOT-related issues and monitors the case management of each case.
- Circumstances may arise throughout the return-to-duty process where the SAP who conducts the initial evaluation may not conduct the follow-up evaluation, for these situations NSAPN will provide a qualified SAP in this regard. (SAP Guidelines, V Q&A, #11)
- NSAPN can assist the employer in monitoring the employee's participation if the SAP recommends in the follow-up evaluation report further ongoing services (i.e., aftercare,

support groups, additional treatment).40.303(b)

- NSAPN maintains for at least five years a confidential case file on each employee referred to NSAPN—retaining records of SAP qualification information at the time of the case, copy of employer agreement (herein), copies of the SAP initial and follow-up reports.
- NSAPN can assist in helping the employer prepare for DOT audit on SAP services.

2. Program Procedure:

- Based on the employer's determination that the SAP referral process should be implemented for a particular employee, the employee is told to call NSAPN at 800-879-6428 within a set time period in order to abide by DOT's Part 40 mandate.
- Referred employee will be expected to call NSAPN and provide basic information related to the provision of service: first/last name, home telephone number, emergency telephone number, city of residence, insurance carrier along with social security number and date of birth, etc.
- Referral to NSAPN of an employee will be made by the DER by enacting the following steps: calling 800-879-6428 and referring employee verbally and providing basic information about the employee: name of employee, testing violation and results, social security number, disciplinary action taken by employer, time interval in which employee is expected to call NSAPN, etc.
- After contacting NSAPN, NSAPN will arrange evaluation with the SAP evaluator and confirm evaluation appointment with employee.

☞ **Crisis Response & Intervention**

CAEAP maintains satellite locations as a support to client organizations with an occurrence of workplace trauma throughout the nation. Given that CAEAP has numerous office locations in Riverside County, CAEAP has the capability to establish crisis response (mobile trauma) centers at or near RCCD's sites as deemed necessary. In the event of a critical situation of workplace trauma, crisis response and intervention services, as necessary and appropriate, will be implemented. CAEAP maintains a 24 Hour Lifeline which is covered by trained health care professionals with after hour service being conducted by master-level clinicians. As such, CAEAP provides responsive services to urgent critical needs 24/7. The organization, the employees and their dependents are able to reach the EAP by calling the Lifeline, a toll-free telephone number with assistance 24 hours a day, 7 days per week. In respect to online referrals, and based on the perspective of insurance carriers of EAP services, online submission of client referrals to the EAP for general services or critical needs is not recommended for such offerings carries tremendous risk for negligence, breaches of confidentiality and malfeasance for both the EAP and its client organization. The mutual use of email, however, to coordinate, to confirm, and to monitor service expectations, maintaining the limits of confidentiality and privacy, is implemented when mutually advisable with management and clients, as needed.

CAEAP provides a comprehensive Crisis Response Stress Management program which provides services within 24 to 48 hours of the trauma. The core components include the post-crisis, group intervention processes of stabilizing and educating those affected; these processes include crisis management briefing (CMB), critical incident stress debriefing (CISD), defusing employee trauma is a type of CMB but for smaller-sized groups, and the possible option for onsite support

for individual employees experiencing situational emotional distress as warranted. Crisis response and intervention occurs when the situation warrants a particular approach with the option of follow-up assessment and referral through the regular or general EAP referral process. Each of these intervention strategies are designed to mitigate the levels of felt crisis and traumatic stress given a workplace-related traumatic situation. External “large scale” crises affecting the population at large, i.e., the wake of terrorism, mass disasters, riots, community violence, are assessed case by case for the most appropriate approach given the wide array of EAP services.

Crisis response and intervention strategies, as the following, are in place to fulfill specific objectives given a workplace-related traumatic event: (1) to identify and normalize symptomatic behavior, (2) for mobilizing employee support systems, (3) to educate on coping mechanisms and signs/symptoms, and (4) to make needed therapeutic referrals.

- The crisis management briefing (CMB) is designed to be used for large groups (up to 300 people) where people affected are assembled jointly, where facts of the crisis event are explained in order to control destructive rumors, reduce anticipatory anxiety, and regain control, where common signs and symptoms are described with a reference sheet, and where personal coping and self-care strategies are addressed. This group process helps to educate those people affected about the traumatic event. This can occur at anytime within proximity of a traumatic event.
- Defusing/stabilizing is a type of CMB designed for smaller groups occurring within 12-24 hours post-crisis. This process tends to mitigate symptoms and can bring possible closure to the perceived/felt trauma or triage those requiring a further referral to the EAP.
- The critical incident stress debriefing (CISD) is a group intervention with 24 – 72 hours post-crisis being optimal for mitigating felt effects. CAEAP provides such services as requested within 24 to 48 hours of the trauma. For employees involved in a traumatic situation, the CISD is conducted within the framework of a seven-phase process model: introduction, fact phase, thought phase, reaction/feeling phase, symptom phase, teaching phase, and re-entry/closure phase. The objective is to reduce the occurrence of post-traumatic stress disorders and retain productive employees through the process.
- Onsite support involves the provision of professional clinical assistance given a workplace situation which may or may not arise out of a workplace traumatic event but may originate from a special organizational project, i.e., lay-off, reorganization, change in the workplace, etc. Onsite support usually targets assistance in reducing emotional distress in the workplace.

In delivering crisis response and intervention in respect to the strategies of CMB, defusing, CISD, the term “response” refers to an initially identified response group of impacted employees at a particular site where initial intervention may necessitate and include follow-up for the group (refer to Cost of Services, RFP PART V, F.).

In activating onsite support to assist individual employees experiencing situational emotional distress given a workplace event, onsite support refers to onsite professional clinical support as measured by onsite EAP hourly time provided. (refer to Cost of Services, RFP PART V, F.)

NOTE: All such services are derived specifically for RCCD and will adhere to the existing policies and guidelines of the organization governing such activities.

☞ **Online Wellness Library for Behavioral and Mental Health Needs**

The Wellness Library is a web-based EAP tool for employees and their family members to gain access to reliable and current behavioral and mental health information—for the purpose of increasing the user’s knowledge base at a time when a situation requires the need to know. Using the organizational password, clients find easy online access to a searchable database of wellness information—a library of medical and health-related news, articles, and research, videos and other media applications. This website is made accessible through CAEAP’s home page where RCCD’s organizational logo is posted and is completely confidential, serving to help individuals at the first awareness of personal dilemmas to find needed information which may enlist their desire to contact the EAP for assistance. For some individuals, knowledge may be an answer in itself.

Online access involves assurance, prior to use, that the individual user acknowledges that this website does not provide medical advice and carries no liability for CAEAP or the client organization when employees and/or family members access or use this information. CAEAP’s special personal assist program (refer to description beginning on page 9 under Referral Process) provides ease to clients in finding specific information and applications.

Strand 2: Services for life management on work/life issues

CAEAP offers the following enhanced work/life plan for employee services. This plan provides for telephonic and face-to-face consultation and online support with the inclusion of interactive web-centers and tools along with searchable provider databases in the primary service areas of identity theft, financial, legal, eldercare, and childcare. CAEAP offers clients easy access to pertinent information and expert professionals and resources in the work/life areas. Through consultation, assessment and assisted search services, clients need to first contact CAEAP through the toll-free, telephone Lifeline. Please refer to **Attachment 5** which provides a thorough listing of work/life support services to be accessed telephonically for consultation and personal assist or via the internet through CAEAP’s two web-based programs (Balancing Work/Life and the Wellness Library).

☞ **ID Theft Prevention and Recovery Program**

CAEAP’s ID theft prevention and recovery program includes expedited services in order to deal with the occurrence of fraud and to mitigate its overall negative effect on individuals and families:

If there is a potential ID theft occurrence, a warm transfer to a ID Recovery Specialist will occur immediately whereupon verbal and written instructions will be given along

with support around acquiring the client's information from major credit reports—helping to analyze the reports for ID theft, and supporting them through the entire process,

- All warm transferred clients to ID Recovery Specialists will receive ID Theft Recovery packets which include fulfillment forms and a book by Amanda Welsh, The Identity Theft Protection Guide: *Safeguard Your Family *Protect Your Privacy *Recover a Stolen Identity,
- For cases of prevention, a free 60-minute consultation with a highly trained, expert credit fraud specialist,
- Credit fraud specialists review credit reports with a client to identify signs of possible identity theft and provide future prevention advice on how to guard one's credit reputation,
- Provide fulfillment materials to assist clients in the self-resolution process of identity theft,
- Assist clients with instructions on restoring their identity and good credit,
- Follow-up inquiries and possible assistance on recovery issues,
- For additional services, there is a 25% discount which can be self-purchased by clients.

☞ **Enhanced Financial Services**

CAEAP's financial assistance is a toll-free call away where all matters of financial management can be addressed telephonically or face-to-face consultation. The services include:

- A 60-minute consultation with a Certified Credit Counselor over the issue specified by the client,
- Telephonic access through a financial consultation toll-free number,
- Financial services are provided by financial professionals including CPAs, former bankers, financial analysts—all of which are Certified Credit Counselors,
- Phone consultation is unlimited as to the number of calls around an issue and the number of issues requiring assistance,
- CAEAP's counselors can assist in numerous financial areas with the following serving as examples: credit repair and debt management, consumer debt reduction, budgeting and saving assistance, college planning, buying a house and information on loans, bankruptcy prevention, understanding investment planning, financial management and retirement, estate planning, credit counseling, insurance, etc.
- Local referrals and resources, when needed, can be made by financial experts, but clients can seek assistance through the online support of the web-based program, Balancing Work/Life, a wide-array of screened resources and services. Being an interactive support, the client can email directly to these entities asking questions querying the offerings as to whether they match their stated needs. Clients can access further support through an assisted search through calling CAEAP directly.
- CAEAP makes follow-up calls to ascertain if client needs had been satisfactorily met by EAP services.

☞ **Enhanced Legal Assist Services**

CAEAP's enhanced legal services afford clients the opportunity to obtain legal advice telephonically and/or face-to-face consultation from experienced attorneys with expertise in the areas of client inquiry.

- EAP clients will receive one (1) initial thirty-minute in-person session with a CAEAP network attorney or a telephone consultation per separate legal issue at no cost with a network attorney,
- For client issues requiring expedited connection to an attorney will receive a free, 30-minute telephonic session,
- If the client chooses to retain the in-person attorney, after initial assessment, a preferred rate reduction of 25% will be taken off of the attorney's normal hourly rate. Note: Criminal and bankruptcy issues have discounted flat rates and the 25% discount excludes any retainer fees, court fees, filing fees, or discounts for flat rate fees,
- From Balancing Work/Life web, downloadable ReadyDoc legal forms
- CAEAP completes follow-up calls with clients on their satisfaction with legal referrals and resources,
- The following are examples of legal matters covered by this service; however, all areas of legal advice except for the disclaimer mentioned below can be considered included: civil/consumer law (use of small claim courts, consumer products and warranties, etc.); real estate law (acquisition or sale of real property, lease and rental agreements, title insurance law, property boundary disputes, etc.); bankruptcy law (the legal process, judicial action, etc.); family law (adoption, guardianship, conservator, power of attorneys, divorce, annulments, custody and support, etc.); criminal matters (defense of misdemeanors and felony cases); immigration and naturalization (asylum, green cards, student visas, deportation and removal defense, court appeals, etc.); estate planning (wills, revocable living trusts, charitable trusts, etc.).
- Mediation as a viable, initial step to resolving legal issues is addressed for those client concerns where it has proven beneficial especially in terms of the costs of resolution; examples of such issues are the following:
 - ✓ Family matters such as divorce, child custody, elder care of loved ones, etc.
 - ✓ Non-legal disputes as with neighbors over property maintenance and boundary encroachments, actions of children and pets, other emotionally charged situations, etc.
 - ✓ Civil matters such as landlord/tenant disputes, real estate disputes, contractual breaches, etc.
- Examples of legal issues **not** covered by CAEAP are the following: all client and/or dependent issues (a) involving disputes or actions with employers, (b) involving disputes regarding employment-related issues and business matters, (c) with disputes involving CAEAP and its personnel, providers, agents, customers, eligible participants, or any plan attorney or specialist used by CAEAP, (d) matters that are frivolous, harassing, or lack merit in CAEAP's attorney opinion, (e) court costs, filing fees and fines are the responsibility of the caller contacting the EAP.

Enhanced Eldercare Services

CAEAP's enhanced eldercare program includes such offerings as assessment for behavioral health and/or telephonic consultation for helping clients assess and locate appropriate resources and for dealing effectively with family-related emotional issues demanding decisions around attaining accurate medical diagnoses and placement, selection of appropriate care and facilities, caregiving, parenting your parents, dealing with dementia, resolving anger around actions of elderly parents, custodial care, etc. When implemented, assessment is face-to-face focusing on specific behavioral issues and number of sessions refers to the selected session model (as described in the Assessment section herein on services for behavioral/mental health). By contacting CAEAP at 800-777-9376, telephonic consultation is unlimited and is specific to the particular needs arising with emerging and changing situations. On a regular basis, resources and services are screened and monitored for current status and offerings. CAEAP provides special personal assist on locating needed client information and makes regular follow-up contacts with clients on the resources and services they have utilized.

The primary online supports for locating viable and appropriate resources and services rest with the two web-based programs, Balancing Work/Life and the Wellness Library. The content area of "Aging" is packed with daily living information (articles, tips) for senior care and related health issues. Further, CAEAP provides telephonic special personal assist and search in helping clients to locate resources and services which meet their stated objectives and needs for elderly family members. CAEAP makes regular follow-up contacts with clients on the resources and services they have utilized.

Enhanced Childcare Services

CAEAP's enhanced childcare program includes assessment for behavioral health and/or telephonic consultation over emotional issues surrounding the use of external childcare facilities and in locating appropriate resources to meet client needs. When implemented, assessment is face-to-face focusing on specific behavioral issues with the number of sessions referring to the selected session model (as described in the Assessment section herein on services for behavioral/mental health). Emotionally-based issues can include parent/child separation anxiety, coping with new needs for childcare, child health and developmental issues, management of personal and work time, psychological effects on child, special needs of child, etc. By contacting CAEAP at 800-777-9376, telephonic consultation is unlimited and is specific to the particular needs arising with childcare issues and placement. On a regular basis, resources and services are screened and monitored for current status and offerings.

The primary online supports for locating viable and appropriate resources and services rest with the two web-based programs, Balancing Work/Life and the Wellness Library. The content area of "parenting" is packed with daily living information (articles, tips). Further, CAEAP provides telephonic assist and search in helping clients to locate resources and services which meet their stated objectives and needs for managing childcare issues. CAEAP makes regular follow-up contacts with clients on the resources and services they have utilized.

☞ **Online Web-based Support for Work/Life Needs**

CAEAP's web-based program, entitled Balancing Work/Life, is an essential support to the work/life services specified above and provides an interactive online component. This web is integrated around the varying work/life needs of clients and is available in English and Spanish. Access is made easy through CAEAP's website, www.CAEAP.com. The Balancing Work/Life web is updated, screened, and monitored continually and is formatted with each organization's logo such that RCCD has a current work/life web where employees and family members can quickly find needed types of information. The content areas of the web are labeled: parenting, aging, balancing (personal development, relationships, emotional wellbeing topics...), thriving (fitness, nutrition, medical care, health topics...), living (consumer, safety, pet, recreation topics...), and international (immigration, living abroad, family living abroad, schooling, relocation, repatriation, ...).

- These content areas link into over 5000 educational and featured articles, quarterly newsletters called LifeLines in Spanish and English, an annotated "Best of the Web" resources, online comprehensive legal encyclopedia, ReadyDocs of legal forms and assistance in preparation, offering the ease of site search of web content by title and body text, etc.

Strand 3: Services for life management/enhancement coaching for personal improvement issues

CAEAP helps to coordinate life management/enhancement coaching with wellness coaches, licensed and certificated clinicians and degreed specialists, for clients seeking personal improvement in such coaching areas as, but not limited to, the following: executive skill building and renewal, parenting, fitness, smoking cessation, and weight management. The objective of this program is to help clients with personal improvement and setting implementation plans and attainable goals. This program serves as a motivational self-improvement mechanism which is informally implemented with clients as a self-referral.

This program is conducted by wellness coaches through the selected face-to-face assessment session model. Within this framework, the wellness coach helps the client develop a personalized wellness plan and makes recommendations to resources and services which are tailored to the desired objective. Telephonic consultation is utilized for follow-up and for identifying whether programs, resources and/or services are working well for the client to reach goals.

The overall process is intended to be both instructional and motivational for the client. Wellness coaches provide assistance in finding the tools, resources and professional services and programs, available through client's insurance and one's community. For example, the following indicates helpful areas of assistance for life management/enhancement:

Executive Coaching: Wellness coaches assist managers/supervisors and prospective managers/supervisors. Executive coaching is offered as a means for managers/supervisors, (a) to polish their work behavior skills in such areas as effective communication, interpersonal communication, leadership skills, stress management, time

management, workplace observation and monitoring, etc., (b) for renewal and refreshment of one's self-belief and work philosophies, (c) to manage the uncertainty of personal change, etc.

Parenting Coaching: Wellness coaches help clients work on effective parenting or step-parenting strategies through a personalized wellness plan. Such areas are examples of assessment: new parent support, family dynamics, emotional defense responses, current disciplinary rules and procedures in the home, etc. This coaching helps to promote healthy coping skills and strategies no matter the daily living circumstances.

Fitness and Exercise Coaching: Wellness coaches assist in motivating, identifying the optimal fitness plan and desired personal goals. Such areas as the following can be located, given client preferences, through CAEAP's special personal assist program: fitness facilities, support groups, walking and swimming programs, classes for weight and body conditioning, body image instruction, senior fitness programs, children fitness programs, at-home exercise programs, certified personal trainers, etc.

Smoking Cessation: Wellness coaches assist in identifying options for clients to stop smoking and developing a wellness plan which includes examples of assessment as the following: locating educational classes and support groups for smoking cessation, locating progressive programs for stop smoking, hospital supported programs and identifying the different forms of medications to support smoking cessation program participation, seeking emotionally based information on self-control and other support mechanisms for ongoing positive results, etc.

Weight Management: Wellness coaches help clients with formulating appropriate weight management plans for either weight reduction or weight gain. As a matter of assessment, the following are examples: locating and using registered dietitians and nutritionists, assessing effective of established programs, hospital supported programs, clinically based support groups, self-help programs, at-home programs, etc.

Specific RFP Core Benefit Sections Addressed:

Support to District

Seminars/Workshops/Orientation

Strand 4: Services for management issues and support

Management-related services for RCCD include EAP strategies and options as management tools for the promotion of a healthy work environment and for meeting the integral needs of the organization. The core benefit sections of Support to District and Seminars/Workshops/Orientations are jointly described and are included under Strand 4, Services for management issues and support.

☞ **Description of CAEAP's Educational Publicity Program and Marketing Tools**

CAEAP's education and training program is comprehensive and is conceptualized for all employees at varying levels of responsibility. CAEAP understands that all information and aspects of education and training require the approval of RCCD. CAEAP assists the organization in introducing the EAP through such items as the following: Sessions of EAP orientation and new employee orientation, copies of EAP brochures (available in English and Spanish) and wallet cards, EAP publicity posters, targeted wellness and work/life flyers, a variety of wellness posters and payroll inserts for workplace and online capability to distribute EAP literature through CAEAP's website www.CAEAP.com. For samples of EAP literature refer to the attached "Supplemental Program Materials Packet."

Maintaining the visibility of the EAP is educational and is accomplished best by using a variety of publicity techniques. With program implementation, CAEAP provides, as requested, the EAP literature for RCCD to distribute to employees and family members along with a sample cover letter initially, signed by the organization's designated official, introducing them to the EAP program; CAEAP also provides online the brochure and program access information to employees and family members including an educational EAP orientation video. CAEAP has developed a series of posters that can be placed on bulletin boards in the workplace or used for email notification of services being offered. CAEAP is capable of generating posters/flyers/e-flyers on special features of EAP services as well. CAEAP's publicity strategies are always approved by and coordinated with RCCD's EAP representative. CAEAP offers the following strategies to RCCD as a means for increasing client utilization of program services.

- Employee orientation/reorientation/new employee orientation
- Sample letter provided to management for employees and family members to reacquaint them to the services of the EAP,
- Wellness presentations with content outlines and publicity flyers,
- Educational/Health fairs,
- EAP Advisory Committee
- Quarterly wellness newsletters (English/Spanish)
- Program literature
 - EAP brochures (English/Spanish)
 - EAP posters
 - Wallet card
 - Monthly Payroll Inserts (Annual master set in English and Spanish)
 - Catalog of Seminars
 - Wellness Educational Forum for Management
- CAEAP's educational website which links employee services (www.CAEAP.com)
- Online Wellness Information Library with the RCCD logo
- Balancing Work/Life web with the RCCD logo (available in English and Spanish)

As in the past, CAEAP will work in an ongoing manner with RCCD in utilizing effective methods for publicizing the program and in creating new techniques around new organizational needs.

In addition, CAEAP provides an online, downloadable quarterly wellness newsletter entitled LifeLines. These are available in Spanish and English. This link is located on CAEAP's website, www.CAEAP.com and offers a current newsletter every quarter and archives past newsletters for clients' future use. The content of LifeLines includes current articles and tips on wellness and work/life topics.

CAEAP has enhanced wellness information options for clients to utilize online, including two web-based programs for client usage.

- RCCD can feature behavioral health topics and link pertinent articles through the Wellness Library. This web-based program is a thorough and comprehensive computer-based one which is updated continually for client use, providing new articles from mental health /behavioral health journals, magazines, newspapers, book reviews and other periodicals along with other media offerings such as wellness videos by experts in the field. This web maintains a Supervisory Toolbox topic area which includes a video on EAP Management Training proving to be useful for orienting individual managers to the EAP supervisory referral process. The Wellness Information Library is client friendly and easily accessed through CAEAP's website. This web-based program was described above in Strand 1, Services for behavioral health/mental health issues.
- RCCD's employee and family members have access through CAEAP's website to a comprehensive work/life web-based program, entitled Balancing Work/Life. This web has been fully described above, previously described in Strand 2, Life management services for work/life Issues.

Assisting in Developing EAP-related Policies and Procedures

RCCD's policies and procedures become the foundation of the program. Expertise in the area of organizational development is available in order to help client organizations develop and administer policy on employee assistance issues, such as drug-free workplace, alcohol and drug policy, use of supervisory referrals for work-related improvement, EAP administration and federal mandates (ADA, DOT, etc.).

Current operating procedures of RCCD are followed by the EAP in working with employees, for such situations involving employee discipline and performance review, principles of supervisory training, pre-employment screening for drug use, expectations about the use of alcohol/drugs and their effect on performance, accidents, worker compensation claims, etc.

☞ **Employee Education: Seminars/Workshops/Orientation**

(a) Wellness presentations/seminars

On the request of RCCD, CAEAP provides “brown bag” seminars for groups of employees on “wellness” and “work/life” issues on topics identified by RCCD which may contain a wide-array of topic areas. These seminars are provided at centrally located designations for implementation. Educational sessions are usually approximately sixty (60) minutes in length. CAEAP’s “Catalog of Seminars” provides the procedural expectations—which allows for 30 days, if needed, for implementation—and the possible topics with the suggested presentation time. The topics will vary according to the needs identified by RCCD; they may range from drug/alcohol use in the workplace to problems of parenting, conflict resolution with family or peers, smoking cessation, coping with stress at work or at home, stress management, balancing work and home responsibilities, etc. The topics to be presented are drawn from the endless array of wellness issues identified by RCCD (refer to **Attachment 6**, CAEAP’s Catalog of Seminars brochure).

(b) Wellness workshop format

On the request of RCCD, employee education is presented in a short-term intervention series on targeted topics, i.e., customer service presence, working cooperatively in the workplace, appropriate professional work decorum, coping with uncertainty, etc.

(c) Work group-based intervention

With the intended purpose of assisting management in the resolution of workplace conflict, CAEAP can provide short-term intervention related to specific, targeted situations of work group conflict resolution, i.e. coworker discord, lateral employee disputes, professional conduct, working cooperatively as a team, etc.

(d) Employee orientation/reorientation/new employee orientation

The purpose of employee orientation is to introduce employees to the EAP—on how to access and utilize EAP services. Orientation includes information on confidentiality, employee assistance program procedures, scope of problems for which assistance is available, qualifications of the CAEAP staff, and the program participation process. Part of the orientation is to provide participants with EAP publicity materials (program brochures, wallet cards, web-based program flyers and posters). As a point of information, the EAP brochures are located in English and Spanish and are easily accessed online at CAEAP’s website, as well.

Employee orientation/reorientation for current and new employees will be arranged by CAEAP with RCCD, based on particular conditions and needs, regarding the type of presentation and the scheduling of orientation. New employee orientation sessions can be scheduled according to the needs of RCCD. As part of the orientation, the use of the web-based programs is presented instructionally to provide an overview of the content available.

To orient current and new employees and family members and then reacquaint current employees to the EAP and its service program, CAEAP’s website, www.CAEAP.com, links to

CAEAP's employee orientation video, where individuals can participate online in employee orientation 24/7.

☞ **Management Education & Training: Seminars/Workshops/Orientation**

The components of the management/supervisory training program are specified in the Wellness Educational Forum for Management brochure (**Attachment 7** - refer to the accompanying "Supplemental Program Materials Packet" to see the actual brochure). Given the nature of the work of EAP, ongoing training goals for management and supervisors are designed around EAP-related management needs of client organizations with the purpose of providing short-term education which is solution-focused and serving frequently the goal of intervening in problematic work-group situations. The following components compose the educational training program for management.

- (a) **Management Consultation:** Management personnel at all levels can access telephonically a confidential consultant who can assist them in thinking through a process of strategies on how to work with problem employee situations and/or employee deteriorating work performance issues—identifying how the EAP can be used as resource in helping to resolve the issues. There are a number of possible strategies by which the EAP may be able to assist management. For example, one possible strategy resulting from management consultation may be following the supervisory referral process or possibly a short-term intervention plan for educating a particular work group on needed information and expectations. Other strategies, given the needs, may take the form of co-worker mediation between two lateral employees who are in conflict or the implementation of the management referral process.
- (b) **Executive Coaching:** This is offered as short-term intervention strategy as a self-improvement process for managers/supervisors and prospective managers to work on management skill areas in a supportive environment.
- (c) **Online Supervisor's Toolbox:** To find information particular to management-related issues concerning research, articles, references, etc., the Wellness Library offers a link to specialized management information focusing on issues surrounding supervisory work and provides the EAP Management Training video online for the purposes of the organization and the employee.
- (d) **EAP Management Training:** Two modes of presentation are offered for new supervisors and other supervisors who have not, as yet, experienced this training. In fact, this training may be offered to supervisory groups as a retraining of EAP services.
 - **Training on EAP Supervisory Referral Process**

This training assists managers/supervisors in working with employees on work performance improvement by integrating the EAP as a resource. This training highlights well-accepted tenets of supervisory skills and offers a comprehensive three-phase program on

implementing the EAP supervisory referral (augmented by inclusion of a Supervisor Handbook). Supervisory referrals to the EAP are based on helping employees with work-related job performance issues—the EAP serving as one resource available for job-related improvement.

EAP management training serves the dual purpose of: 1) orienting supervisors on how to work with employees who are experiencing a deterioration of work performance and how to document work performance systematically, and 2) helping supervisors to integrate EAP assistance into the improvement process for helping the employee remediate work performance issues.

This training includes information on how to implement the EAP as part of the improvement process for poor work performance and other related organizational issues. This training can discuss barriers which managers and supervisors face in taking corrective action with employees, the phases and stages managers/supervisors go through when they start to notice deteriorating job performance, and the federal regulations which interface with mental health/substance abuse concerns, i.e., Drug-free Workplace Act, ADA, DOT, if covered, etc.

CAEAP can also help find answers to current legal questions, advisement in respect to the proper language for supervisors to use in the documentation process and any other EAP areas deemed as needing assistance by RCCD.

CAEAP will design and conduct all training in consultation with the appropriate staff person(s) of RCCD. EAP management training, incorporating the EAP as a resource in the improvement process, is usually conducted through a centralized approach and is available in three modules:

Module 1: CAEAP will provide executive and senior management training for all chief administrative personnel. This session is extremely useful as it provides top administrators with an overview of the program. In most situations, these sessions are designed to run for approximately 30 minutes and are scheduled at top management's request and convenience.

Module 2: CAEAP provides EAP middle management training. This training is approximately 1 ½- 2 hours and is targeted for persons providing supervision as part of their day-to-day work duties. This training will not only acquaint supervisors on how to incorporate the EAP into their supervisory strategies but will also demonstrate how to apply the steps of the training model: observing, documenting, informing (constructive confrontation), referring, and monitoring. To enhance the probability that supervisors will refer troubled employees to the EAP, the supervisory training emphasizes the following considerations:

- Proper language to use when confronting and documenting employees in order to lessen the risk and liability for RCCD,
- Employees would rather be offered EAP services as an improvement mechanism rather than disciplinary action,

- EAP provides ongoing support to managers and supervisors when dealing with sensitive supervisory issues—decreasing liability issues for RCCD,
- A referral to the EAP will benefit the employee personally and professionally,
- RCCD is committed to the idea of using EAP as a management tool in working with employees as people.

Module 3: This training is to accommodate the ongoing needs of newly hired or promoted managers and supervisors and is offered in relation to the viewing of the online EAP Supervisory Training video. Arising from the online viewing of the video and on request, a telephone follow-up consultation with a CAEAP consultant will be arranged.

- The Essentials of Supervision: Management Orientation on EAP

This training is an overview of EAP services and is designed to be conducted in a 30 minute session. This overview integrates the use of the EAP into the organization’s policies and procedures and acquaints/reacquaints management to the essential EAP services.

- (e) Management Trainings for Alcohol/Drug Education: CAEAP can provide reasonable suspicion training, alcohol and drug recognition training, DOT required training under 49 CFR Part 40, etc.
- (f) Other Management Education through Presentations/Seminars: The purpose of seminars is educational and can be work-group specific when requested. They serve short-term, solution-focused objectives. The topic areas present a wide-array and can always be customized. The suggested areas are identified in the Wellness Educational Forum for Management brochure (**Attachment 7** - refer to the accompanying “Supplemental Program Materials Packet” to see the actual brochure), such as the following: stress management, management of emotions, alcohol and drugs in the workplace, employee relations, workplace communication, customer service, leadership building, etc.
- (g) Special Projects are beyond the scope of the EAP field and usually are characterized by long-term outcomes (i.e., organizational reorganization, lay-offs, changes in the workplace, comprehensive staff development/in-service projects, etc.). The EAP can assist in the following ways: (1) helping management in developing/planning strategies and assessing needs, (2) helping the organization to coordinate into the possible special project EAP intervention or wellness strategies, (3) recommending names of qualified consultants whose expertise and experience meet their training needs for special projects and of whom the organization can work directly. Long-term, comprehensive staff development for an employee population is regarded as special projects outside the EAP framework of the selected assessment/intervention model which focuses on short-term, solution-focused objectives for specifically identified EAP-related needs.

☞ Supervisory Referral Process

The supervisory/management referral process provides a proactive, progressive approach in working with the troubled employee and in assisting the supervisor in strategizing appropriate procedures and methods in helping the employee. This type of referral is used to promote workplace productivity and is focused on job performance and work-based issues. The formal supervisory referral acts as a beneficial tool for management in obtaining clinically recommended assistance for employees who have substance abuse/misuse issues and is effective in dealing with unproductive work behaviors and where employees display, for example, inappropriate manners of communication, or disruptive, threatening or violent behavior.

The following demonstrates the progressive quality inherent in the three types of supervisory referrals, with each referral type demonstrating more intense needs for the employee to demonstrate to the employer one's participation in the EAP as an improvement resource. The EAP's role is to assist management in establishing effective strategies for helping employees to have opportunities to learn more effective skills related to work performance needs.

- Supervisory encouragement occurs when the supervisor suggests to the employee that he or she might benefit from using the EAP. At this level, the supervisor is merely reminding the employee that the organization has this resource available to them. No feedback to the supervisor from the EAP on client participation occurs. This is akin to a self-referral status.
- An informal supervisory referral occurs when a supervisor makes a referral to the EAP that a particular employee should be contacting the EAP about assistance. The EAP provides feedback to the supervisor that the employee contacted the EAP. At this level of referral, the supervisor only desires to know that the client contacted the EAP and followed through on the first step of the EAP process. As an initial procedure, the EAP gets appropriate client authorization of release for such information to be transmitted to designated RCCD management personnel.
- A formal supervisory referral serves as an educational resource for work performance issues and occurs when a supervisor makes a referral of an employee to the EAP. The supervisor desires to know that the employee follows through on the referral, not only contacting the EAP and following through on the first step of the EAP process, but that the employee complied with the assistance program (related only to work performance issues) and completed satisfactorily the assistance program recommendations as a means of acquiring learning on more effective skills and/or work behavior. The assistance program seeks to remediate unproductive work behaviors and provides new (under-utilized) knowledge and skills such that the employee, in order to demonstrate improvement, can choose to apply more effective skills in the workplace. As an initial procedure, the EAP obtains appropriate client authorization of release for conveying treatment/follow-up information to be transmitted to designated RCCD management personnel.

In accordance with authorization of release by client, the informal supervisory referral as described above allows for management feedback on employee contacting the EAP and keeping

the EAP assessment appointment while the formal supervisory referral provides for the referring supervisor or management person to receive the following assistance program feedback:

- Whether the employee made and/or kept the initial appointment of EAP education,
- Whether the employee accepted or rejected participation in the EAP's work-related education.
- The supervisor will also be notified of an employee's progress and program status as treatment follow-up, provided that appropriate releases of information have been signed.

☞ **Human Resource (HR)/Management Consulting**

EAP consultation with Human Resources and management is an ongoing service to supervisors and managers and will include assistance on how to work effectively with difficult workplace situations and people, how to implement the EAP as an improvement mechanism and on how to use effective strategies with troubled employees. The EAP can assist the organization at all levels in establishing effective strategies, discerning special project needs, and in coordinating EAP-related services. HR/management consultation for EAP and substance abuse services is supervised by an organizational specialist at the Ph.D. level.

CAEAP has on staff the specialized expertise to assist managers in referring troubled employees to employee assistance services. Please note that CAEAP's management consultation seeks to follow the procedures and expectations of the client organization. Using a toll-free telephone number, managers can access a confidential consultant who will assist them in problem areas, i.e. how to work with troubled employees within the supervisory/management referral process, implementing effective strategies given specific situational context, and meeting organizational expectations, etc.

☞ **Crisis Management**

CAEAP's service area of crisis response and intervention was described fully in the aforementioned Strand 1, "Services for behavioral health/mental health issues." As a management tool, the following is supportive of Crisis Response and Intervention services described in Strand 1— facilitating management's application of the Crisis Response Stress Management program.

CAEAP has extensive experience in crisis management and can assist client organizations as RCCD requests with the development of psychological disaster plans and consultation with management at the time of a crisis situation.

- CAEAP can assist in the development of a comprehensive psychological disaster plan. When a plan is developed in advance, management has a protocol to follow. On-scene management personnel have information regarding the making of emergency decisions that are in the best psychological interests of the employees, and staff has specific suggestions designed to start the healing process.

- Consultation to management at the time of a crisis situation or event is available. CAEAP, as deemed appropriate and necessary, can be made immediately accessible by phone to help your management staff make the important emergency decisions.

☞ **Program Evaluation:**

(a) Utilization Reporting

One indicator of the EAP's effectiveness is the rate of usage by the employee population. This information is readily available in the quarterly/annual statistical reports. CAEAP's utilization report provides summary information which graphically describes the data of client usage and is provided to the RCCD on a quarterly/annual basis. The utmost care is taken to insure the protection of confidentiality and privacy in the preparation of all statistical reports. Refer to **Attachment 8** for a sample copy of the quarterly and year-to-date reporting. The annual report provides a summary discussion of service areas accessed, usage patterns and specific suggestions to the client organization in this regard.

(b) Survey of Satisfaction

As part of CAEAP's quality assurance program, ongoing feedback from clients regarding service and providers is collected informally and formally through the methods of survey and interview. Surveying clients as to program satisfaction is ongoing with clients throughout each step of the EAP. At the time of follow-up when concluding EAP involvement, the client satisfaction survey data to be collected is shown in **Attachment 9**.

(c) Evaluation Meeting(s) with Designated District Staff

- CAEAP would view an annual meeting with RCCD to discuss, review and evaluate EAP services as highly beneficial and extremely important to program enhancement. In fact, CAEAP knows the benefit in other client organizations of having an ongoing EAP Advisory Committee which meets at least quarterly to support the quality of needed service.

- Description of EAP Advisory Committee

The implementation of an EAP Advisory Committee has been incorporated as a functional employee body in other CAEAP contracts. The EAP Advisory Committee is maintained as an important component for enhancing communication and ongoing evaluation. The composition of the group usually involves participation from the following groups: representatives from unions, departments/divisions, human resources department, significant others within the organizational structure, and CAEAP representatives. The representatives tend to be rotated on a scheduled basis by Human Resources Department, opening more chances for employee participation and more opportunities for ongoing cooperation.

The role of such a committee is consultative and advisory. Regular meetings (quarterly, semi-annual, etc.) need to be scheduled, maintaining a yearly calendar of meetings for this employee group. Proceedings of the meeting tend to be informal enhancing the cooperative process between labor and management.

Objectives of an EAP Advisory Committee are designed to be the following:

- ✓ Combine efforts to publicize and promote understanding of the purpose of the EAP,
- ✓ Monitor overall program effectiveness,
- ✓ Input and feedback mechanism on training,
- ✓ Identify at an early stage any problem in the administration of management/union referrals and resolve any conflicts regarding EAP services.

RFP FOR EMPLOYEE ASSISTANCE PROGRAM

**For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)**

RCCD EXPECTATIONS FOR PROGRAM IMPLEMENTATION RFP, PART V, E

As a comprehensive, full-service EAP and management consultation firm, CAEAP seeks to work mutually as an appendage to and in support of the District's established goals with management staff who are responsible for promoting employee benefits, employee relations, wellness programs, family member outreach, and etc.

The educational and marketing campaign for EAP implementation does demand time and attention initially to considerations and tasks as the following; however, CAEAP works at the request and the invitation of RCCD on many management-related needs for services and activities, especially on the ongoing EAP publicity and wellness educational program. CAEAP, being client-centered, strives to fulfill the role of being responsive, maintaining confidentiality and privacy, to the varying needs of multiple clients (employees, family members, management, and client organizations).

Suggested Steps For Program Implementation

CAEAP is prepared to facilitate a rapid implementation of the Employee Assistance Program.

1. Authorize to implement an EAP given RCCD's selected session model option.
2. The RCCD designates an internal staff member to work with CAEAP's staff.
3. Establish supervisory referral procedures particular to RCCD.
4. Review or establish policy statements on the use of the Employee Assistance Program services.
5. Establish administrative procedures for employee orientation.
6. Establish administration procedures for supervisory training.
7. Printed material, i.e., wallet cards, brochures, wall posters, etc. provided to the RCCD.
8. Review the exact nature of the RCCD's benefits which relate to EAP implementation.
9. CAEAP begins the process to learn about the RCCD's personnel policies and procedures pertinent to EAP implementation (i.e., alcohol and drug policy, employee alcohol and drug testing policy (if applicable), employee disciplinary policy, ADA issues, sick leave and vacation and disability benefits, etc.
10. Printed EAP materials set for distribution.
11. A sample of an employee program announcement letter will be provided to the organization from which the organization's official(s) will inform the

- employees/family members of the new employee assistance service being implemented.
12. Educational model for management/supervisory training completed, reviewed and approved by RCCD.
 13. Educational models of EAP management/supervisory training selected with frequency of implementation understood.
 14. Employee orientation program coordinated.
 15. Administrative procedures reviewed.

Specifically with implementation, CAEAP will need information on RCCD's current employee benefit and health insurance program, organizational policies as applicable, information on collective bargaining MOU's as it relates to EAP expectations, etc. For ongoing program evaluation, one of the most effective tools is the strategy of the EAP Advisory Committee. The decision to establish an EAP Advisory Committee is at the discretion of RCCD and can be implemented at any point in the contract term.

As clarification, the expenditure of RCCD's staff time on EAP management support services is at the discretion of RCCD, for EAP services are resources which can be implemented at any time to meet new needs of RCCD.



RFP FOR EMPLOYEE ASSISTANCE PROGRAM

**For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)**

COST OF SERVICES RFP, PART V, F

CAEAP's Payment Policy

For the duration of the contract, the statement date is the first of each month with payment to Community Action EAP being due on the 15th of each month—providing for a ten (10) day net—such that payment received by CAEAP after the 25th of each month is subject to a late fee to be charged against the particular account on the next monthly statement. Separate service charges for crisis response occurring in one month are invoiced on the succeeding month's invoice. Please note there are no associated minimum or start-up costs for program implementation.

Program Cost Constructs

- (a) Based on EAP Session Model selected:

The cost options include two: (1) 1-3 assessment session model, or (2) 1-5 assessment session model. The program cost will be billed monthly as a flat administrative fee. Itemized pricing of service items per selected model is included.

- (b) Separate Cost for Workplace-related Crisis Response and Intervention:

The cost derives from the term “response” which refers to implementation of a specific strategy of either CMB, defusing, or CISD, as explained in the Scope of Services RFP section. The cost is charged “per response” signifying the following service application for an initially identified response group of impacted employees at a particular site where initial intervention may necessitate and include additional follow-up session(s) for that group—with necessary follow-up included within the initial response charge.

The cost of “onsite support” derives out of the need for onsite professional clinical support when individual employees experience situational emotional distress given a workplace event which may or may not be traumatic, as described in the Scope of Services RFP section. This onsite support is priced separately and in addition to crisis response when applied concurrently. CAEAP includes a bank of five (5) hours per utilization/contract year (with no carry over to succeeding year) as measured as onsite EAP hourly time provided. Onsite EAP hourly time provided beyond the bank of onsite support hours per year is charged at \$150 per hour on the succeeding month's invoice.

(c) Systemic occurrence of workplace distress or trauma

Systemic workplace distress or trauma with crisis response required beyond one site at a time, as defined above in (a) and (b)—to all or multiple sites will be assessed on a case by case basis to determine the use of crisis response strategies and when additional costs are warranted.

Provision for Force Majeure Clause: Neither party shall be responsible for any delays, errors or failures to perform caused by or resulting from any act, omission or condition beyond its reasonable control, whether or not foreseeable or identified, including, without limitation, acts of any governmental body, war, terrorist attacks, insurrection, sabotage, embargo, natural disaster, etc.

Itemized Cost Proposals

The succeeding pages provide two (2) itemized cost proposals.

OPTION 1: EAP Cost Proposal for Riverside Community College District

The program cost per month is considered a flat administrative fee, based on the employee count of approximately 2,149 for Riverside Community College District.

OPTION 1: Three (1-3) Session Assessment Model

	<u>Cost per employee per month</u>	<u>Per incident</u>	<u>Fixed price per month</u>	<u>Cost per year</u>
<u>EAP Services</u> (As defined in Scope of Services)	\$1.84	NA	\$ 3,954.16	\$ 47,449.92
Up to 3 Session Model of Assessment	Included			
National Licensed/Certificated Provider Network	Included			
Unlimited Employee Orientation	Included			
Unlimited Wellness Seminars/Workshops	Included			
Unlimited Management Training/Orientation	Included			
Work Group Conflict Resolution Intervention	Included			
CAEAP's Website/Promotional Materials	Included			
EAP Publicity Program of Materials	Included			
EAP Advisory Committee Participation	Included			
Work/Life consultation/referral/resources	Included			
Financial	Included			
Legal	Included			
Eldercare	Included			
Childcare	Included			
Quarterly Newsletters Online	Included			
Special Personal Request Information Search	Included			
ID Theft Prevention/Recovery	Included			
Balancing Work/Life Web	Included			
Wellness Information Library Web	Included			
Management/HR Consultation	Included			
Management/Supervisory Referral	Included			
Life Enhancement Coaching	Included			
Substance Abuse Services	Included			
DOT/SAP (49 CFR Part 40)	Included			
Crisis Response/Intervention*	\$250.00 per response with follow-up, as needed			
Onsite support	Included bank of 5 hours per utilization year;			
	\$150 per EAP hourly time over bank of included hours			
Crisis Management Support	Included			
Quarterly/Annual Utilization Reporting	Included			

*Systemic or system-wide workplace distress or trauma with crisis response to all or multiple sites will be assessed on a case by case basis to determine the use of crisis response strategies and when additional costs are warranted.



OPTION 2: EAP Cost Proposal for Riverside Community College District

The program cost per month is considered a flat administrative fee, based on the employee count of approximately 2,149 for Riverside Community College District.

OPTION 1: Five (1-5) Session Assessment Model

	<u>Cost per employee per month</u>	<u>Per incident</u>	<u>Fixed price per month</u>	<u>Cost per year</u>
EAP Services (As defined in Scope of Services)	\$2.00	NA	\$ 4,298.00	\$ 51,576.00
Up to 5 Session Model of Assessment	Included			
National Licensed/Certificated Provider Network	Included			
Unlimited Employee Orientation	Included			
Unlimited Wellness Seminars/Workshops	Included			
Unlimited Management Training/Orientation	Included			
Work Group Conflict Resolution Intervention	Included			
CAEAP's Website/Promotional Materials	Included			
EAP Publicity Program of Materials	Included			
EAP Advisory Committee Participation	Included			
Work/Life consultation/referral/resources	Included			
Financial	Included			
Legal	Included			
Eldercare	Included			
Childcare	Included			
Quarterly Newsletters Online	Included			
Special Personal Request Information Search	Included			
ID Theft Prevention/Recovery	Included			
Balancing Work/Life Web	Included			
Wellness Information Library Web	Included			
Management/HR Consultation	Included			
Management/Supervisory Referral	Included			
Life Enhancement Coaching	Included			
Substance Abuse Services	Included			
DOT/SAP (49 CFR Part 40)	Included			
Crisis Response/Intervention*	\$250.00 per response with follow-up, as needed			
Onsite support	Included bank of 5 hours per utilization year;			
	\$150 per EAP hourly time over bank of included hours			
Crisis Management Support	Included			
Quarterly/Annual Utilization Reporting	Included			

*Systemic or system-wide workplace distress or trauma with crisis response to all or multiple sites will be assessed on a case by case basis to determine the use of crisis response strategies and when additional costs are warranted.



RFP FOR EMPLOYEE ASSISTANCE PROGRAM

For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)

REFERENCES RFP, PART V, G

SAMPLE OF CLIENT ORGANIZATIONS UNDER CONTRACT WITH COMMUNITY ACTION EAP INC. OF SIMILAR SIZE AND SCOPE TO RCCD

California State University, LA
5151 State University Drive
Los Angeles, CA 90032-8534
(323) 343-3654
Lisa Sanchez

University of LaVerne
1950 3rd Street
La Verne, CA 91750
(909) 593-3511 x 4075
Frank Montalvo
National/international

Riverside Unified School District
3380 14th Street
Riverside, CA 92516
(951) 788-7585 x 80601
Debra Campbell

Jurupa Unified School District
3924 Riverview Drive
Riverside, CA 92509
(951) 360-4114 x 234
Tammy Elzig

City of Pasadena
100 North Garfield
Pasadena, CA 91109-7215
(626) 744-4369
Karyn Ezell

City of Riverside
3900 Main Street
Riverside, CA 92522
(951) 826-5574
Rhonda Strout

Metropolitan Water District of So. Calif.
700 N. Alameda Street
Los Angeles, CA 90012
(213) 217-7966
Suresh Radhakrishnan

Superior Court of San Bernardino County
172 West Third Street, 2nd Floor
San Bernardino, CA 92415
(909) 387-6240
Sheri San Miguel

Medtronic
710 Medtronic Parkway
Mailstop LE 105
Minneapolis, MN 55432
(763) 505-4001
Linda Kas
California, Arizona, Texas

CalPortland
Corporate Office
2025 E. Financial Way
Glendora, CA 91741
(626) 852-6200
Brian Sleeper
National

Los Angeles News Group (Corporate Office)
Media News Group-Bay Area News Group
21860 Burbank Blvd., Suite 200
Woodland Hills, CA 91367
(562) 499-1237
Gloria Arango
California State-wide

Oakley
One Icon
Foothill Ranch, CA 92610
(949) 829-6326
Barbara Barry
National/international



RFP FOR EMPLOYEE ASSISTANCE PROGRAM

For Riverside Community College District (RCCD)
By Community Action Employee Assistance Program, Inc. (CAEAP)

SIGNED STATEMENT OF UNDERSTANDING RFP, PART V, H

CAEAP understands completely and thoroughly the EAP service work of RCCD's Request for Proposals regarding Employee Assistance Program and commits fully to perform quality service work as specified herein and in accordance with newly identified needs of RCCD. The content, as described in this RFP response, detailing CAEAP's comprehensive services promote the state-of-the-art in the field of EAP for program implementation and service delivery. At the foundation of CAEAP's EAP service delivery are the intended goals for beneficial program impact and effect:

- o To provide employees and family members with professional, confidential and effective assistance in coping with personal issues and difficulties,
- o To provide a means to managers/supervisors for addressing and dealing with job performance problems which are evolving from personal issues of employees,
- o To employ awareness strategies for communicating the helpfulness of the Employee Assistance Program, emphasizing the ease by which people can access confidential assistance to resolve personal issues,
- o To assist those employees whose job performance has been affected by personal issues to return to an acceptable job performance level,
- o To act as a prevention mechanism and an early intervention resource available to employees as a means of assisting the RCCD in containing the cost of benefits related to personal issues affecting job performance and productivity.

The intent of CAEAP's RFP response is to work mutually and cooperatively with the RCCD to help employees and family members who are troubled by personal issues and as such assisting in promoting overall wellness and well-being of employees, and by doing so, contribute to employee productivity and effectiveness. Further, CAEAP understands the parameters of all parts of the RFP expectations and the Contract Terms and Conditions as set forth in Part VI of RCCD's RFP.

Understood and Acknowledged:

Robert A. Bruner
Robert A. Bruner, CEAP
CEO/President

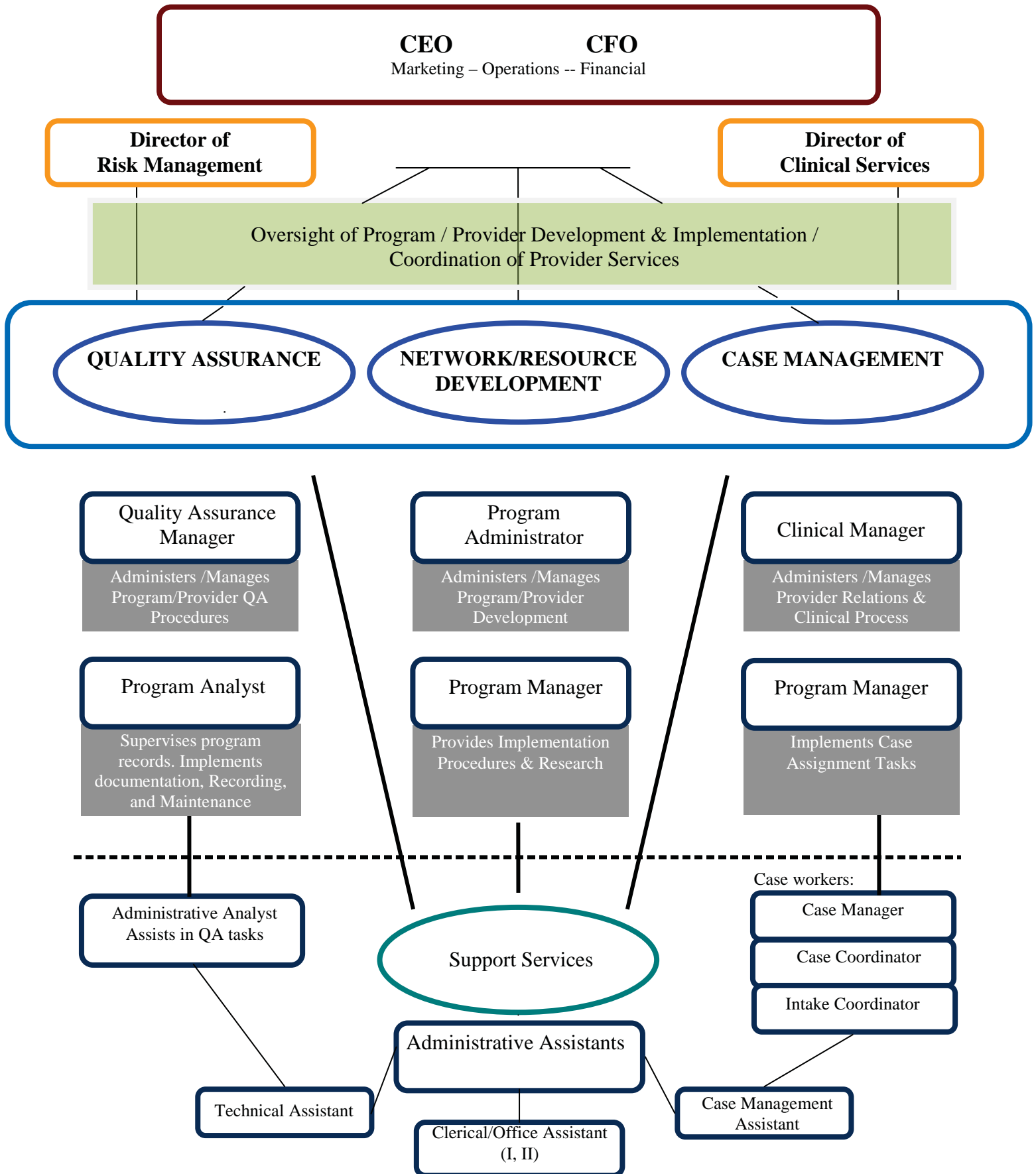
3-01-10
Date

Kathleen A. Bruner
Kathleen A. Bruner, Ph.D., CEAP
CFO/ Vice President

3-01-10
Date



Community Action EAP Inc. / National SAP Network Organizational Structure



PROGRAM PARTICIPATION

TYPICAL PROGRESSION OF CLIENT THROUGH EA PROGRAM

SELF/FAMILY REFERRAL

Employee/Family Member experiences personal problem(s)

Referral to EAP



SUPERVISORY REFERRAL

Employee experiences decline in performance

Supervisor documents poor performance

Supervisor discusses work performance issues with employee

Employee performance improves

Performance continues to decline

Employee offered EAP as a resource in the improvement process

Referred to the EAP for educational skill building related to work performance issues

EAP Care Coordinator arranges EAP services

Problem Identification (Diagnostic Action Plan) by Licensed/Certificated Professionals

Referred to outside services for ongoing care or resources

In-House EAP assistance / short term counseling

EAP Coordinator Follow-up with client

Determination of Problem Resolution Status

Determination of Potential Reassessment

EAP monitoring of assistance program as authorization provides:

Follow-up with designated supervisor

Follow-up with assistance provider

Determination of assistance program progression/completion

STATEMENT OF UNDERSTANDING



WELCOME TO YOUR EMPLOYEE ASSISTANCE PROGRAM!

Community Action EAP (CAEAP) is your Employee Assistance Program (EAP). We realize that this is an important step you are taking by coming to the EAP, and we assure you that this service is confidential for employees and their family members. The EAP provides professional help in identifying and in helping you resolve personal issues and problems as quickly and as effectively as possible. It is understood that your participation in the EAP is voluntary.

The EAP provides a free assessment where you and/or family members will be provided a face-to-face session with a trained, licensed/certified professional who will help you identify your particular issues or problems which include a wide-array of non-health as well as health-associated areas. At the time of initial assessment, the EAP service provider represents CAEAP and is performing the function of EAP. Assessment involves an initial assessment at no cost allowing for up to ___ additional EAP sessions if the determination is made that resolution can result within EAP assessment. The assessment involves the gathering of information in order to help you, the client, put the problem or issue in perspective. This does not constitute a formal diagnosis. If the problem cannot be resolved within EAP assessment, a referral for ongoing care or treatment will be made immediately after the first session. Following assessment, the EAP determines the appropriate course of action, your EAP case worker will call you and provide you with this information—offering alternatives and resources as appropriate. If ongoing, licensed professional assistance is needed, a number of options or alternatives are offered to you or your family members. The first and most important consideration, when ongoing care or treatment is necessary, is to interface with insurance options available to clients. CAEAP works with all mental health insurance carriers and serves to facilitate the employee in using their mental health benefits. In addition, CAEAP provides the client with alternative choices outside of insurance carriers—affordable resources and services in relation to their assessed needs. Based on the option selected by the client, the EAP will facilitate each step of the process for the client.

As a standard practice, CAEAP follows you through each step of the process, and follow-up phone contacts are made to each client in order to assist you toward the desired result of resolving the problem. If you have any concerns at any point in the EAP process, please call your EAP case manager at 800-777-9376. At anytime in which you wish to discontinue contact with the EAP, please feel free to let us know and we will not contact you any further. CAEAP is here to help you through what you consider to be difficult or somewhat troubling situations or issues in your life.

As stated, the EAP is confidential. Information concerning your use of the EAP is outlined in the EAP Confidentiality Policy below with parameters defined by the attached Notice of Privacy Policy.

CONFIDENTIALITY POLICY

EAP client participation is confidential whereby CAEAP and its representatives adhere to all applicable federal, state, and professional statutes governing confidentiality and privacy. Information will not be released without the individual's written authorization except for the limits of confidentiality given below. Please read the attached Notice of Privacy Policy in conjunction with this policy.

Limits of Confidentiality: Four areas are subject to disclosure by the EAP without written release from client: (1) when reporting child abuse and/or elder abuse and/or dependent adult abuse, (2) when relating information about being a risk to oneself or others, (3) when relating the intention to commit illegal acts or threats to the organization, other employees, or the EAP, and (4) when a supervisory referral is made by a supervisor, information that the employee contacted the EAP and attended educational/assessment session(s) will be communicated by the EAP to the designated supervisor.

It is understood that, (1) All EAP-related case information pertaining to individual EAP participation and EAP processes of client assessment, referral, case management, etc. are owned solely by CAEAP; (2) For purposes of legal claims, litigation, disciplinary action, or otherwise, third party entities will not receive EAP case information directly from CAEAP with an exception of a court order or its legal facsimile; (3) If you allow for inclusion of others such as one or more family members in the EAP process of assessment, you have chosen to waive consent such that you have authorized these individuals to know the confidential information you and others imparted during EAP assessment.

Be advised that at the time of case closure that only EAP outcome information of assessment/referral for individual cases is maintained per organizational policy for seven (7) years, which coincides with a consensus of state and federal law, as applicable, for professional licensed/certified service providers.

If you have any questions regarding the above, please call your EAP case worker at (800)-777-9376. I acknowledge I have read this Statement of Understanding and the attached Notice of Privacy Policy and that I do understand its content.

CLIENT SIGNATURE

DATE

GUARDIAN SIGNATURE (If client minor)

Printed Name

If applicable, waiver of consent for:

Signature of Other Attendee

Printed Name

Signature of Other Attendee

Printed Name

NOTICE OF PRIVACY POLICY

Community Action EAP Inc. (CAEAP) values its relationships with client organizations, its employees and their family members. CAEAP is not a covered entity under HIPAA and does not store or collect 'Protected Healthcare Information' (PHI) as defined by HIPAA, but as a business associate, on varying occasions given specific tasks to be conducted, of covered entities under HIPAA, all parties--who use and have used the services of CA/EAP--have and will continue to have the assurance of privacy safeguards that protect and secure their personal confidentiality and privacy. Given this frame of reference, CAEAP is committed to maintaining the security and the confidentiality of health-related information and maintains compliance with applicable federal and state health information and confidentiality laws and regulations.

CAEAP's Privacy Standards

- CAEAP maintains all individual health-related information in a protected and secured manner.
- CAEAP and CAEAP's representatives adhere to all federal, state, and professional statutes governing confidentiality and privacy.
- CAEAP maintains a secure procedure for conducting any business around the electronic transfer of health-related information.
- CAEAP and CAEAP's representatives educate all program participants prior to assessment through a Statement of Understanding which states specifically the limits of confidentiality-- when information may be disclosed without written authorization of the individual (refer to the following Confidentiality Policy on Information Disclosure).
- CAEAP and CAEAP's representatives assure all entities that they have never and will never be involved in any way with marketing or selling nonpublic personal information (i.e. name, address, telephone number, gender, social security number, date of birth, etc.).

Information Collected by CAEAP

CAEAP in the course of the intake/assessment/referral process does not maintain medical information (records or files) but collects case information regarding assessment/problem identification outcomes, case management procedures performed and pertinent nonpublic personal information and health-related information required for individual case administration and follow-up. Such information is not sustained beyond case closure.

Use of Collected Information by CAEAP

CAEAP uses all individually collected information to coordinate the EAP service functions with the appropriate EAP assessment representatives selected for each service function in managing the case from the point of case referral to case conclusion. All of CAEAP's representatives conducting EAP assessment services are governed by CAEAP's confidentiality and privacy policy at the time of conducting such services. All information communicated from CAEAP to CAEAP's representatives and from CAEAP's representatives to CAEAP are bound within mutual confidentiality under the law and individual provider service agreements. All participants prior to assessment understand through the Statement of Understanding that at the time of case closure that EAP referral outcomes for individual cases are maintained by law for seven (7) years, but individually collected information not related to EAP case outcomes is not maintained.

Confidentiality Policy on Information Disclosure

Limits of Confidentiality: Four areas are subject to disclosure by CAEAP without written release from client: (1) when reporting child abuse and/or elder abuse and/or dependent adult abuse, (2) when relating information about being a risk to oneself or others, (3) when relating the intention to commit illegal acts or threats to the organization, other employees, or the EAP, and (4) when a supervisory referral is made by a supervisor, information that the employee contacted the EAP and attended educational/assessment session(s) will be communicated by the EAP to the designated supervisor.

Access to Individual Information

An individual who has participated in EAP services with CAEAP may receive a copy of case information by requesting such from the Quality Assurance Manager. There is a procedure in place for identifying the rightful person *[the person who may legally receive such information]. After an individual has been identified as that *rightful person, a copy of case information will be supplied to that individual. For purposes of legal claims, litigation, disciplinary action, or otherwise, third party entities will not receive EAP case information directly from CAEAP; such a transmission of said information is only achieved through the discretion of the *rightful person who would decide to supply such information to a third party.

Designation of Privacy Official

For questions or further information regarding the privacy policy, please contact CAEAP's Director of Operations.

**Para preguntas o mas información contra la Nota de Póliza Prevacidad, por favor contactén al EAP.

Comprehensive Work/Life Services for Consultation / Resource & Referral

CAEAP, being the premiere provider of EAP services, offers the state-of-the-art work/life program providing in this listing referral and resource options with telephonic consultation support. Employees and their families will find work/life support services highly beneficial to meet their daily living needs and timesavers for relief in this busy world. The following are examples of frequently used support services which can be accessed via telephonic consultation or via the internet through CAEAP's two web-based programs located at www.CAEAP.com.

LEGAL SERVICES

- | | |
|---|---|
| <ul style="list-style-type: none"> • Divorce/Custody Issues • Criminal • Estate Planning/Wills/Trusts • Real Estate • Landlord/Tenant • Bankruptcy • Personal Injury/Malpractice • Small Claims • Adoption | <ul style="list-style-type: none"> • Will preparation • Downloadable Legal Documents (ReadyDocs) • Telephonic Advice & Local Referrals • Nationwide Coverage • Legal Articles, Tips and Links • Online Learning Opportunities for Various Legal Topics • Mediation |
|---|---|

FINANCIAL SERVICES

- | | |
|---|---|
| <ul style="list-style-type: none"> • Bankruptcy procedure / prevention • Budgeting (to cope with reduction in household earnings; to reduce debt; to save; household budgeting) • Buying a home for the first time • Foreclosure prevention • Major life event planning (wedding, adoption, divorce) | <ul style="list-style-type: none"> • College fund planning • Credit card debt (lowering rates; consolidating debt) Retirement planning / Long-term goal setting • Financial Calculators • Comprehensive financial fitness • Credit report review • Debt reduction and management • Estate planning • Financial planning |
|---|---|

ID THEFT PREVENTION & RECOVERY SERVICE

Helps employees/family members quickly recover from identity theft and learn how to avoid it in the future. If it is determined that identity theft has not occurred, consumers will be offered educational materials to help them avoid future identity theft. If it is suspected that identity theft has occurred, CAEAP Consultants will offer educational materials and also forward consumers via telephone to a Financial Specialist, for a more in-depth, educational consultation. In the course of this conversation, the consumer may choose to obtain their credit reports online (through www.annualcreditreport.com or another service of their choice) and review them with the financial consultant to determine whether or not the consumer is a victim of identity theft. If identity theft has occurred, the financial consultant will advise the consumer of their options; coach the consumer on how to report and resolve the situation on their own; and, provide the forms used by the Federal Trade Commission (FTA) to report identity theft to the FTA, credit card, and credit reporting agencies.

OLDER ADULT CARE/SERVICES

- | | |
|---|---|
| <ul style="list-style-type: none"> • Senior housing options • Community services and resources • Financial and estate planning • Independent living • Assisted living facilities • Residential care • Senior centers • Adult day care • Skilled nursing facilities • Care managers • Home health care • Long-distance care giving • Emergency care • Home medical equipment • Chore and companion services • Grief support • End-of-life resources | <ul style="list-style-type: none"> • Medicare / Medicaid • Senior insurance plans / insurance • Advance directives • Support groups • Respite care • Caregiver concerns • Hospitalization • Hospice • Legal and financial issues • Frail elder health issues • Meal services • Transportation services • Home safety • Volunteer organizations • Cancer care centers • Disease management programs • Elder law attorneys |
|---|---|

ACTIVE ADULT / MATURE TRANSITIONS

- | | |
|---|--|
| <ul style="list-style-type: none"> • Lifestyle changes • Health and wellness • Leisure time pursuits • Volunteerism • Retirement housing options | <ul style="list-style-type: none"> • Adult retirement communities • Adult education / degree / career options • Financial and legal options • Planning for life's next stage |
|---|--|

ADULT DEPENDENT CARE

- | | |
|--|---|
| <ul style="list-style-type: none"> • In-home caregiver • Support groups • Rehabilitation centers • Hospices • Emergency care • Respite care • Assisted living | <ul style="list-style-type: none"> • Transportation • Home health • Adult care centers • Skilled nursing facilities • Disability specific organizations • Other community resources • WebMD access |
|--|---|

CHILD CARE SERVICES/ISSUES

- | | |
|---|--|
| <ul style="list-style-type: none"> • Family child care homes • Child care home networks • Child care centers • Nursery schools • Nannies / Au Pairs • Baby-sitters • Before and After-school programs • Back-Up and odd hour care • Prime-time care • Variable schedules • Contingency care (mildly ill and/or emergency back-up care) | <ul style="list-style-type: none"> • Play groups • Day camps • Summer camps • Summer programs • Residential camps • Religious camps • Specialty camps • Sports programs • Athletic programs |
|---|--|

PRENATAL PREPARATION

- | | |
|--|---|
| <ul style="list-style-type: none"> • Healthy pregnancy • Parenting education classes • Community resources • Lactation information | <ul style="list-style-type: none"> • Optional birthing methods • Lifestyle change • Financial considerations • College financial strategies |
|--|---|

BECOMING A PARENT

- | | |
|--|--|
| <ul style="list-style-type: none"> • Infertility / surrogate • Pregnancy • Twins and multiples • Second families • Loss of baby • Birth complication | <ul style="list-style-type: none"> • Loss of sleep • Quality time for new parents • Maternity leave • Preparing for baby's arrival • Physician selection criteria • Job re-entry after maternity leave |
|--|--|

CHILD DEVELOPMENT

- | | |
|---|--|
| <ul style="list-style-type: none"> • Safety • Security • Protection • Earthquake and disaster preparedness • Seatbelt consumer information • Nutrition • Biting • Bedtime routines • Temper tantrums • Sibling / new baby relationships | <ul style="list-style-type: none"> • Physical functioning • Cognitive functioning • Emotional functioning • Social functioning • Physically or developmentally-challenged • Resources for infant educators (RIE) • Accreditation criteria (NAEYC, NAFCC, and ACA) • State licensing requirements |
|---|--|

CARE MANAGEMENT	
<ul style="list-style-type: none"> • Choosing a care option • Affordability • Tax implications • Separation anxiety 	<ul style="list-style-type: none"> • Provider relationships • Quality monitoring • Investigative tools • Reporting care concerns

PARENTING SKILLS	
<ul style="list-style-type: none"> • Positive discipline strategies • Erikson’s Psychosocial Development • Piaget’s Cognitive Development • Infants • Toddlers • Potty training • Coping with the “Terrible Two’s” • Understanding biting • Understanding children’s tantrums • What to Expect ... (series of three books) • Young children 	<ul style="list-style-type: none"> • Older children • Teens • Adult children • Support and advocacy • Communication strategies • Household responsibilities • Sibling relationships • Single parenting • Grand-parenting • Step-parenting • Adult children return home • Communicating about loss of a job

EMERGENCY CARE SERVICES	
<ul style="list-style-type: none"> • Community resources • Nanny and baby-sitting agencies • Long-distance caregiving • Home health agencies • Professional care managers • Mildly ill 	<ul style="list-style-type: none"> • Contingency (emergency) back-up care • Shift changes • Weekend / holiday / temporary care • Hospitalization and discharge planning • Hospice

CHILDREN’S WELLNESS	CHILDREN’S ILLNESS
<ul style="list-style-type: none"> • Physical fitness • Instilling a love of reading • Interactive family resources 	<ul style="list-style-type: none"> • Vaccinations • Infectious diseases • Hospitalization

LOSS / GRIEF INFORMATION	
<ul style="list-style-type: none"> • Support and advocacy • Stillborn children • SIDS • Ronald McDonald House • Make-a-wish Foundation 	<ul style="list-style-type: none"> • Childhood leukemia • March of Dimes resources • Congenital birth issues • Camps for children with cancer (and their families)

SPECIAL NEEDS

- | | |
|--|---|
| <ul style="list-style-type: none"> • Support and advocacy • Financial guidance • Testing and assessment • Interventions • Therapeutic programs • Residential programs • Recreational programs • Educational programs | <ul style="list-style-type: none"> • Gifted and talented • Attention Deficit Disorder • Attention Deficit Hyperactivity Disorder • Birth disabilities • Schools for exceptional children • In-home caregivers • Respite care |
|--|---|

ADOPTION

- | | |
|--|--|
| <ul style="list-style-type: none"> • Public / Private adoption • International adoption • Non-Traditional adoptions • Step-Parent adoption • State adoptions specialist • Kinship care resources • Foster care resources • Financing an adoption | <ul style="list-style-type: none"> • Adoption agencies • Adoption attorneys • Adoption advocacy groups • Adoption support networks • Searching for birth parents/relatives • Discussing adoption with children • Post-adoption information • <i>The Adoption Resource Book</i> |
|--|--|

K-12 EDUCATION / SCHOOLS

- | | |
|---|--|
| <ul style="list-style-type: none"> • Early learning programs • Nursery schools • Pre-K / Kindergarten • Montessori • Public schools • School district profiles • School system report cards • Charter and Magnet schools • Private schools • Parochial schools • Military schools • Boarding schools • Independent schools • Home schooling resources | <ul style="list-style-type: none"> • Before and After-school programs • Enrichment programs • Contingency care (mildly ill and/or emergency back-up care) • International Study Programs • Summer School • Alternative schools • Boot camps • At-Risk youth resources • Computer Literacy Programs • Special needs education • Volunteer opportunities • Non-College options |
|---|--|

PARENTING SKILLS	
<ul style="list-style-type: none"> • Positive discipline strategies • Erikson’s Psychosocial Development • Piaget’s Cognitive Development • Infants • Toddlers • Potty training • Coping with the “Terrible Two’s” • Understanding biting • Understanding children’s tantrums • Young children • Older children • Teens 	<ul style="list-style-type: none"> • Adult children • Support and advocacy • Communication strategies • Household responsibilities • Sibling relationships • Single parenting • Grand-parenting • Step-parenting • Adult children return home • Communicating about loss of a job • <i>What to Expect ...</i> (series of three books)

DAILY LIVING/PERSONAL REQUEST	
<ul style="list-style-type: none"> • Apartment Locators • Chore Services/House Cleaners • Consumer Comparisons • Emergency Services • Entertainment Services • Fitness and Wellness Centers/Programs V • Volunteer Opportunities 	<ul style="list-style-type: none"> • Home Repair (handymen, plumbers, electricians, contractors, etc) • Moving/Relocation Services • Pet Obedience Training • Pet-sitters / Kennels • Transportation and Travel Services • Veterinarians

HEALTH & WELLNESS	
<ul style="list-style-type: none"> • Alternative Medicine • Children’s Health Resources • Chronic condition Support Groups/Resources • Complimentary Medicine • Diet & Nutrition Programs/Services • Fitness Centers/Programs • General Health Resources 	<ul style="list-style-type: none"> • Men’s Health Resources • Physician Searches • Rare condition Support Groups/Resources • Safety Programs • Senior Health Resources • Women’s Health Resources

Catalog of Seminars

Unlock Your Employees' Potential



Seminars Available to your Employees

Incorporating Wellness Issues into Staff Development Programs



See Separate Supplemental Program Materials Packet

Community Action EAP's

WELLNESS EDUCATIONAL
FORUM
FOR MANAGEMENT



**Educational Services and Seminars
Available to Your Management Staff**

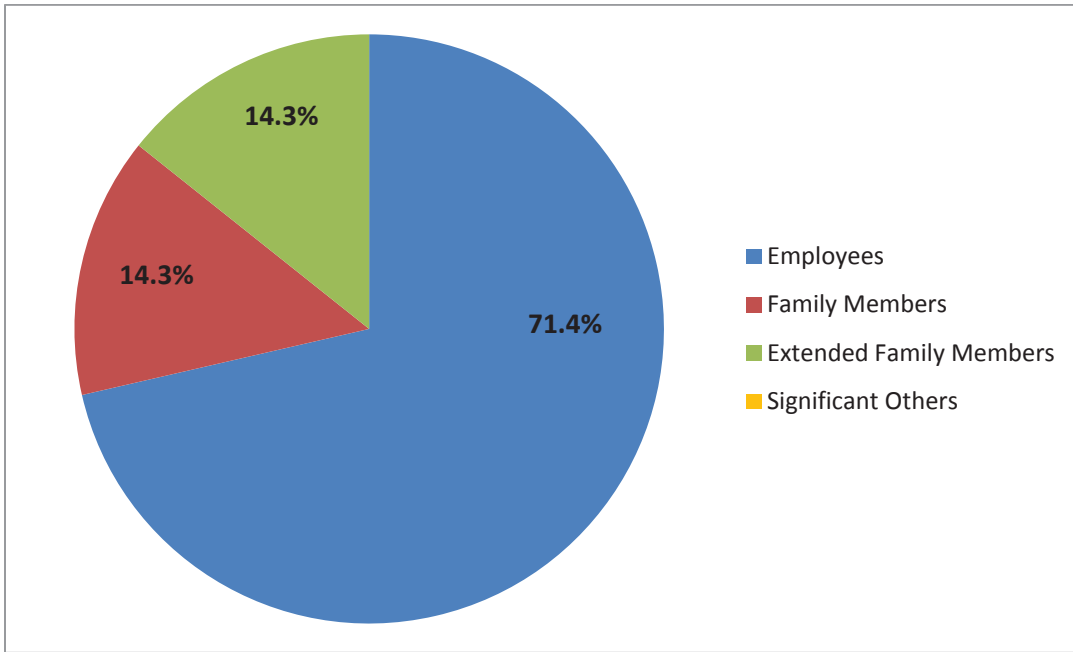
Proprietary

See Separate Supplemental Program Materials Packet

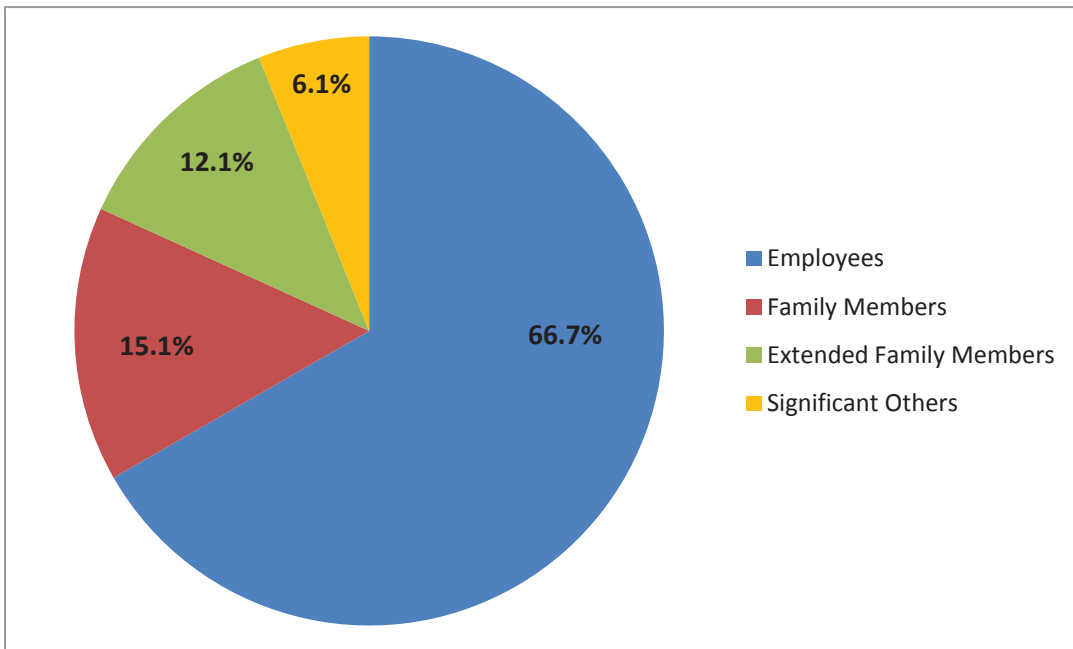
Client Classification

(%) for **Sample EAP Company** shown

QUARTER 2



YEAR-TO-DATE



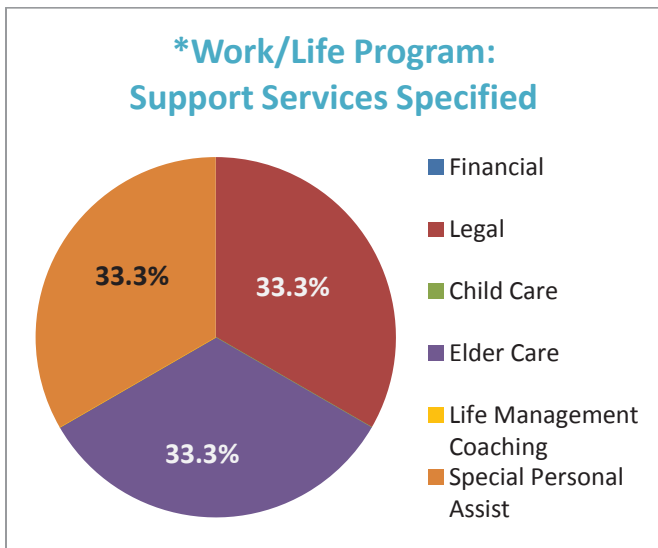
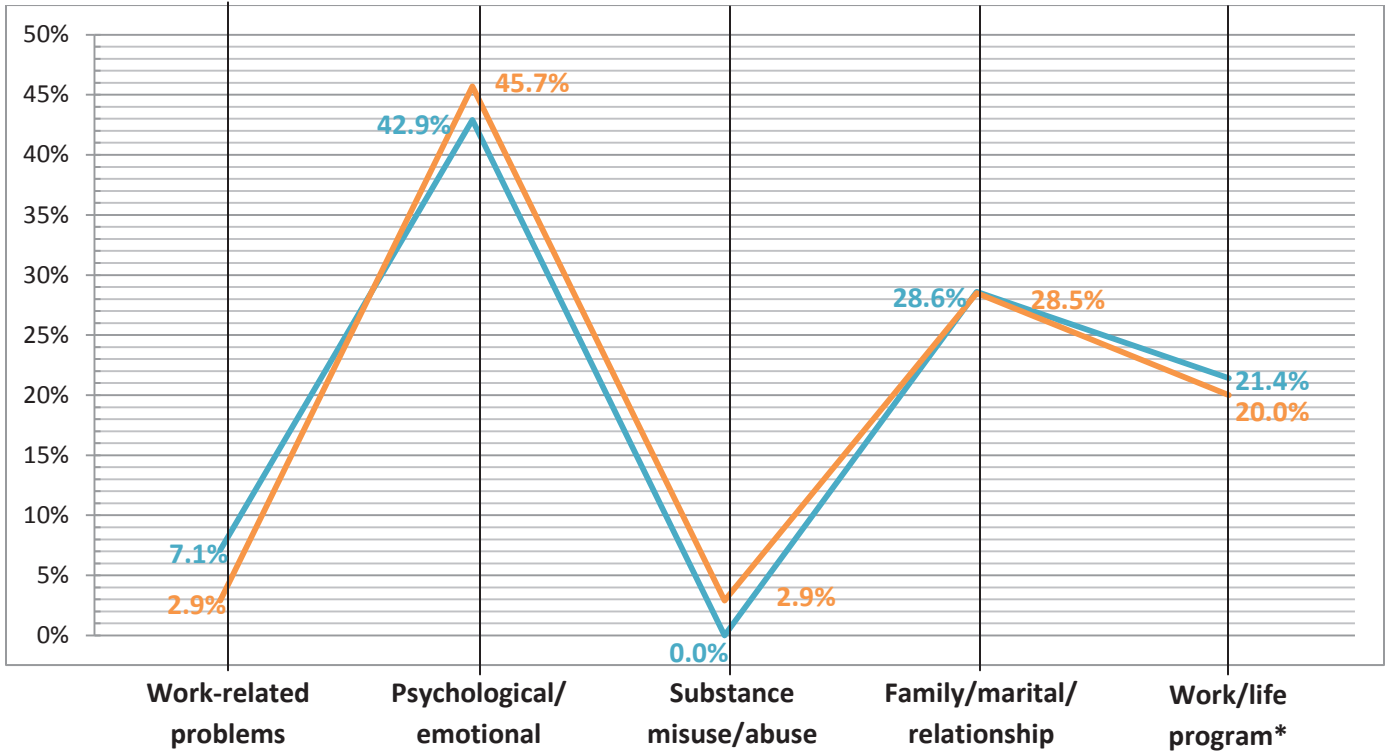
KEY:

■ Quarter Data

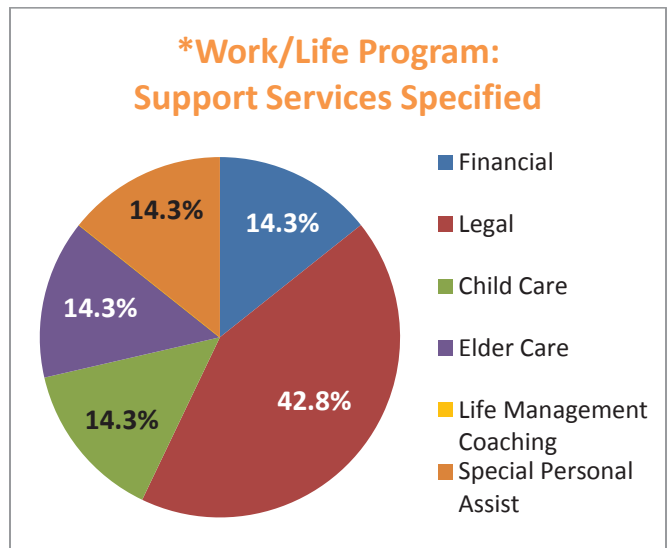
■ Year-to-Date Data

Assessed Issues/Problems (may include duplicate counts)

(%) for Sample EAP Company shown



This figure describes Sample EAP Company with 21.4% of above cases represented (may include duplicate counts)



This figure describes Sample EAP Company with 20.0% of above cases represented (may include duplicate counts)

Quarter 2: November, December, 2009, and January, 2010

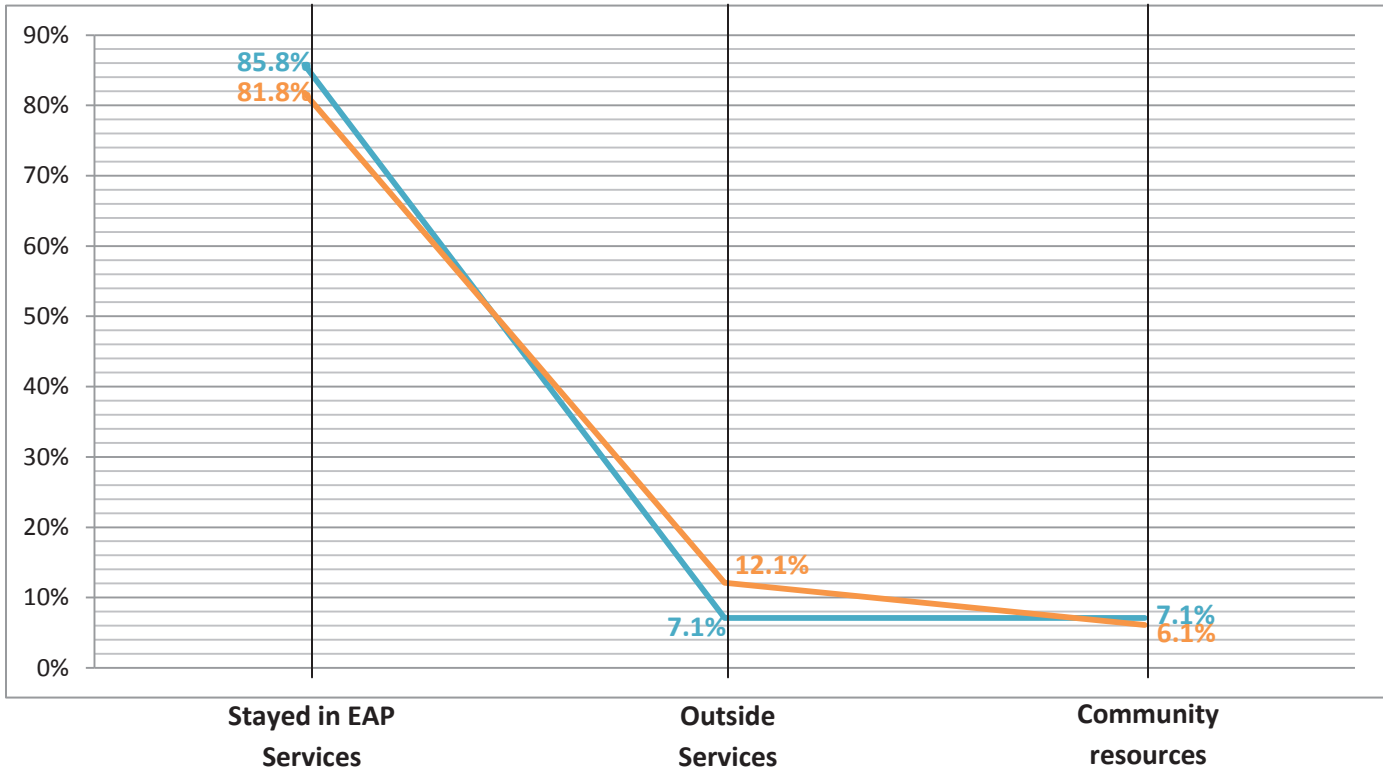
KEY:

Quarter Data

Year-to-Date Data

Types of Referrals (may include duplicate counts)

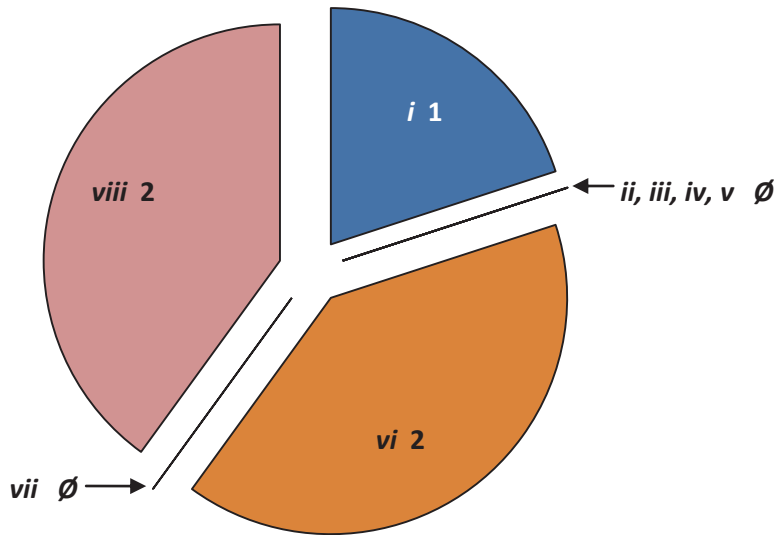
(%) for Sample EAP Company shown



Management Consultation

QUARTER 2

Frequency count of **Sample EAP Company** shown

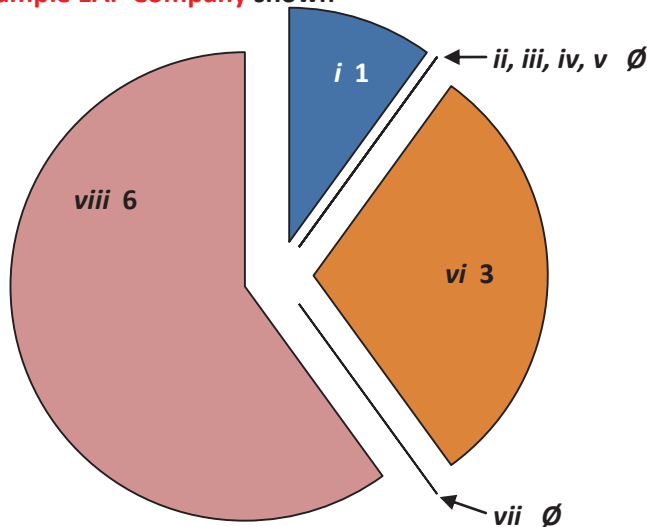


Qtr. 2 Points of Discussion

- i:** Strategic planning – Called to share EAP wellness presentation options for 2010
- ii:** Wellness event planning
- iii:** Workplace interventions
- iv:** Crisis services
- v:** Managing troubled employees
- vi:** Enhancing work environment – Provided master copies of 2010 monthly payroll inserts; submitted CAEAP’s company insurance certificates for 2010
- vii:** Employee work performance issues
- viii:** Program administrative contacts – Concerning EAP literature and materials

YEAR-TO-DATE

Frequency count of **Sample EAP Company** shown



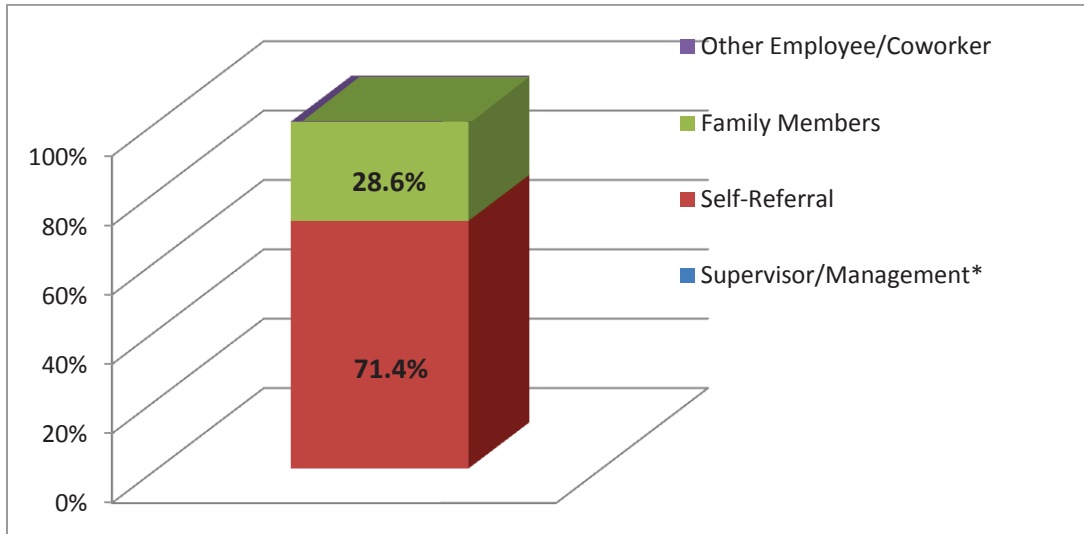
Points of Discussion

- i:** Strategic planning
- ii:** Wellness event planning
- iii:** Workplace interventions
- iv:** Crisis services
- v:** Managing troubled employees
- vi:** Enhancing work environment
- vii:** Employee work performance issues
- viii:** Program administrative contacts

24/7 Referral Sources of Participation

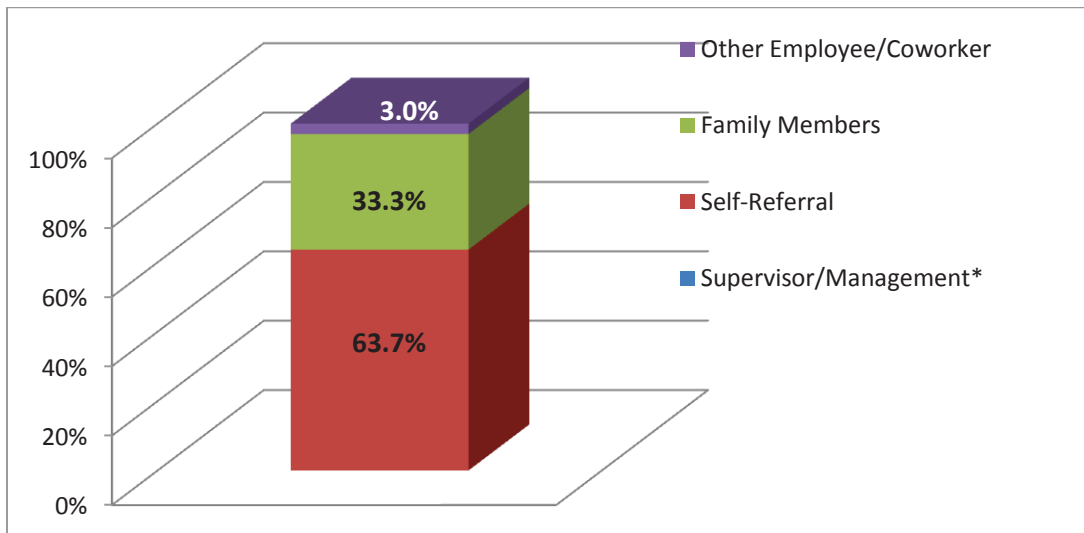
(%) for **Sample EAP Company** shown

QUARTER 2



(%) for **Sample EAP Company** shown

YEAR-TO-DATE



Web-Based Participation

Combined information for Wellness Library and Balancing Work/life

QUARTER 2

Sample EAP Company shown

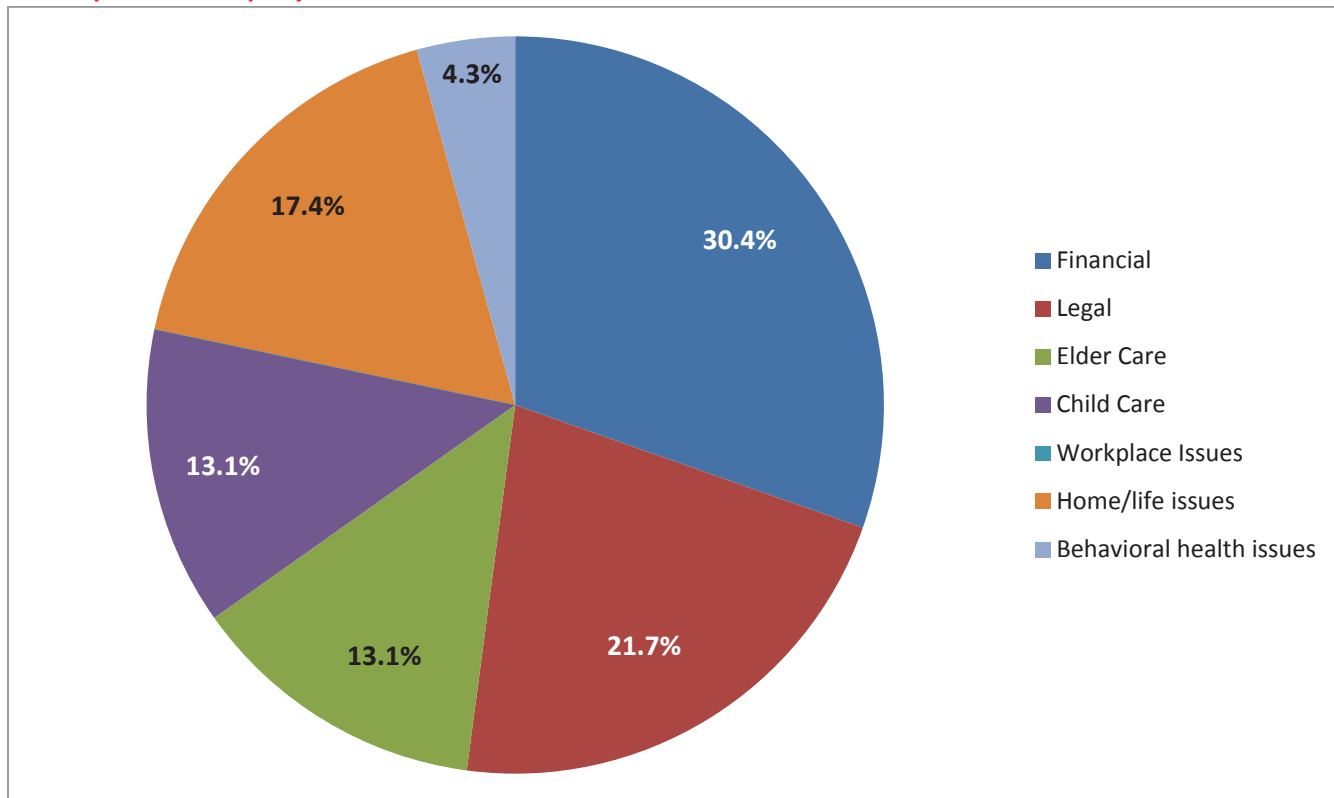


Figure indicates % of web page hits per category for **Sample EAP Company**, derived from two web programs

Quarterly Featured topics:

Financial Links

Exercise Topics

Halloween Safety Tips

Holiday Spending

Stress & the Holidays

Tax Info/Tax Forms

Web-Based Participation

Combined information for Wellness Library and Balancing Work/life

YEAR-TO-DATE

Sample EAP Company shown

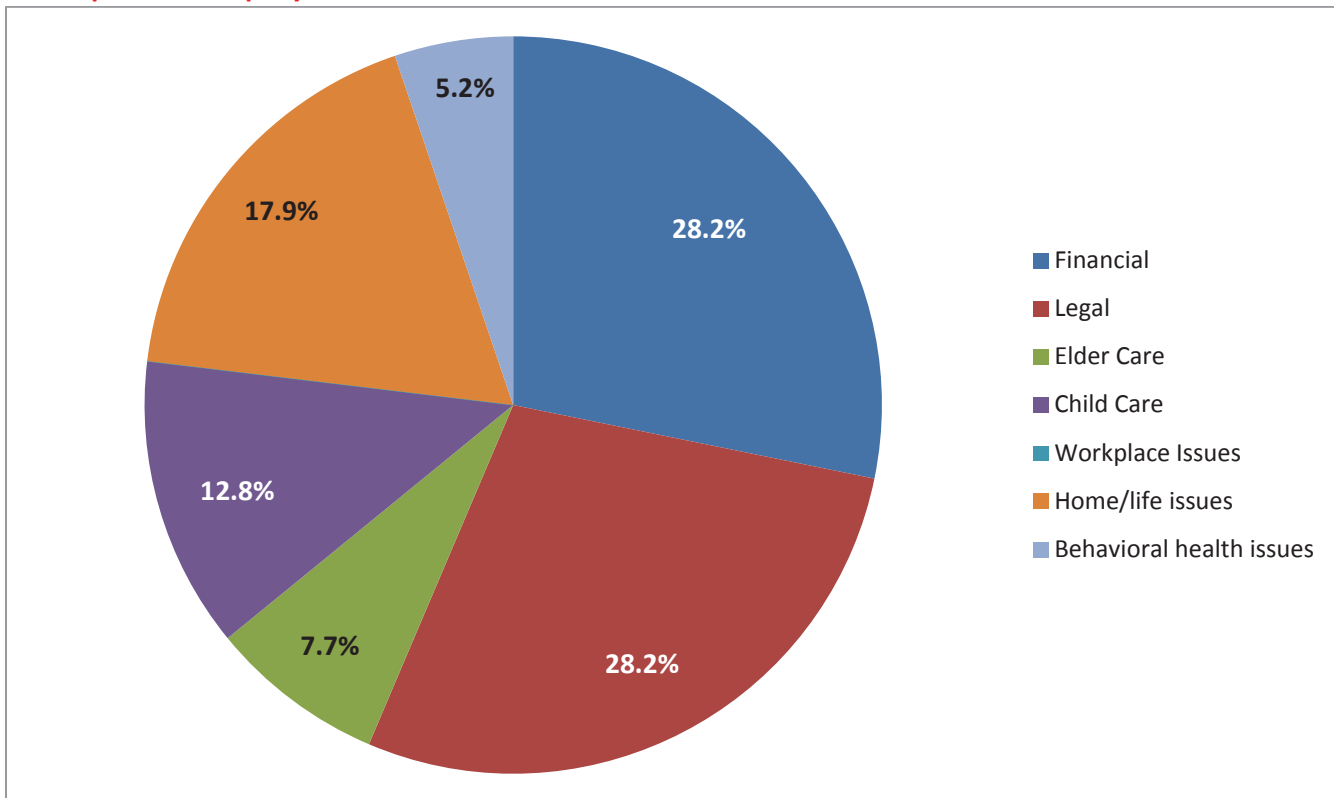


Figure indicates % of web page hits per category for **Sample EAP Company**, derived from two web programs

Quarter 2: November, December, 2009, and January, 2010

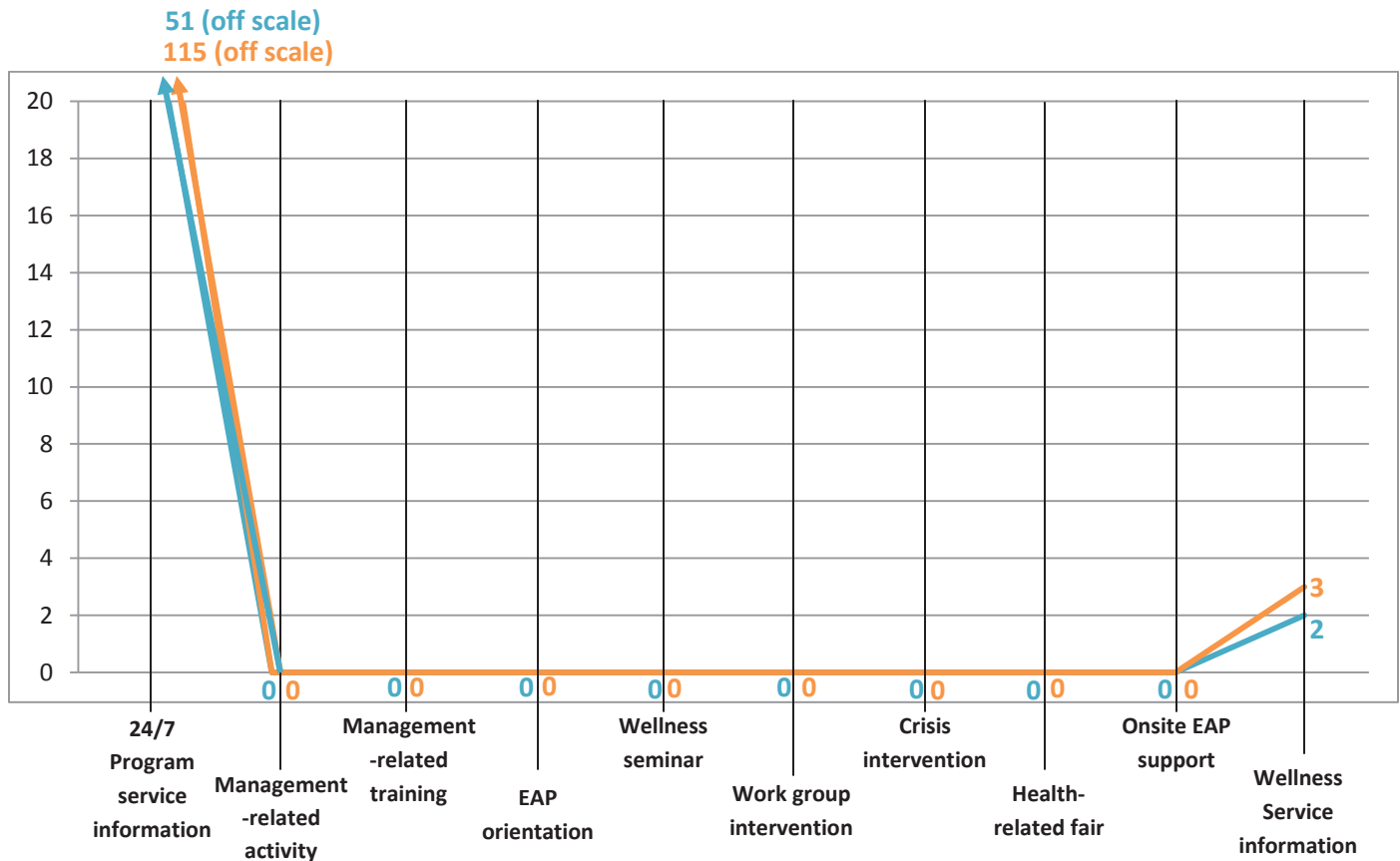
KEY:

■ Quarter Data

■ Year-to-Date Data

Employee Education/Management Training

Frequency count for **Sample EAP Company** shown



2nd Quarter Events:

24/7 program service information: includes client follow-up (46) and after-hour client contacts (5)

Wellness service information: Emailed/mailed master copies of 2010 monthly payroll inserts; CAEAP's current company insurance certificates for 2010

CLIENT SATISFACTION SURVEY

.....

GENERAL SCRIPT

“We at Community Action EAP are dedicated to providing you with the very best employee services possible. Your input or feedback is valuable to us on how you experienced our EAP and its services. Your participation in this survey is completely confidential. Your name will not appear on any survey material. Only the scoring will be consolidated and shared with your employer.

This survey includes 4 questions that are rated on a client satisfaction scale of 1-5 (with “5” being viewed as completely satisfied and “1” being least satisfied).

Would you be willing to take about 1 minute to provide feedback on your most recent experience with CA-EAP?”

... Wonderful! ~ or ~

... Is there a better time I can call you back when you would be able to participate?

.....

Client Company: _____

Date: _____

		Least Satisfied			Most Satisfied	
1.	How helpful & responsive has CA-EAP been in working with you?	1	2	3	4	5
2.	How would you rate CA-EAP on the quality of services you have received?	1	2	3	4	5
3.	Was the information and the services provided by CA-EAP useful to you?	1	2	3	4	5
4.	How likely would you be to use CA-EAP again if a new situation or need presented itself?	1	2	3	4	5

Do you wish to share any other comments with us:

Initial _____

RIVERSIDE COMMUNITY COLLEGE DISTRICT
REQUEST FOR PROPOSALS
EMPLOYEE ASSISTANCE PROGRAM

VIII-HOLD HARMLESS AGREEMENT

The Program Manager agrees to and does hereby indemnify and hold harmless the District, its officers, agents, and employees from every claim or demand made, and every liability, loss, damages, or expense, or any nature whatsoever, which may be incurred by reason of:

Liability for damages for (1) death or bodily injury to persons, (2) injury to, loss or theft of property, or (3) any other loss, damage or expense arising under either (1) or (2) above, sustained by the Program Manager or any person, firm or corporation employed by the Program Manager upon or in connection with the work called for in this Agreement, except for liability resulting from the sole negligence, willful misconduct, or active negligence of the District, its officers, employees, agents or independent contractors who are directly employed by the District; and

Any injury to or death of persons or damage to property caused by any act, neglect, default or omission of the Program Manager, or any person, firm, or corporation employed by the Contractor, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm or corporation, including the District, arising out of, or in any way connected with the work covered by this agreement, whether said injury or damage occurs either on or off school district property, if the liability arose from the negligence or willful misconduct of anyone employed by the Program Manager, either directly or by independent contract.

The Program Manager, at his own expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on any such claim, demand or liability, and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

SUBMITTED BY:

COMPANY Community Action Employee Assistance Program Inc.

SIGNATURE *Robert A. Bruner*

NAME Robert A. Bruner

TITLE President/CEO

DATE March 1, 2010

SIGNATURE *Kathleen A. Bruner*

NAME Kathleen A. Bruner

TITLE Vice-President/CFO

DATE March 1, 2010

In accordance with the Corporations Code of California, any contract entered into by any corporation with Riverside Community College District shall be signed by two officers of the corporation: the president/CEO or any vice president AND the secretary or the treasurer/CFO or any assistant treasurer. If proposer is a corporation, and signer is not an officer, attach certified copy of by-laws or resolution authorizing execution. If bidder is a corporation, affix corporate seal. If signer is an agent, attach power of attorney. If bidder is not an individual, list names of other persons authorized to bind the organization.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
REQUEST FOR PROPOSALS
EMPLOYEE ASSISTANCE PROGRAM

IX-NON-COLLUSION AFFIDAVIT

Public Contract Code section 7106 states: "Any public works contract of a public entity shall include an affidavit, in the following form:"

TO BE EXECUTED BY PROPOSAL MAKER AND SUBMITTED WITH PROPOSAL

State of California)

County of San Bernardino)

Robert A. Bruner, being first duly sworn, deposes and says that he/she is
(PRINTED NAME OF SIGNATORY)

CEO/President of Community Action Employee Assistance Program Inc.
(POSITION/TITLE) (COMPANY)

the party making the foregoing proposal that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proposal maker has not directly or indirectly induced or solicited any other proposal maker to put in a false or sham proposal, and has not directly or indirectly colluded, conspired, connived, or agreed with any proposal maker or anyone else to put in a sham proposal; or that anyone shall refrain from making a proposal; that the proposal maker has not in any manner, directly or indirectly, sought by assignment, communication, or conference with anyone to fix the proposal price of the proposal maker or any other proposal maker, or to fix any overhead, profit, or cost element of the proposal price, or of that of any other proposal maker, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the proposal are true; and, further, that the proposal maker has not, directly or indirectly, submitted his/her proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham proposal.

SUBMITTED BY:

COMPANY Community Action Employee Assistance Program Inc.

SIGNATURE Robert A. Bruner

PRINTED NAME Robert A. Bruner

TITLE President/CEO

DATE March 1, 2010

SIGNATURE Kathleen A. Bruner

PRINTED NAME Kathleen A. Bruner

TITLE Vice-President/CFO

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 COPY

Agenda Item (IV-F)

Meeting 2/17/2015 - Regular
Agenda Item Chancellor's Reports (IV-F)
Subject Healthcare Update
College/District District

Information Only

Background Narrative:

At the November 5, 2013, regular Board of Trustees meeting the Board of Trustees requested an update on the healthcare issue at each Board meeting.

Any new claims or concerns will be brought forward.

Prepared By: Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources

Attachments:

Agenda Item (IV-G)

Meeting 2/17/2015 - Regular

Agenda Item Chancellor's Reports (IV-G)

Subject Future Monthly Committee Agenda Planner and Annual Master Planning Calendar.

College/District District

Information Only

Background Narrative:

Monthly, the Board Committees meet to review upcoming action items or receive information items and presentations. Furthermore, annually the Board sees and takes action on items at the same time each year. For the purposes of planning the monthly committee and Board meetings, the Future Committee Agenda Planner and the Annual Master Planning Calendar are provided for the Board's information.

Prepared By: Michael Burke, Ph.D., Chancellor

Attachments:

[Future Monthly committee Agenda Planner and Annual Master Planning Calendar_021715](#)

COMMITTEES OF THE BOARD OF TRUSTEES - PLANNING WORKSHEET

March 2015

Page 1

A. Governance	B. Teaching and Learning	C. Planning and Operations	D. Resources	E. Facilities
Chancellor	Vice Chancellor, Academic Affairs	Chief of Staff and Facilities Development	Vice Chancellor, Business & Financial Services; Vice Chancellor, Diversity and Human Resources	Chief of Staff and Facilities Development
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> ✓ Board report & backup materials attached for review by the Cabinet. ■ Board report and/or backup not yet complete – review pending. ★ Approved by the Cabinet for placement on the Board agenda. <p>ALL FINAL REPORTS DUE TO THE CHANCELLOR'S OFFICE BY 2/24/15 & 3/10/15.</p> </div>	<ul style="list-style-type: none"> ✓ Student Success Scorecard 2015(Reiner/Torres)Action Item 		<ul style="list-style-type: none"> ■ Presentation on FY 2015-16 RCCD Budget Planning (Brown) 	

Updated 2/11/15

Agenda Item (V-A)

Meeting 2/17/2015 - Regular

Agenda Item Student Report (V-A)

Subject Student Report

College/District District

Information Only

Background Narrative:

Student Trustee April Galvan will be presenting the report about the recent and future student activities at Moreno Valley College, Norco College, Riverside City College, and Riverside Community College District.

Prepared By: Michael Burke, Ph.D., Chancellor
Chris Carlson, Chief of Staff & Facilities Development

Attachments:

[Student Report_021715](#)



**MORENO VALLEY COLLEGE
ASSOCIATED STUDENTS
BOARD REPORT
February 2015**

- On Friday, February 6th, 2015, ASMVC will be holding a day-long **Winter Training** session for Inter Club Council (ICC) club members on campus. Students will be exposed to required forms needed for club/organization representation; department/program speakers sharing information about services available and a presentation from the RCCD Production Staff about flyers, publicity, etc. for their club/organization.
- On Thursday, February 12th, 2015 the Student Leadership Team of ASMVC and selected members from the Renaissance Scholars Club will participate in a “Movie Viewing, discussion and Dinner”, viewing “Selma” and dinner location TBA.
- Friday, February 13th 2015 – Sunday, February 15th 2015, members of the Moreno Valley College Student Leadership Team, will be attending the **14th Annual Black Leadership Caucus** in Oakland California.
- Tuesday, February 17th, and Wednesday, February 18th, Moreno Valley College Student Government will host **Informational Booths** from 7 am – 2 pm & 4 – 6 pm, assisting new and continuing students with basic questions about the college, assist in classroom locations, department/program information any other questions they may have.
- In recognition of “Black History Month”, the ASMVC, Multi-Cultural Advisory Council, (M.C.A.C) will host several events/activities under the theme “A Century of Black Life, History and Culture”. **Thursday, February 19th**, **Opening Ceremonies** will include a speaker; **Tuesday, February 24th**, MCAC is collaborating with MV HEALTH SERVICES and hosting a **Heart Health Awareness Event** to include a speaker, and a health profession providing complimentary blood pressure and blood sugar level checks; **Wednesday, February 25**, the **Renaissance Scholars Program** will host an **Evening Reception and Program** to include an Art Exhibit of African American Inventors; and **Thursday, February 26th**, the MV College Gospel Singers will perform as a part of **Closing Ceremonies**. Most of the events will occur during the college hour, 12:50 pm - to 1:50 pm on the Lion’s Den Patio. Please check our webpage for updates on events/activities listed.
- On Friday, February 27th, ASMVC will be providing an **Advisors Breakfast** for Faculty Members that serve as Advisors for Clubs/Organizations at Moreno Valley College.
- Saturday, February 28th 2015 - Monday, March 2nd 2015, members of the Moreno Valley College Student Government, will be traveling to Sacramento, CA to attend the **Faculty Association Community Colleges Conferences (FACCC) and the “Classroom to Capitol” event and will meet with State Officials on Monday, March 2nd**.

ASRCC Board Report

Past Events:

On January 23rd the ASRCC Senate held a Constitutional Convention for the student body. The overarching goal was to review and make a recommendation for the ASRCC Constitution. Although it was hosted by the ASRCC Senate, this event had participation from all three branches of ASRCC. With passion and collaboration, numerous recommendations were made to make the document more concise, legible, and most importantly more user friendly. With these recommendations the ASRCC Judicial Branch hopes to have a Constitutional Referendum where the student body can vote on a new and improved ASRCC Constitution.

ASRCC Executive Cabinet decided to hold an event for students in the winter intersession called Final's Survival (Feb. 2nd and 3rd). At this event students were given snacks, sanctions, hygiene products, and other materials to succeed in the classroom. Due to scheduling of winter session finals, we were forced to hold this event a week before finals. However the event was a major success, roughly 180 students participated over the two days.

Upcoming Events:

As the spring semester approaches, ASRCC prepares itself for a busy semester. In addition to our standing events such as Final's Survival and Juice/Perk Wednesdays and Tuesdays, we are planning our Spring Club rush, the Welcome Back BBQ, Intermural Sports Day, and our taking steps to collaborate with the Riverside Art Walk and have an Art Appreciation Day.

As always during spring the Student Trustee and ASRCC Elections are also being planned. In an attempt to repeat last year's success, the ASRCC Elections will be online through web advisor. The ASRCC Supreme Court is attempting to collaborate with the other 2 campuses and plan the Student Trustee elections.

Student Concerns:

It has been recently brought to the attention of ASRCC that numerous students are having trouble with our Reading and Writing Center. The issue concerns the standing policies of the WRC. As it currently stands, students are unable to sign-in without their student I.D.'s. A problem arises when this policy is combined with another policy stated that students may not make up mandatory lab hours. ASRCC is taking steps to answer questions and reach solutions with the WRC.

Helping Students in Need:

ASRCC has numerous programs in place to help students:

The Student Resource Center- Located next to the ASRCC Student Government, the Resource Center has school supplies, free food, toiletry items, and even cloths for students in need. Although funding has recently become an issue, ASRCC does what it can to provide this needed service.

ASRCC Book Rental Program- ASRCC understands that one of the major cost of being a student is paying for books. 2 years ago ASRCC started a book rental program in order to offer a reliable, more affordable option for student to succeed in school. By offering the textbooks of core classes, ASRCC has helped curve the prices of our bookstore and eased the financial Burdon of students.

Ray Orozco

ASRCC President



RECOMMENDED 2014-15 GOVERNING BOARD AGENDA MASTER PLANNING CALENDAR

Month	Planned Agenda Item
August	<ul style="list-style-type: none"> • Presentation of Annual Report by Measure C Citizens’ Bond Oversight Committee • Proposed Curricular Changes
September	<ul style="list-style-type: none"> • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended June 30 • Budget – Public Hearing
October	<ul style="list-style-type: none"> • Annual Master Grant Submission Schedule • Emeritus Awards, Faculty
November	<ul style="list-style-type: none"> • Annual CCFS-311 Financial and Budget Report • Annual Proposition 39 Financial and Performance Audits
December	<ul style="list-style-type: none"> • Organizational Meeting: Elect the President, Vice President and Secretary of the Board of Trustees; Board association and committee appointments. • Annual Board of Trustees Meeting Calendar for January-December • Annual District Academic Calendar • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended September 30 • RCCD Report Card on the Strategic Plan • Annual Independent Audit Report for the Riverside Community College District • Annual Independent Audit Report for the Riverside Community College District Foundation • Fall Scholarship Award to Student Trustee
January	<ul style="list-style-type: none"> • Accountability Reporting for Community Colleges • Grants Office Annual Winter Report • Governor’s Budget Proposal • Nonresident Tuition and Capital Outlay Surcharge Fees • Proposed Curricular Changes
February	<ul style="list-style-type: none"> • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended December 31 • Recommendation Not to Employ (March 15th Letters)
March	<ul style="list-style-type: none"> •
April	<ul style="list-style-type: none"> • Authorization to Encumber Funds • Proposed Curricular Changes • Accountability Reporting for Community Colleges
May	<ul style="list-style-type: none"> • CCFS-311Q-Quarterly Financial Status Report for the Quarter Ended March 31 • Summer Workweek • Academic Rank – Full Professors • College Closure – Holiday Schedule • Resolution to Recognize Classified School Employee Week • Board of Trustees Annual Self-Evaluation • Chancellor’s Evaluation
June	<ul style="list-style-type: none"> • Administration of Oath of Office to Student Trustee • Spring Scholarship Award to Student Trustee • Department Chairs and Stipends, Academic Year • Coordinator Assignments • Extra-Curricular Assignments • Notices of Employment–Tenured Faculty; Contract Faculty; and Categorically Funded • Academic Administrator Employment Contracts • Tentative Budget and Notice and Public Hearing on the Budget • Five-Year Capital Construction Plan, Initial Project Proposals and Final Project Proposals • Moreno Valley College Catalog • Norco College Catalog • Riverside City College Catalog • Board Self Evaluation – Reporting Out

Agenda Item (VI-A-1)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-A-1)
Subject	Academic Personnel
College/District	District
Funding	
Recommended Action	It is recommended that the Board of Trustees approve/ratify the academic personnel actions

Background Narrative:

Riverside Community College District, pursuant to Board Policies, routinely makes academic personnel appointments and takes actions. The attached list of academic personnel actions are for the Board's approval/ratification.

Prepared By: Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources

Attachments:

[20150217_Academic Personnel](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
DIVERSITY AND HUMAN RESOURCES

Subject: Academic Personnel

Date: February 17, 2015

1. Appointments

Board Policy 2200 authorizes the Chancellor (or designee) to make an offer of employment to a prospective employee, subject to final approval by the Board of Trustees.

The Chancellor recommends approval for the following appointment(s) and authorizes the Interim Vice Chancellor, Diversity and Human Resources to sign the employment contracts:

- a. Management Contract
(None)
- b. Contract Faculty
(None)
- c. Long-Term, Temporary Faculty
(None)

2. Salary Reclassification

Board Policy 7160 establishes the procedures for professional growth and salary reclassification. It is recommended the Board of Trustees grant a salary reclassification to the following faculty member.

<u>Name</u>	<u>From Column</u>	<u>To Column</u>	<u>Effective Date</u>
Yates, Sharon	G	H	03/01/15

3. Request for Participation in Reduced Employment Program

The Agreement between Riverside Community College District and the Riverside Community College Chapter CCA/CTA/NEA provides for faculty participation in the Reduced Employment Program; and the Vice President, Academic Affairs has reviewed and supports the following request.

It is recommended the Board of Trustees approve the following request, and allow them to participate in the Reduced Employment Program for the 2015-2016 academic year.

<u>Name</u>	<u>Title</u>	<u>Teaching Load</u>
NORCO COLLEGE Makin, Deborah	Professor, Political Science	80%

Subject: Academic Personnel

Date: February 17, 2015

4. Recommendation Not to Reemploy – Non-Tenure Track Employees in Categorically Funded Faculty Positions

In compliance with Education Code Section 87470, the contracts of the temporary faculty members listed below will not be renewed for the 2015-16 academic year and notice will be sent accordingly.

<u>Name</u>	<u>Discipline</u>	<u>College</u>
Canfield, Stephanie	Nursing	Riverside City College
Waggoner, Jennifer	Nursing	Riverside City College

5. Recommendation Not to Reemploy – Temporary Employees

Education Code Section 87608 allows the Board of Trustees not to enter into a contract for a second academic year. Education Code Section 87610 allows the Board of Trustees to terminate, at its discretion, the employment of a first-year employee.

It is recommended the employees listed below not be reemployed and the Board of Trustees authorize the Chancellor or his designee to send a notice of non-reemployment for the 2015-16 academic year.

<u>Name</u>	<u>Discipline</u>	<u>College</u>
Ahmadi, Mejghan	Counseling	Norco College
Thurston, Omyia	Counseling	Moreno Valley College
Townsell, Jeffie	Counseling	Moreno Valley College
Andres, Jan	English	Riverside City College
Chevalier, Angelis	Music	Riverside City College
Kassab, Mohamad	Mathematics	Riverside City College
Manous, Michael	English	Riverside City College

6. Recommendation Not to Reemploy – Contract Employees

Education Code Sections 87608, 87608.5 and 87609 allows the Board of Trustees not to enter into a contract for the following academic year and not employ the probationary employee as a tenure employee.

It is recommended that the Board of Trustees not reemploy the employees listed below and they authorize the Chancellor or his designee to send them a notice of non-reemployment for the 2015-16 academic year per Education Code 87610.

<u>Name</u>
Byous, Rosslynn
Dewri, Wayne
Kidd, Vasco Deon

Subject: Academic Personnel

Date: February 17, 2015

7. Recommendation Not to Reemploy – Academic Administrator

Education Code Section 72411 (b) allows the Board of Trustees not to enter into a contract for the following year.

It is recommended the employee listed below not be reemployed and the Board of Trustees authorize the Chancellor or his designee to send a notice of non-reemployment for the 2015-16 academic year.

Name

Johnson, Derrick

Title

Director, Athletics

Agenda Item (VI-A-2)

Meeting 2/17/2015 - Regular

Agenda Item Consent Agenda Action (VI-A-2)

Subject Classified Personnel

College/District District

Funding

Recommended Action It is recommended that the Board of Trustees approve/ratify the classified personnel actions

Background Narrative:

Riverside Community College District, pursuant to Board Policies, routinely makes classified personnel appointments and takes actions. The attached list of classified personnel actions are for the Board's approval/ratification.

Prepared By: Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources

Attachments:

[20150217_Classified Personnel](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
DIVERSITY AND HUMAN RESOURCES

Subject: Classified Personnel

Date: February 17, 2015

1. Appointments

Board Policy 2200 authorizes the Chancellor (or designee) to make an offer of employment to a prospective employee, subject to final approval by the Board of Trustees.

The Chancellor recommends the Board of Trustees approve the following appointments:

	<u>Name</u>	<u>Position</u>	<u>Effective Date</u>	<u>Contract/ Salary</u>	<u>Action</u>
a.	Management/Supervisory (None)				
b.	Management/Supervisory – Categorically Funded (None)				
c.	Classified/Confidential				
	MORENO VALLEY COLLEGE				
	Bergquist, Jonathan	Custodian (Part-Time 48.75%)	02/18/15	C-1	Appointment
	Ruiz, Julie	Administrative Assistant III	02/18/15	I-5	Promotion
	NORCO COLLEGE				
	Bratton, Mason	Custodian	02/18/15	C-1	Appointment
	Diehl, William	Applications Support Technician	02/18/15	N-3	Appointment
	RIVERSIDE CITY COLLEGE				
	Bailey, Roy	Custodian	02/18/15	13-6	Transfer
	Frederick, Kimberlee	Library Clerk I (Part-Time 37.5%)	02/18/15	E-1	Appointment
d.	Classified/Confidential – Categorically Funded				
	RIVERSIDE CITY COLLEGE				
	Plumley, Sheryl	Career and Technical Education Projects Specialist	02/18/15	P-5	Promotion
	MORENO VALLEY COLLEGE				
	Martinez, Dricena	Student Financial Services Analyst	02/18/15	M-1	Appointment
	NORCO COLLEGE				
	Langley, Bonnie	Outreach Specialist (Part-Time 62.5%)	02/18/15	K-1	Appointment

2. Adjustment to Appointment Effective Date

At their meeting of January 20, 2015, the Board of Trustees approved the appointment of Christopher Earl as Assistant Director, TriTech, to be effective January 22, 2015. It is necessary for the effective date of the appointment to be adjusted.

It is recommended the Board of Trustees adjust the appointment effective date for Christopher Earl as Assistant Director, TriTech, to be effective January 21, 2015.

At their meeting of January 20, 2015, the Board of Trustees approved the appointment of Patricia Mosney as Executive Administrative Assistant, Office of Chancellor/BOT, to be effective January 22, 2015. It is necessary for the effective date of the appointment to be adjusted.

It is recommended the Board of Trustees adjust the appointment effective date for Patricia Mosney as Executive Administrative Assistant, Office of Chancellor/BOT, to be effective January 21, 2015.

3. Requests for Temporary Increase in Workload

It is recommended the Board of Trustees approve the temporary increases in workload for the following individual(s). The request(s) have the approval of the college President(s).

<u>Name</u>	<u>Title</u>	<u>From/To Workload</u>	<u>From/To</u>
LeDuff, Nicole	CalWORKS Specialist	48.75% to 65%	02/17/15-06/30/15

4. Request for Permanent Increase in Workload

It is recommended the Board of Trustees approve the permanent increases in workload for the following individuals. The requests have the approval of the college Presidents.

<u>Name</u>	<u>Title</u>	<u>From/To Workload</u>	<u>Effective Date</u>
Casas, Norma	Food Service Worker III	10 Mos to 11 Mos/ 80% to 90%	03/01/15
Mendoza, Kelly	Asst. Manager, Food Services	11 Mos to 12 Mos	03/01/15

Agenda Item (VI-A-3)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-A-3)
Subject	Other Personnel
College/District	District
Funding	n/a
Recommended Action	It is recommend that the Board of Trustees approve/ratify the other personnel actions

Background Narrative:

Riverside Community College District Board of Trustees, pursuant to Board policies and education code requirements, routinely makes other personnel appointments such as hiring of non-classified substitute, short-term, professional expert, and student employees. The attached list of other personnel actions are for the Board's approval/ratification.

Prepared By: Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources

Attachments:

[20150217_Other Personnel](#)
[20150217_Other Personnel_Backup](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
DIVERSITY AND HUMAN RESOURCES

Subject: Other Personnel

Date: February 17, 2015

1. Substitute Assignments

Pursuant to Ed Code 88003, substitute assignments are made to allow the District time to recruit vacant positions or provide absence coverage. It is recommended that the Board of Trustees approve/confirm the substitute assignments as indicated on the attached list.

2. Short-Term Positions

Pursuant to Ed Code 88003, a short-term employee is any person employed to perform a service for the District, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. It is recommended that the Board of Trustees approve/confirm the short-term positions as indicated on the attached list.

3. Full-Time Students Employed Part-Time and Part-Time Students Employed Part-Time on Work Study

Pursuant to Ed Code 88003, full-time students employed part-time and part-time students employed part-time on work study are hired on an hourly, as needed basis. It is recommended that the Board of Trustees approve/confirm the student worker positions as indicated on the attached list.

4. Professional Experts

Pursuant to Ed Code 88003, a professional expert is any person employed on a temporary basis for a specific project, regardless of length of employment. It is recommended that the Board of Trustees approve the employment of the following professional experts for Moreno Valley College and Riverside City College and authorize the Interim Vice Chancellor, Diversity and Human Resources to sign the employment agreement.

<u>Name</u>	<u>Position</u>	<u>Department</u>	<u>Term</u>	<u>Amount</u>
Navarro, Lynnette	Psychological Health Services Intern	Health Services	03/01/15-06/30/17	\$20.00/hr
Kuk, James	Asst. Head Football	Athletics	03/01/15-02/29/16	\$65,000/yr

SUBSTITUTE ASSIGNMENTS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
DISTRICT				
Rodriguez, Rene	Community Service Aide I	Safety and Police	12/15/14-06/30/15	\$15.82
MORENO VALLEY				
Maciel, Sandra	Administrative Assistant II Student Financial Services	Grants and College Support Programs Student Financial Services	01/29/15-04/30/15	\$18.96
Martinez, Dricena	Analyst	Student Financial Services	02/10/15-02/17/15	\$25.15
Villanueva, Adelaida	Administrative Assistant III	Student Services	02/09/15-06/30/15	\$20.89
Wardlow, Adrian	Custodian	Facilities	01/15/15-06/30/15	\$15.82
NORCO COLLEGE				
Bratton, Mason	Custodian	Facilities	02/05/15-02/17/15	\$15.82
RIVERSIDE COLLEGE				
Moon, Christina	Information Support/ Operator	Administrative Support Center	01/29/15-05/08/15	\$15.82

SHORT-TERM POSITIONS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
DISTRICT				
Arnhart, Katie	Interpreter III	Disabled Student Programs and Services	02/18/15-06/30/15	\$35.00
Butterfield, Justin	Interpreter I	Disabled Student Programs and Services	02/18/15-06/30/15	\$25.00
Crespo, Jessica	Interpreter Apprentice	Disabled Student Programs and Services	02/18/15-06/30/15	\$11.00
Deloss, Jasmine	Interpreter II	Disabled Student Programs and Services	02/18/15-06/30/15	\$30.00
Herren, Matthew	Police Officer	Reserve College Safety and Police	02/18/15-06/30/15	\$15.65
Miller, Gwendolyn	Interpreter III	Disabilites Resource Center	02/19/15-06/30/15	\$35.00
Ramirez, Rocio	Interpreter II	Disabled Student Programs and Services	02/18/15-06/30/15	\$30.00
Stephenson, Jacob	Interpreter II	Disabled Student Programs and Services	02/18/15-06/30/15	\$30.00
Trevino, Lee	Police Officer	Reserve College Safety and Police	01/15/15-06/30/15	\$15.65
MORENO VALLEY				
Abercromby, Tara	Role Player	Law Enforcement Training Programs	02/27/15-06/30/15	\$9.00
Alvarez, Fernando	Role Player	Law Enforcement Training Programs	02/18/15-06/30/15	\$9.00
Catalan, Susan	Supplemental Instructional Leader	Grants and College Support Programs	02/18/15-06/30/15	\$12.00
De La Barrera Guitron, Alejandra	Role Player	Law Enforcement Training Programs	02/18/15-06/30/15	\$9.00
Dubon, Annie	Tutor I	Writing & Reading Ceter	02/18/15-06/30/15	\$9.00
Hansen, Noelle	Supplemental Instructional Leader	Grants and College Support Programs	02/18/15-06/30/15	\$12.00
Johnson, Angela	Supplemental Instructional Leader	Grants and College Support Programs	02/21/15-06/30/15	\$12.00
Lopez, Esly	Supplemental Instructional Leader	Communications	02/18/15-06/30/15	\$12.00
Nguyen, Vinh Van	Supplemental Instructional Leader	Grants and College Support Programs	02/18/15-06/30/15	\$12.00
O'Quinn, Gregory	Role Player	Law Enforcement Training Programs	08/27/15-06/30/15	\$9.00

SHORT-TERM POSITIONS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
MORENO VALLEY (Continued)				
Perez, Linda	Role Player	Law Enforcement Training Programs	02/27/15-06/30/15	\$9.00
Singh, Ravneet	Supplemental Instructional Leader	Grants and College Support Programs	02/21/15-06/30/15	\$12.00
Solano Osorio, Christian	Supplemental Instructional Leader	Basic Skills Grants and College	02/21/15-06/30/15	\$12.00
Suleman, Ashia	Instructional Leader	Support Programs	02/21/15-06/30/15	\$12.00
Trejo, Anthony	Role Player	Law Enforcement Training Programs	02/27/15-06/30/15	\$9.00
Trejo, Jenna	Role Player	Law Enforcement Training Programs	02/27/15-06/30/15	\$9.00
Villalta, Katherine	Tutor I Supplemental	Writing & Reading Ceter Grants and College	01/02/15-06/30/15	\$9.00
Wood, Broderick	Instructional Leader	Support Programs	02/21/15-06/30/15	\$12.00
NORCO				
Calderon, Kelsee	Tutor IV	Trio Upward Bound Programs	02/18/15-06/30/15	\$10.00
Jurado, Maria	Office Assistant IV	Career & Technical Education	02/23/15-06/25/15	\$14.00
Lizardi, Angel	Office Assistant III	Student Activities	03/02/15-03/13/15	\$12.50
Medina Cardona, Noemi	Office Assistant IV	Student Financial Services	02/18/15-06/30/15	\$14.00
Pizarro Felix, Ilse	Tutor IV	Trio Upward Bound Programs	02/18/15-06/30/15	\$10.00
Romero, Patricia	Grant Facilitator	Trio Upward Bound Programs	02/18/15-06/30/15	\$40.00
RIVERSIDE CITY				
Abdulal, Miami	Supplemental Instructional Leader	Academic Support Student Financial	02/18/15-06/30/15	\$12.00
Belford, Elizabeth	Office Assistant IV	Services	02/18/15-06/30/15	\$14.00
Langston, Alysia	Supplemental Instructional Leader	Academic Support	02/18/15-06/30/15	\$12.00
Malenke, Jacqueline	Stage Technician VI	Performance Riverside	02/20/15-06/30/15	\$12.65
Rodriguez, Gabriel	Stage Technician VI	Performance Riverside	02/20/15-06/30/15	\$12.65

SHORT-TERM POSITIONS

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
RIVERSIDE CITY (Continued)				
Rodriguez Valencia, Javier	Supplemental Instructional Leader Stage Master	Academic Support	02/18/15-06/30/15	\$12.00
Rupe, Jason	Carpenter Supplemental	Performance Riverside Math, English, ESL &	02/20/15-06/30/15	\$17.00
Tan, Meanop	Instructional Leader Supplemental	Academic Support	02/10/15-06/30/15	\$12.00
Ybarra, Allyssa	Instructional Leader	Academic Support	02/18/15-06/30/15	\$12.00
Youngerman, Geoffrey	Stage Technician II	Performing Arts	02/17/15-06/12/15	\$9.55

FULL-TIME STUDENTS EMPLOYED PART-TIME AND
PART-TIME STUDENTS EMPLOYED PART-TIME ON WORK STUDY

Backup Other Personnel
February 17, 2015
Page 1 of 2

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
<u>DISTRICT FUNDS</u>				
MORENO VALLEY COLLEGE				
Brumm, Leslie	Student Aide I	Food Services	02/05/15	\$ 9.00
Carr, Leann	Student Aide I	Food Services	02/04/15	\$ 9.00
Guidote, Francesca	Student Aide I	Tutorial Services	01/28/15	\$ 9.00
		Grants and Support		
Howard, Aziz Wali	Student Aide IV	Services	02/02/15	\$ 12.00
Nguyen, Khoa Van Dang	Student Aide I	Math Lab	01/26/15	\$ 9.25
Nguyen, Vinh	Student Aide I	Math Lab	01/26/15	\$ 9.25
Stevenson, Shawn	Student Aide I	Food Services	02/02/15	\$ 9.00
Zamarripa, Andrea	Student Aide I	Writing Center	02/06/15	\$ 9.00
RIVERSIDE CITY COLLEGE				
Carpenter, Alexander	Student Aide I	Disability Resource Ctr	01/28/15	\$ 9.00
		Communication		
Castro, Hailey	Student Aide I	Excellence	02/02/15	\$ 9.00
Cisneros, Monica	Student Aide IV	Academic Support	02/06/15	\$ 12.00
Garcia, Elizabeth	Student Aide IV	Academic Support	02/03/15	\$ 12.00
Gonzales, Abigail	Student Aide I	Food Services	01/29/15	\$ 9.00
Gray, Chelsea	Student Aide I	Performing Arts / Theatre	01/28/15	\$ 9.00
Hamilton, Amaris	Student Aide IV	Academic Support	02/03/15	\$ 12.00
Herrera, Noe	Student Aide I	Tutorial Services	02/06/15	\$ 9.00
Huang, Xi	Student Aide I	International Student Ctr	01/12/15	\$ 9.00
Lopez Palomera, Norma	Student Aide I	Early Childhood Educ.	02/02/15	\$ 9.00
Medrano Ramos, Dora	Student Aide IV	Writing and Reading Ctr	01/15/15	\$ 12.00
Morales, Alexa	Student Aide IV	Academic Support	02/02/15	\$ 12.00
Mwamba, Christine	Student Aide I	College Safety and Police	01/06/15	\$ 9.00
Paluzzi, Jessica	Student Aide IV	Academic Support	02/02/15	\$ 12.00
Pelsh, Amanda	Student Aide II	Academic Support	01/12/15	\$ 10.00
Richardson, Aaron	Student Aide I	Tutorial Services	01/22/15	\$ 9.00
Rodriguez, Kimberly	Student Aide I	Food Services	02/04/15	\$ 9.00
Russell II, Anthony	Student Aide I	Performing Arts / Theatre	01/26/15	\$ 9.00
Tarzi, Jina	Student Aide IV	Academic Support	02/02/15	\$ 12.00
Tsang, Lok Man Mandy	Student Aide IV	Academic Support	02/06/15	\$ 12.00
Vanluesauls, Aerial	Student Aide II	Academic Support	01/12/15	\$ 10.00
White, William	Student Aide I	Disability Resource Ctr	02/03/15	\$ 9.00
Williams, James	Student Aide I	Journalism	02/02/15	\$ 9.00

FULL-TIME STUDENTS EMPLOYED PART-TIME AND
PART-TIME STUDENTS EMPLOYED PART-TIME ON WORK STUDY

Backup Other Personnel
February 17, 2015
Page 2 of 2

<u>NAME</u>	<u>POSITION</u>	<u>DEPARTMENT</u>	<u>DATE</u>	<u>RATE</u>
<u>CATEGORICAL FUNDS</u>				
CALWORKS WORK STUDY				
Fragozo, Mayra	Student Aide II	Business Services - RCC	02/03/15	\$ 10.00
COMMUNITY SERVICE PROGRAM				
Mesa Nauls, Erina	Student Aide II	UCR Artsblock - RCC	02/03/15	\$ 10.25
Perez, Tanna	Student Aide II	UCR Artsblock - RCC Riverside Public Library/ Orange Terrace Branch-	01/30/15	\$ 10.00
Shin, Do	Student Aide II	RCC Real Journies Excel Prep-	02/03/15	\$ 10.75
Torres-Suares, Alexa	Student Aide I	MVC Riverside Public Library/ Main Branch - RCC	01/12/15	\$ 9.75
Yebra Navarro, Blanca	Student Aide II	Upward Bound-MVC	02/03/15	\$ 10.75
Zavala Lopez, Laura	Student Aide I		02/05/15	\$ 9.00
MORENO VALLEY COLLEGE				
Aranda, Yaquelin	Student Aide II	Services	02/04/15	\$ 10.00
RIVERSIDE CITY COLLEGE				
Hotchkins, Ariel	Student Aide I	Kinesiology / Football	01/21/15	\$ 9.00
Martinez Bosquez, Daisy	Student Aide I	Culinary Academy	01/22/15	\$ 9.00

Agenda Item (VI-B-1)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-1)
Subject	Purchase Order and Warrant Report – All District Resources
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve/ratify the Purchase Orders and Purchase Order Additions totaling \$3,315,975 and District Warrant Claims totaling \$5,813,547.

Background Narrative:

The attached Purchase Order and Warrant Report – All District Resources is submitted to comply with Education Code Sections 81656 and 85231. The Purchase Orders and Purchase Order Additions, totaling \$3,315,975 requested by District staff and issued by the District Business Office have been reviewed to verify that budgeted funds are available in the appropriate categories of expenditure.

District Warrant Claims (numbers 234056 – 235021) totaling \$5,813,547, paid against approved Purchase Orders, have been reviewed by the Business Office to verify that monies are available in the appropriate funds for payment of these warrants. These claims also have been reviewed, on a sample basis, by the Riverside County Office of Education through its claim audit process.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Purchasing Manager

Attachments:

[02172015_Contracts and Purchase Orders Over \\$86,000 Report \(January\)](#)

Report of Purchases-All District Resources
 Purchases Over \$86,000
 1/1/15 thru 1/31/15

PO#	Department	Vendor	Description	Amount
C0004860	Facilities	Padilla & Associates, Inc	PLA - RCC Student Services Building	\$ 196,000
C0004867	Facilities	Whitehead Construction, Inc	SS&A Building - Doors, Frames & Hardware Bid Award	246,000
P0045332	Information Services	Anixter Inc.	Racking Equipment TCPN Contract # R513	92,020
P0045365	Information Services	CDW-G	Data Storage Equipment, National IPA RFP # 130733	172,311
<u>Additions to Approved/Ratify Purchase Orders of \$86,000 and Over</u>				
C0004299	Risk Management	Southern California Schools Risk Management	Liability Insurance	789,064
C0004631	Facilities Planning & Development	Kamran and Company, Inc.	CAADO P2 Food Services	106,243
C0004805	Customized Solutions	Custom Corporate Communications LLC	Training Services	115,900
Total				<u>\$ 1,717,538</u>
All Purchase Orders, Contracts, and Additions for the Period of 1/1/15 - 1/31/15				
Contracts C4855 - C4875 and Contract Additions C3098 - C4841				\$ 854,495
Purchase Orders P45193 - P45615 and Purchase Order Additions P42884 - P45175				611,973
Blanket Purchase Orders B13430 - B13460 and Blanket Purchase Order Additions B12486 - B13427				131,969
Total				<u>\$ 1,598,437</u>
Grand Total				<u><u>\$ 3,315,975</u></u>

Agenda Item (VI-B-2-a)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-2-a)
Subject	Budget Adjustments
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve the budget transfers as presented.

Background Narrative:

The 2014-15 adopted budget represents our best estimates of both income and expenditures. As the year progresses, however, some accounts have surplus funds while others are under budgeted. As provided in Title 5, Section 58307, the Board of Trustees may approve budget transfers between major object code expenditure classifications within the approved budget to allow for needed purchases of supplies, services, equipment and hiring of personnel. Unless otherwise noted, the transfers are within the unrestricted General Fund (Fund 11, Resource 1000). Additionally, at the close of each fiscal year, it is necessary for the Board to grant authority to make necessary transfers among the various accounts and funds of the district.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services

Attachments:

[02172015_Budget Adjustments](#)

Budget Adjustments February 17, 2015

<u>Program</u>	<u>Account</u>	<u>Amount</u>
<u>Riverside</u>		
R1. Transfer to reallocate the Student Financial Aid Administration Program grant budget. (Fund 12, Resource 1190)		
From: Student Financial Services	Classified FT	\$ 4,768
	Employee Benefits	1,037
To: Student Financial Services	Supplies	\$ 1,037
	Conferences	4,768
R2. Transfer to reallocate the Title V - HSI Pathways to Excellence grant budget. (Fund 12, Resource 1190)		
From: Workforce Preparation	Consultants	\$ 18,730
To: Workforce Preparation	Academic PT Teaching	\$ 100
	Classified Perm PT	5
	Instructional Aides Perm PT	100
	Student Help – Instructional	9,000
	Instructional Aides, Short-Term	8,600
	Employee Benefits	925
R3. Transfer to purchase a laptop. (Fund 12, Resource 1190)		
From: CalWORKs	Supplies	\$ 2,000
To: CalWORKs	Computer Equipment	\$ 2,000
R4. Transfer to purchase cables and DVDs.		
From: World Languages	Comp Software Maint/Lic	\$ 230
To: World Languages	Instructional Media Material	\$ 230

<u>Program</u>	<u>Account</u>	<u>Amount</u>
R5. Transfer to purchase supplies and a printer.		
From: Institutional Effectiveness	Conferences	\$ 460
To: Institutional Effectiveness	Supplies	\$ 182
	Equipment	278
R6. Transfer to purchase a printer.		
From: Auxiliary Business Services	Other Services	\$ 1,100
To: Auxiliary Business Services	Equipment	\$ 1,100
R7. Transfer to purchase a floor tarp.		
From: Performing Arts	Short Term Instructional	\$ 2,538
	Employee Benefits	96
	General Liability and Property	34
To: Performing Arts	Equipment	\$ 2,668
R8. Transfer to purchase furniture.		
From: Applied Technology	Repairs	\$ 375
To: Applied Technology	Equipment	\$ 375
R9. Transfer to purchase software.		
From: Library	Rents and Leases	\$ 1,140
	Repairs	3,031
To: Library	Software	\$ 4,171

<u>Program</u>	<u>Account</u>	<u>Amount</u>
R10. Transfer to provide additional funds in the Athletics budget for instructional supplies, transportation and equipment.		

From: Student Services	Short Term Non Classified	\$	8,938
	Employee Benefits		339

To: Athletics	Instructional Supplies	\$	2,500
	Transportation		6,277
	Equipment		500

R11. Transfer to provide for transportation and entry fees.

From: Athletics	Short Term Sumr Coaching	\$	11,419
	Employee Benefits		2,486

To: Athletics	Transportation	\$	10,213
	Entry Fees		3,692

R12. Transfer to purchase supplies.

From: Center for Int'l Students	Recruiting	\$	1,000
	Legal		2,000

To: Center for Int'l Students	Supplies	\$	3,000
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Norco

N1. Transfer to purchase supplies

From: VP, Business Services	Consultants	\$	5,000
	Administrative Contingency		116

To: Building Maintenance	Supplies	\$	116
Student Co-Curricular Activities	Supplies		5,000

<u>Program</u>	<u>Account</u>	<u>Amount</u>
N2. Transfer to reallocate the AB86 Adult Education grant budget. (Fund 12, Resource 1190)		
From: AB86 Adult Education	Consultants	\$ 50,531
To: AB86 Adult Education	Classified FT	\$ 6,500
	Classified Perm PT	35,000
	Employee Benefits	9,031
N3. Transfer to provide for repairs.		
From: Grounds	Grounds/Garden Supplies	\$ 438
To: Building Maintenance	Repairs	\$ 438
N4. Transfer to purchase a scanner.		
From: VP, Academic Affairs	Instructional Supplies	\$ 1,939
To: Dean of Instruction	Equipment	\$ 1,939
N5. Transfer to purchase computers. (Fund 12, Resource 1190)		
From: Title V STEM	Instructional Supplies	\$ 15,000
To: Title V STEM	Equipment	\$ 15,000
N6. Transfer to provide for a conference and to purchase software.		
From: Dean of Instruction	Academic Special Project	\$ 570
	Short-Term Temporary	1,378
	Employee Benefits	152
	Supplies	1,045
To: Dean of Instruction	Conferences	\$ 2,100
Tax Studies	Equipment	1,045

<u>Program</u>	<u>Account</u>	<u>Amount</u>
N7. Transfer to provide for a conference.		
From: Counseling	Academic PT Non-Instr	\$ 11,402
	Employee Benefits	1,444
To: Counseling	Conferences	\$ 12,846
N8. Transfer to purchase supplies and computers. (Fund 12, Resource 1190)		
From: DSP&S	Other Services	\$ 12,000
To: DSP&S	Supplies	\$ 5,000
	Equipment	7,000
N9. Transfer to purchase a copier and computers. (Fund 12, Resource 1190)		
From: Student Success & Support	Academic PT Non-Instr	\$ 9,936
	Employee Benefits	1,259
	Other Services	8,000
To: Student Success & Support	Equipment	\$ 19,195
<u>Moreno Valley</u>		
M1. Transfer to purchase a Scantron scanner.		
From: Law Enforcement Training Program	Professional Services	\$ 3,950
To: Law Enforcement Training Program	Equipment	\$ 3,950
M2. Transfer to purchase supplies.		
From: Student Services	Administrative Contingency	\$ 3,000
To: Student Services	Supplies	\$ 3,000

<u>Program</u>	<u>Account</u>	<u>Amount</u>
M3. Transfer to provide for student help. (Fund 12, Resource 1190)		
From: Student Success & Support Program	Administrative Contingency	\$ 38,871
To: Student Success & Support Program	Student Help – Non-Instr Employee Benefits	\$ 38,000 871
M4. Transfer to provide for copying and printing and purchase supplies. (Fund 12, Resource 1190)		
From: DSP&S	Administrative Contingency	\$ 931
To: DSP&S	Copying and Printing Supplies	\$ 397 534
 <u>District Office and District Support Services</u>		
D1. Transfer to purchase VoIP telephones.		
From: Information Services	Repairs	\$ 10,000
To: Information Services	Equipment	\$ 10,000
D2. Transfer to provide for a special project and a mass notification system. (Fund 61, Resource 6110)		
From: Self-Insured Workers' Compensation	Copying and Printing Equipment	\$ 1,000 41,965
To: Self-Insured Workers' Compensation	Academic Special Project Employee Benefits Professional Services	\$ 877 123 41,965

<u>Program</u>	<u>Account</u>	<u>Amount</u>
D3. Transfer to provide for a special project and liability insurance. (Fund 61, Resource 6120)		
From: Self-Insured General Liability	Equipment	114,500
To: Self-Insured General Liability	Academic Special Project	877
	Employee Benefits	123
	Liability Insurance	113,500
D4. Transfer to provide for faculty apartments for the study abroad program		
From: International Education	Supplies	\$ 1,000
To: International Education	Conferences	\$ 1,000
D5. Transfer to purchase a computer and hard drives.		
From: IS Administration Systems	Professional Services	\$ 2,205
IS Network Systems	Comp Software Maint/Lic	14,811
To: IS Administration Systems	Equipment	\$ 2,205
IS Network Systems	Equipment	14,811
D6. Transfer to provide for consultants. (Fund 11, Resource 1170)		
From: Customized Solutions	Supplies	\$ 1,500
	Contract Ed Instr Supplies	3,945
To: Customized Solutions	Consultants	\$ 5,445
D7. Transfer to provide for curriculum development. (Fund 12, Resource 1190)		
From: Sector Navigator	Classified FT Administrator	\$ 20,000
	Short-Term Temporary	11,000
To: Sector Navigator	Other Services	\$ 31,000

<u>Program</u>	<u>Account</u>	<u>Amount</u>
D8. Transfer to purchase a teleprompter for an iPad.		
From: Chancellor	Administrative Contingency	\$ 632
To: IMC, Riverside	Equipment	\$ 632

Agenda Item (VI-B-3-a)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-a)
Subject	Resolution No. 37-14/15 – 2014-2015 Ford Maintenance and Light Repair (MLR) Materials Fee
College/District	Riverside
Funding	General Funds
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$1,650 to the budget.

Background Narrative:

The Riverside Community College District, Riverside City College has received materials fees in the amount of \$1,650 from students enrolled in the Ford Maintenance and Light Repair (MLR) program. The funds will be used to purchase student access keys for Ford's educational resources database.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Patricia Avila, Interim Dean, Career and Technical Education

Attachments:

[02172015_Resolution No.37-14/15 – Ford Maintenance and Light Repair \(MLR\) Materials Fee](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 37-14/15

2014-2015 Ford Maintenance and Light Repair (MLR) Materials Fee

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$1,650 is assured to said District, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 17, 2015.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 INCOME & EXPENDITURES - BUDGET AMENDMENT

Resolution No. 37-14/15

2014-2015 Ford Maintenance and Light Repair (MLR) Materials Fee

Year	County	District	Date	Fund
15	33	07	2/17/2015	11

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
11	D00	1000	0	0000	0722	8889	1,650 00	REVENUE
								EXPENDITURES
11	DSA	1000	0	948	0722	4320	1,650 00	Instructional Supplies
							1,650 00	TOTAL INCOME
							1,650 00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-b)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-b)
Subject	Resolution No. 38-14/15 – 2014-2015 Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) - Capacity
College/District	District
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$15,000 to the budget.

Background Narrative:

The Riverside Community College District's colleges have received additional funding for the 2014-2015 Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) - Capacity in the amount of \$15,000 from the California Community Colleges Chancellor's Office. The additional funding by college follows: Riverside City College - \$5,000, Norco College - \$5,000, and Moreno Valley College - \$5,000. The funds will be used for salaries, benefits, and other operational expenses of the program.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Paul Parnell, President, Norco College
Sandra Mayo, President, Moreno Valley College
Ed Bush, Vice President, Student Services
Monica Green-Cochrane, Vice President, Student Services
Dyrell Foster, Vice President, Student Services (MVC)

Attachments:

[02172015_Resolution No. 38-14/15 – BFAP-SFAA - Capacity](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 38-14/15

2014-2015 Board Financial Assistance Program – Student Financial Aid Administration (BFAP-SFAA) - Capacity

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$15,000 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 17, 2015.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT

Resolution No. 38-14/15

2014-2015 Board Financial Assistance Program - Student Financial Aid Administration (BFAP-
SFAA) - Capacity

Year	County	District	Date	Fund
15	33	07	2/17/2015	12

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
12	D00	1190	0	0000	0067	8659	5,000 00	REVENUE
12	E00	1190	0	0000	0067	8659	5,000 00	↓
12	F00	1190	0	0000	0067	8659	5,000 00	↓
								EXPENDITURES
12	DZE	1190	0	6460	0067	4590	2,666 00	Office and Other Supplies
12	DZE	1190	0	6460	0067	4710	2,334 00	Food
12	EZE	1190	0	6460	0067	4590	5,000 00	Office and Other Supplies
12	FZE	1190	0	6460	0067	2339	455 00	Classified PT Hrly As Needed
12	FZE	1190	0	6460	0067	2349	948 00	Classified Overtime
12	FZE	1190	0	6460	0067	3320	59 00	Employee Benefits
12	FZE	1190	0	6460	0067	3325	20 00	
12	FZE	1190	0	6460	0067	3520	1 00	
12	FZE	1190	0	6460	0067	3620	2 00	
12	FZE	1190	0	6460	0067	3420	2,319 00	↓
12	FZE	1190	0	6460	0067	5649	1,196 00	Comp Software Maint/Lic
							15,000 00	TOTAL REVENUE
							15,000 00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-c)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-c)
Subject	Resolution No. 39-14/15 – 2014-2015 CalWORKs Program
College/District	Norco
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$7,031 to the budget.

Background Narrative:

The Riverside Community College District's Norco College has received additional funding for the 2014-2015 CalWORKs Program in the amount of \$7,031 from the California Community Colleges Chancellor's Office. The funds will be used for salaries and benefits.

Prepared By: Paul Parnell, President, Norco College
Monica Green-Cochrane, Vice President, Student Services

Attachments:

[02172015_Resolution No. 39-14/15 – CalWORKs Program](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 39-14/15

2014-2015 CalWORKs Program

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$7,031 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 17, 2015.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 INCOME & EXPENDITURES - BUDGET AMENDMENT
 Resolution No. 39-14/15
 2014-2015 CalWORKs Program

Year	County	District	Date	Fund
15	33	07	02/17/2015	12

Fund	School	Resource	PY	Goal	Func	Object	Amount		Object Code Description
12	E00	1190	0	0000	0367	8626	7,031	00	REVENUE
									EXPENDITURES
12	ECW	1190	0	6020	4367	2331	6,873	00	Transportation
12	ECW	1190	0	6020	4367	3620	158	00	General Liability & Property
							7,031	00	TOTAL REVENUE
							7,031	00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-d)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-d)
Subject	Resolution No. 40-14/15 – 2014-2015 Puente Program
College/District	Norco
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$1,500 to the budget.

Background Narrative:

The Riverside Community College District's Norco College has received funding for the 2014-2015 Puente Program in the amount of \$1,500 from the Regents of the University of California. The funds will be used for mentoring activities.

Prepared By: Paul Parnell, President, Norco College
Monica Green-Cochrane, Vice President, Student Services

Attachments:

[02172015_Resolution No. 40-14/15 – Puente Program](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 40-14/15

2014-2015 Puente Program

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$1,500 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 17, 2015.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
 INCOME & EXPENDITURES - BUDGET AMENDMENT
 Resolution No. 40-14/15
 2014-2015 Puente Program

Year	County	District	Date	Fund
15	33	07	02/17/2015	12

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
12	E00	1190	0	0000	0095	8629	1,500 00	REVENUE
								EXPENDITURES
12	EZC	1190	0	6301	0095	4710	500 00	Food
12	EZC	1190	0	6301	0095	5211	500 00	Meeting Expenses
12	EZC	1190	0	6301	0095	5220	500 00	Conferences
							1,500 00	TOTAL REVENUE
							1,500 00	TOTAL EXPENDITURES

Agenda Item (VI-B-3-e)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-3-e)
Subject	Resolution No. 41-14/15 – 2014-2015 Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program
College/District	District
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve adding the revenue and expenditures of \$2,541,370 to the budget.

Background Narrative:

With the Board of Trustees' approval of the Consent Agenda item entitled "Memorandum of Understanding 15C215 between Chaffey College and Riverside Community College District on behalf of Riverside City College and Norco College" the District will enter into an agreement with Chaffey Community College for the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program in the total amount of \$2,541,370. Funding by college is as follows: Riverside City College - \$1,130,937, Norco College - \$1,410,433 and will be utilized for salaries, benefits, and other operational expenses of the program.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Paul Parnell, President, Norco College
Susan Mills, Interim Vice President, Academic Affairs (Riverside)
Patricia Avila, Interim Dean, Career and Technical Education
Kevin Fleming, Dean of Instruction, CTE Programs and Grants

Attachments:

[02172015_Resolution No. 41-14/15 – Trade Adjustment Assistance Community College and Career Training \(TAACCCT\) Grants Program](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT

RESOLUTION TO AMEND BUDGET

RESOLUTION No. 41-14/15

2014-2015 Trade Adjustment Assistance Community
College and Career Training (TAACCCT) Grants Program

WHEREAS the governing board of the Riverside Community College District has determined that income in the amount of \$2,541,370 is assured to said district, which exceeds amounts previously budgeted; and

WHEREAS the governing board of the Riverside Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED such additional funds be appropriated according to the schedule on the attached page.

This is an exact copy of the resolution adopted by the governing board at a regular meeting on February 17, 2015.

Clerk or Authorized Agent

RIVERSIDE COMMUNITY COLLEGE DISTRICT
INCOME & EXPENDITURES - BUDGET AMENDMENT
 Resolution No. 41-14/15
 2014-2015 Trade Adjustment Assistance Community
 College and Career Training (TAACCCT) Grants Program

Year	County	District	Date	Fund
15	33	07	2/17/2015	12

Fund	School	Resource	PY	Goal	Func	Object	Amount	Object Code Description
12	D00	1190	0	0000	0334	8190	1,130,937 00	REVENUE
12	E00	1190	0	0000	0334	8190	1,410,433 00	REVENUE
								EXPENDITURES
12	DJC	1190	0	6010	4334	1219	178,134 00	Academic FT Non-Instr
12	DJC	1190	0	6010	4334	1333	49,188 00	Academic PT Teaching
12	DJC	1190	0	6010	4334	1479	50,000 00	Academic Stipend
12	DJC	1190	0	6010	4334	2118	61,280 00	Classified FT Administrator
12	DJC	1190	0	6010	4334	2339	80,320 00	Short-Term Temporary
12	DJC	1190	0	6010	4334	2119	57,682 00	Classified FT
12	DJC	1190	0	6010	4334	3110	4,368 00	Employee Benefits
12	DJC	1190	0	6010	4334	3130	20,258 00	
12	DJC	1190	0	6010	4334	3220	14,003 00	
12	DJC	1190	0	6010	4334	3315	713 00	
12	DJC	1190	0	6010	4334	3320	7,375 00	
12	DJC	1190	0	6010	4334	3325	2,890 00	
12	DJC	1190	0	6010	4334	3335	3,308 00	
12	DJC	1190	0	6010	4334	3420	52,369 00	
12	DJC	1190	0	6010	4334	3430	29,272 00	
12	DJC	1190	0	6010	4334	3510	25 00	
12	DJC	1190	0	6010	4334	3520	100 00	
12	DJC	1190	0	6010	4334	3530	114 00	
12	DJC	1190	0	6010	4334	3610	1,126 00	
12	DJC	1190	0	6010	4334	3620	4,563 00	
12	DJC	1190	0	6010	4334	3630	5,224 00	∇
12	DJC	1190	0	6010	4334	4320	5,000 00	Instructional Supplies
12	DJC	1190	0	6010	4334	4590	2,500 00	Office and Other Supplies
12	DJC	1190	0	6010	4334	5198	5,000 00	Professional Services
12	DJC	1190	0	6010	4334	5210	30,000 00	Mileage
12	DJC	1190	0	6010	4334	5219	55,000 00	Other Travel
12	DJC	1190	0	6010	4334	5220	41,000 00	Conferences
12	DJC	1190	0	6010	4334	5910	89,131 00	Indirect Admin Costs
12	DJC	1190	0	6010	4334	6481	194,594 00	Equip Additional \$200-\$4999
12	DJC	1190	0	6010	4334	6485	86,400 00	Comp Equip Addl \$200-\$4999

12	ESB	1190	0	0956	0334	1110	271,615	00	Acad FT Instructional
12	EJC	1190	0	6010	4334	2118	317,080	00	Classified FT Administrator
12	EJC	1190	0	6010	4334	2119	111,674	00	Classified FT
12	ESB	1190	0	0956	0334	3130	24,119	00	Employee Benefits
12	EJC	1190	0	6010	4334	3220	50,468	00	
12	EJC	1190	0	6010	4334	3320	26,583	00	
12	EJC	1190	0	6010	4334	3325	6,217	00	
12	ESB	1190	0	0956	0334	3335	3,938	00	
12	EJC	1190	0	6010	4334	3420	157,041	00	
12	ESB	1190	0	0956	0334	3430	82,316	00	
12	EJC	1190	0	6010	4334	3520	215	00	
12	ESB	1190	0	0956	0334	3530	136	00	
12	EJC	1190	0	6010	4334	3620	9,818	00	
12	ESB	1190	0	0956	0334	3630	6,220	00	↓
12	EJC	1190	0	6010	4334	4320	16,800	00	Instructional Supplies
12	EJC	1190	0	6010	4334	4555	10,500	00	Copying/Printing
12	EJC	1190	0	6010	4334	4590	31,800	00	Office and Other Supplies
12	EJC	1190	0	6010	4334	5110	60,000	00	Consultants
12	EJC	1190	0	6010	4334	5210	1,500	00	Mileage
12	EJC	1190	0	6010	4334	5220	3,750	00	Conferences
12	EJC	1190	0	6010	4334	5541	16,040	00	Cell Phones
12	EJC	1190	0	6010	4334	5910	121,903	00	Indirect Admin Costs
12	EJC	1190	0	6010	4334	6482	69,500	00	Equip Additional \$5000 >
12	EJC	1190	0	6010	4334	6485	11,200	00	Comp Equip Addl \$200-\$4999
							2,541,370	00	TOTAL REVENUE
							2,541,370	00	TOTAL EXPENDITURES

Agenda Item (VI-B-5-a)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-5-a)
Subject	Approval to Purchase Information Technology Goods and Services Utilizing the California Multiple Award Schedules (CMAS) Contract Number 3-13-70-0793E
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees approve the purchase of information technology goods and services from CDW Government, LLC, utilizing CMAS contract number 3-13-70-0793E.

Background Narrative:

The California Multiple Award Schedules (CMAS) offers a wide variety of products and services at prices that have been assessed to be fair, reasonable and competitive. CMAS contracts are established by the State of California, Department of General Services for use of all California State and Local Government agencies that are empowered to expend public funds for the acquisition of products and services. Public Contract Code 10298 authorizes state and local agencies to contract with suppliers that have been awarded CMAS contracts, without further competitive bidding.

Riverside Community College District utilizes multiple vendors to purchase information technology goods and services. Staff recommends use of the CMAS awarded contract number 3-13-70-0793E, as one source to purchase information technology goods and services from CDW Government, LLC. The term for CMAS contract number 3-13-70-0793E is from August 7, 2013 through September 30, 2017. District staff has reviewed available cooperative purchasing agreements and other formal purchasing options and found that these contracts best meet the needs of the District.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Purchasing Manager

Attachments:

Agenda Item (VI-B-6-a)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-a)
Subject	Contracts and Agreements Report Less than \$86,000 – All District Resources
College/District	District
Funding	Various Resources
Recommended Action	It is recommended that the Board of Trustees ratify contracts totaling \$854,495 for the period of January 1, 2015 through January 31, 2015.

Background Narrative:

On September 11, 2007, the Board of Trustees authorized delegating authority to the Chancellor to enter into contractual agreements and the expenditure of funds pursuant to the Public Contract Code Section 20650 threshold, currently set at \$86,000. The attached listing of contracts and agreements under \$86,000 requested by college and District staff has been reviewed and verified that budgeted funds are available in the appropriate categories of expenditure. The contracts and agreements have been executed pursuant to the Board's delegation of authority and are presented on this agenda for ratification.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Majd Askar, Purchasing Manager

Attachments:

[02172015_Contracts and Agreements Less than \\$86,000 Report \(January\)](#)

Contracts and Agreements Report-All District Resources
\$86,000 and Under
1/1/15 thru 1/31/15

PO#	Department	Vendor	Business Location	Description	Amount
C0004855	CTE Projects	Reliable Office Solutions	Riverside	Repairs - Service	\$ 3,500
C0004856	Science & Physical Ed - Moreno Valley	Regents of the University of California	Riverside	Biology Research Projects Lead by STEM Faculty	490
C0004857	Matriculation - Moreno Valley	Preptalk Inc	San Clemente	PrepTalk Webcasting Platform	20,250
C0004858	Disabled Student Services - Moreno Valley	AMAC	Atlanta, GA	Computer Software Maint/Lic	21,000
C0004859	Chancellor's Office	Richgrosssolutions Inc.	Hot Springs, SD	Consultants	23,400
C0004861	Facilities - Norco	Pacific Waterproofing & Restoration	Pomona	Norco College Joint Sealant Bid Award	46,882
C0004862	Institutional Effectiveness	County of Riverside	Riverside	Data Center Colocation Services Lease Agreement	3,443
C0004863	Information Services	US Bank	St. Paul, MN	Computer Software Maint/Lic	5,728
C0004864	Facilities - Norco	Air-Ex Air Conditioning, Inc.	Pomona	Norco College Chiller Water Valves Replacement Bid	85,795
C0004865	Customized Solutions	Melody Save	Perris	Training and Curriculum Design	550
C0004866	Customized Solutions	Global Learning Partners, Inc.	Corona	Training and Curriculum Design	601
C0004868	Matriculation	The College Board	Dallas, TX	Assessment Tests	35,500
C0004869	Customized Solutions	Developing Leaders	Fontana	Grant / Contract Sub Agreements	10,000
C0004870	Student Services	Pearson	Chicago, IL	Online Tutoring for Students	2,750
C0004871	Customized Solutions	5WHYS Guys Consulting	Corona	Training and Curriculum Design	1,200
C0004872	Languages, Humanities & Social Sciences	Resource Associates Grant Writing	Farmington, NM	Consultants	7,000
C0004873	Public Affairs & Institutional Advancement	Parsons & Roth	Moreno Valley	Consultants	32,000
C0004874	Customized Solutions	Patricia J Carlson	Rancho Cucamonga	Grant / Contract Sub Agreements	20,000
C0004875	Educational Services - Moreno Valley	Center for Community College Student Engagemen	Austin, TX	Memberships	1,000
N/A	Customized Solutions	Flexsteel Industries	Riverside	Lean Implementation Training	No Cost
N/A	Center for Social Justice	California State University, San Bernardino	San Bernardino	Student Internships	No Cost
N/A	Customized Solutions	Riverside County Transportation Commission	Riverside	Training Course	No Cost
N/A	Purchasing	Pro-Craft Construction, Inc.	Redlands	Escrow Agreement	No Cost
N/A	Purchasing	Southcoast Acoustical Interiors, Inc.	Fontana	Escrow Agreement	No Cost
N/A	Purchasing	Inland Building Construction	San Bernardino	Escrow Agreement	No Cost
N/A	Purchasing	K.A.R. Construction, Inc.	Ontario	Escrow Agreement	No Cost
N/A	Purchasing	Whitehead Construction, Inc.	Riverside	Escrow Agreement	No Cost
N/A	Purchasing	Daniel's Electrical Construction Co.	Fontana	Escrow Agreement	No Cost
N/A	Purchasing	Angeles Contractor, Inc.	Buena Park	Escrow Agreement	No Cost
N/A	President - Moreno Valley	University of Redlands	Redlands	Education and Training Services	No Cost
N/A	Vice President - Academic Affairs	McGraw-Hill Education	Dubuque, IA	Use of School Logo	No Cost
N/A	Workforce Preparation	Riverside County Office of Education	Riverside	Professional Career Ladders Program	No Cost
N/A	Workforce Preparation	County of Riverside, Dept. of Public Social	Riverside	Facility Usage	No Cost
N/A	Workforce Preparation	Riverside County Library System	Riverside	Facility Usage	No Cost
N/A	Facilities Planning & Development	Southern California Edison	Rosemead	Fuel Cell Maintenance Coordination for SGIP Incentive	No Cost
Additions to Approved/Ratify Contracts of \$86,000 and Under					
C0003098	Information Services	Western Data Enterprises, Inc.	Riverside	Repairs - Service	4,860
C0003681	Information Services	Hyland Software, Inc.	Westlake, OH	Computer Software Maint/Lic	2,401
C0003717	Human Resources & Diversity	Keenan & Associates	Torrance	Consultants	25,000
C0003783	Workforce Preparation	Ellucian Inc.	Chicago, IL	Consultants	1,625
C0004065	College Relations / Special Projects	Vicenti, Lloyd & Stutzman, LLF	Glendora	Audit	205
C0004091	Facilities	HMC Architects	Ontario	Amend. #2 & #3/Add's Funds	46,100
C0004118	Counseling	Canon Business Solutions, Inc.	Ontario	Copying and Printing	500
C0004170	Customized Solutions	DLI Associates LLC	Kamuela, HI	Consultants	6,500
C0004219	Student Financial Services - Norco	Academic Works Inc.	Austin, TX	Computer Software Maint/Lic	2,666
C0004279	Safety & Police	City of Inglewood	Inglewood	Parking Citation Management Services	10,255
C0004344	Customized Solutions	Developing Leaders	Fontana	Training Services	2,700
C0004367	Risk Management	Agility Recovery Solutions Inc	Charlotte, NC	Professional Services	25,920

Contracts and Agreements Report-All District Resources
 \$86,000 and Under
 1/1/15 thru 1/31/15

PO#	Department	Vendor	Business Location	Description	Amount
C0004388	Athletics	Adecco USA, INC.	Melville, NY	Transportation Contracts	1,500
C0004394	Community Ed & Senior Citizen Education	Stephen Youngerman	Riverside	Professional Services	3,000
C0004426	Community Ed & Senior Citizen Education	Gary Bowman	Corona	Professional Services	1,100
C0004458	Performance	Rodgers & Hammerstein Organization	New York, NY	Rents and Leases	349
C0004471	Community & Economic Development	Redtail Capital	Temecula	Consultants	15,405
C0004472	Community & Economic Development	Vantages Business Consulting	Newport Coast	Consultants	25,000
C0004473	Community & Economic Development	Martin S Kleckner, III	Oceanside	Consultants	20,000
C0004474	Community & Economic Development	Donald H Kasle	Dove Canyon	Consultants	35,000
C0004475	Community & Economic Development	Molly Schmid	Claremont	Consultants	20,000
C0004476	Community & Economic Development	Plenum Revenue Group	Laguna Niguel	Consultants	35,087
C0004572	Community Ed & Senior Citizen Education	Kushan, LLC	Downers Grove	Professional Services	31,200
C0004586	Risk Management	Epiq Corporate Services Inc.	Beaverton, OR	Professional Services	1,000
C0004595	Risk Management	Alliance of Schools for Cooperative	Cerritos	Legal	40,000
C0004600	Business & Financial Services	Liebert Cassidy Whitmore	Los Angeles	Legal	60,000
C0004602	Business & Financial Services	Public Interest Investigation Inc	Los Angeles	Legal	50,000
C0004614	Facilities Planning & Development	Nealelectric Inc	Poway	CAADO/CSA Site Electrical- C/O #1	35,774
C0004616	Public Affairs & Institutional Advancement	Margaret Elaine Regus	San Dimas	Amend#1/Adds Funds	5,000
C0004674	Administrative Support Center	Sharp Electronics Corp.	Pasadena	Repairs - Service	3,000
C0004739	Facilities	Crestron Electronics, Inc.	Rockleigh, NJ	Repairs - Service	400
C0004766	Learning Resource Center	Reliable Office Solutions	Riverside	Repairs - Service	29
C0004790	Human Resources & Diversity	CCSHP-NPMC	Riverside	Conferences	430
C0004802	Business Operations - Moreno Valley	Tamra Kay Interior Design Consulting, Inc	Irvine	Amend. #1/Scope of Work	1,400
C0004841	Facilities	R Dependable Const. Inc.	San Bernardino	Remodel Projects	20,000
N/A	VP Business Services	Turn N Burn	Riverside	Amend. #1/Extends Date to 9/30/15	No Cost
N/A	Early Childhood Studies	Riverside County Children & Families Commissior	Riverside	Amend. #4/Extends Date to 6/30/16	No Cost
N/A	Economic Development	Defense Logistics Agency	Ft. Belvoir, VA	Amends Wording Only	No Cost
N/A	Workforce Preparation	California Community Colleges Chancellor's Office	Sacramento	Amend. #1/Extends Date to 4/30/15	No Cost
Total					<u>\$ 854,495</u>

Agenda Item (VI-B-6-b)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-b)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Barstow Community College District
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Barstow Community College District for the time frame January 5, 2015 through March 31, 2016, in the amount of \$94,900, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is acting as fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special CTE Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool, and expand quality CTE offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$94,900 for the period of January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Barstow CCD CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 Barstow Community College District
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and Barstow Community College District, hereinafter referred to as BARSTOW CCD, whose address is
11 2700 Barstow Road, Barstow, California 92311 , is effective to cover activities beginning January 05,
12 2015 and ending March 31, 2016. This Agreement is based on the CTE Enhancement Fund Agreement,
13 Grant Agreement Number 14-187-004 , between RCCD and the California Community Colleges
14 Chancellor’s Office (CCCCO).
15

16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.
22

23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds as designated by the CCCCCO to
25 each community college district within the region, following certification by the Regional Consortia that
26 the courses and programs submitted to the districts and colleges for funding meet the criteria above.
27

28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.
30

31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and
35

36 WHEREAS, RCCD is in need of such special services and advice; and
37

38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
39

40 1. RCCD will allocate to BARSTOW CCD, using the CTE Enhancement Fund awarded by the
41 California Community Colleges Chancellor’s Office, a total of \$94,900. RCCD will advance a payment
42 \$37,960 upon execution of this agreement, receipt of a signed face sheet from the CCCCCO and project
43 certification by the Regional Consortia. Funding up to \$47,450 may be requested at the time progress
44 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
45 Expenditure Report due March 31, 2016. If total expenditure of funds by that date is less than the
46 advance payments, RCCD may invoice BARSTOW CCD for the excess amount.
47

1 2. BARSTOW CCD agrees that funds will be used for CTE equipment, curriculum development,
2 professional development, and other related costs necessary to develop, enhance, retool and expand
3 quality CTE offerings as described in the Application documents submitted by BARSTOW CCD and
4 attached hereto as Exhibit A. As needed, the Application can be amended and modified to adjust the
5 use of funds, with written agreement between the Parties. BARSTOW CCD may not begin specified work
6 without a fully-executed Agreement and purchase order issued by RCCD.
7

8 3. Total payment to BARSTOW CCD will not exceed \$94,900 over the term of this Agreement.
9 Payment is contingent upon satisfactory performance as evidenced by quarterly narrative and financial
10 reports including appropriate support documents. Although not required, BARSTOW CCD agrees to
11 document any secured industry match generated by this grant.
12

13 4. PROGRESS REPORT
14

15 BARSTOW CCD will submit quarterly program progress reports beginning March 1, 2015 for all activities
16 and expenditures and a final invoice and final online report by March 31, 2016. Reporting will follow a
17 format provided by the California Community Colleges Chancellor's Office, and reports will be
18 accompanied by all auditable financial documentation to support the claimed expenditure. BARSTOW
19 CCD will include in the final narrative report all match actually generated. The final narrative report
20 should indicate the amount of investment in the project by partners, program income for services
21 provided and matching resources contributed to funding the project by BARSTOW CCD, other
22 stakeholders or donors, especially industry partners.
23

24 5. BUDGET CONCERNS
25

26 If the state or federal budget for the current year and/or any subsequent years covered under this
27 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
28 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to BARSTOW CCD or
29 to furnish any consideration under this Agreement and BARSTOW CCD shall not be obligated to perform
30 any provision of this Agreement. Any work performed by BARSTOW CCD prior to approval of the state
31 or federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated
32 unless and until funding is authorized.
33

34 6. SUB-AGREEMENTS
35

36 BARSTOW CCD may not make any sub-agreements with third parties without written approval of RCCD
37 and the State Chancellor's Office.
38

39 7. AUDIT
40

41 BARSTOW CCD agrees that the RCCD, or its designated representative(s), shall have the right to review
42 and to copy any records and supporting documentation pertaining to the performance of this
43 Agreement. BARSTOW CCD agrees to maintain such records for possible audit for a minimum of three
44 (3) years after final payment or until any audit findings have been resolved, unless a longer period for
45 records retention is stipulated. BARSTOW CCD agrees to allow the auditor(s) access to such records
46 during normal business hours and to allow interviews of any employees who might reasonably have
47 information related to such records. BARSTOW CCD agrees to include a similar right to the State

1 Chancellor's Office, the Bureau of State Audits, or any other appropriate state or federal oversight
2 agency or their designated representative(s) to audit records and interview staff.

3
4 8. PRODUCTS AND DELIVERABLES

5
6 Any document or written report prepared by BARSTOW CCD shall contain the Grant Agreement number
7 and dollar amount of this Agreement.

8
9 9. TRAVEL

10
11 For travel necessary to the performance of this Agreement, BARSTOW CCD travel and other expense
12 reimbursement claims shall be governed by the travel policy and procedures adopted by BARSTOW
13 CCD's governing board. Travel and other expenses shall be limited to those necessary for the
14 performance of this Agreement.

15
16 10. STANDARDS OF CONDUCT

17
18 BARSTOW CCD shall disclose any employment or contractual relationships it may have with other
19 colleges being served under a statewide or regional grant. Such relationships are prohibited and shall be
20 promptly terminated, unless after being fully informed of the circumstances, RCCD and the Project
21 Monitor (State Chancellor's Office) determines that the services being provided to the other college by
22 BARSTOW CCD are above and beyond or unrelated to those provided under the State grant.

23
24 11. INTELLECTUAL PROPERTY

25
26 a. BARSTOW CCD agrees that any and all services rendered and documents or other materials,
27 inventions, processes, machines, manufactures, or compositions of matter, and/or trademarks or
28 servicemarks first created, developed or produced pursuant to this Agreement, by BARSTOW CCD shall
29 be and are Work for Hire. All rights, title, and interest in and to the work first developed under this
30 Agreement shall be assigned and transferred to the Chancellor's Office. This Work for Hire agreement
31 shall survive the expiration or early termination of this Agreement.

32
33 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
34 belong to the Chancellor's Office and BARSTOW CCD shall assign all rights, title and interest thereto, to
35 the Chancellor's Office. The Chancellor's Office shall acknowledge BARSTOW CCD as the author of
36 works produced pursuant to the Work for Hire Agreement on all publications of such work. The
37 Chancellor's Office may license BARSTOW CCD to reproduce and disseminate copies of such work
38 provided the licensee agrees to to permit infringement of the copyright by any person, to compensate
39 the Chancellor's Office for any infringement which may occur, and to indemnify and hold harmless the
40 Chancellor's Office for any and all claims arising out of or in connection with the licensing agreement.
41 Said license shall include the right to create and use works derived from those created under this
42 Agreement, even if such derivative works compete with other works created under this Agreement.

43
44 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
45 prominent place, bear the © or the word "Copyright", or the abbreviation "Copr.", followed by the year
46 created; and the words "Chancellor's Office, California Community Colleges." Acknowledgement may be
47 given to BARSTOW CCD or the actual author(s) of the work in an appropriate manner elsewhere in the
48 material. If it is deemed necessary by either the Chancellor's Office or RCCD that the copyright be

1 registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying the filing fees
2 for, and securing said copyright.

3
4 c. All technical communications and records originated or first prepared by BARSTOW CCD, if any,
5 pursuant to this Work for Hire agreement, including papers, reports, charts, computer programs, and
6 technical schematics and diagrams, and other documentation, but not including BARSTOW CCD's
7 administrative communications and records relating to this Agreement, shall be delivered to and shall
8 become the exclusive property of the Chancellor's Office and may be copyrighted by the Chancellor's
9 Office.

10
11 d. If it is deemed necessary by either the Chancellor's Office or RCCD that a patent be obtained
12 from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or
13 composition of matter, RCCD will be responsible for applying for, paying the filing fees for, and securing
14 said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter
15 developed pursuant to this Agreement shall be issued to the "Chancellor's Office, California Community
16 Colleges." All products and references to patents shall be marked and designated as such as required by
17 law. Acknowledgment may be given to BARSTOW CCD or the actual inventor(s) in an appropriate
18 manner. The Chancellor's Office agrees to grant a nonexclusive license for such intellectual property to
19 BARSTOW CCD. Said license shall include the right to use the patent for inventions, processes,
20 machines, manufactures, or compositions of matter derived from those created under this Agreement.

21
22 e. All trademarks and servicemarks first created, developed or acquired pursuant to this
23 Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the
24 Chancellor's Office or RCCD that a trademark or servicemark be registered with state or federal
25 agencies, RCCD will be responsible for applying for, paying the filing fees for, and securing said
26 protection. All trademarks and servicemarks obtained pursuant to this Agreement shall be issued to the
27 "Chancellor's Office California Community Colleges" and carry the designations permitted or required by
28 law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or
29 servicemarks created, developed or obtained under this Agreement to BARSTOW CCD.

30
31 f. In connection with any license granted pursuant to the preceding paragraphs, BARSTOW CCD
32 agrees not to permit infringement by any person, to compensate Chancellor's Office for any
33 infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and
34 all claims arising out of or in connection with such license. BARSTOW CCD may, with the permission of
35 the Chancellor's Office, enter into a written sublicensing agreement subject to these same conditions.

36
37 g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or
38 compositions of matter, and trademarks or service marks created, developed or produced pursuant to
39 this Agreement are for and are the property of the Chancellor's Office. RCCD shall obtain an
40 acknowledgement of the work for hire performed by BARSTOW CCD if they produce intellectual
41 property pursuant to this Agreement, and all rights, title, and interests in such property shall be assigned
42 to the Chancellor's Office from BARSTOW CCD. No unpaid volunteer or other person shall produce
43 copyright materials under this Agreement without entering into a subcontract or subgrant between such
44 person(s) and BARSTOW CCD giving the Chancellor's Office the foregoing rights in exchange for the
45 payment of the sum of at least one dollar (\$1).

46
47 12. WORKERS' COMPENSATION

1 BARSTOW CCD hereby warrants that it carries Workers' Compensation Insurance for all of its employees
2 who will be engaged in the performance of this Agreement, or is self-insured in accordance with the
3 provisions of Labor Code section 3700, and agrees to furnish to the RCCD satisfactory evidence thereof
4 at any time the Project Director may request.

5
6 13. LAW GOVERNING

7
8 It is understood and agreed that this Grant shall be governed by the laws of the State of California both
9 as to interpretation and performance.

10
11 14. PARTICIPATION IN GRANT-FUNDED ACTIVITIES

12
13 a. During the performance of this Agreement, BARSTOW CCD shall ensure that no person is
14 excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to
15 participation in any program or activity funded under this Agreement on the basis of ethnic group
16 identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or
17 mental disability.

18
19 b. Programs funded by this Agreement should not be designed, administered, or advertised in a
20 manner that discourages participation on any of the bases set forth above. Any informational,
21 advertising, or promotional materials regarding such programs may not include any statements to the
22 effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity
23 or gender. In the event that mentoring or counseling services are provided with funding provided by
24 this Agreement, students may not be paired with mentors or counselors based solely upon the race,
25 color, national origin, ethnicity or gender of the students, mentors, or counselors.

26
27 15. DISCRIMINATION CLAUSE

28
29 a. During the performance of this Grant, BARSTOW CCD shall not unlawfully discriminate, harass or
30 allow harassment, against any employee or applicant for employment because of sex, race, color,
31 ancestry, religion, creed, national origin, physical disability (including HIV and AIDS), mental disability,
32 medical condition (cancer and genetic characteristics), age (over 40), marital status, denial of family care
33 leave, sexual orientation, political affiliation, or position in a labor dispute. BARSTOW CCD shall insure
34 that the evaluation and treatment of their employees and applicants for employment are free from such
35 discrimination and harassment.

36
37 b. BARSTOW CCD shall comply with the provisions of the Fair Employment and Housing Act (Gov.
38 Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2,
39 §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission
40 implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of title 2 of the
41 California Code of Regulations are incorporated into this Agreement by reference and made a part
42 hereof as if set forth in full.

43
44 c. BARSTOW CCD shall also comply with the provisions of Government Code sections 11135-
45 11139.8, and the regulations promulgated thereunder by the Board of Governors of the California
46 Community Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.)

1 d. BARSTOW CCD shall give written notice of their obligations under this clause to labor
2 organizations with which they have a collective bargaining or other agreement.
3

4 16. ACCESSIBILITY FOR PERSONS WITH DISABILITIES
5

6 a. By signing this Agreement, BARSTOW CCD assures RCCD that it complies with the Americans
7 with Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits discrimination on the
8 basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.
9

10 b. BARSTOW CCD shall, upon request by any person, make any materials produced with funds
11 under this agreement available in Braille, large print, electronic text, or other appropriate alternate
12 format. BARSTOW CCD shall establish policies and procedures to respond to such requests in a timely
13 manner.
14

15 c. All data processing, telecommunications, and/or electronic and information technology
16 (including software, equipment, or other resources) developed, procured, or maintained by BARSTOW
17 CCD, whether purchased, leased or provided under some other arrangement for use in connection with
18 this Agreement, shall comply with the regulations implementing Section 508 of the Rehabilitation Act of
19 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
20

21 d. Design of computer or web-based instructional materials shall conform to guidelines of the Web
22 Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by
23 the Chancellor's Office.
24

25 e. BARSTOW CCD shall respond to and resolve any complaints regarding accessibility of its
26 products and services as required by this section. If such complaints are not informally resolved, they
27 shall be treated and processed as complaints of discrimination based on disability pursuant to California
28 Code of Regulations, title 5, sections 59300 et seq.
29

30 f. BARSTOW CCD shall indemnify, defend, and hold harmless the Chancellor's Office, its officers,
31 agents, and employees, from any and all claims by any person resulting from the failure to comply with
32 the requirements of this section.
33

34 17. INDEMNIFICATION
35

36 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
37 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
38 subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying
39 work, services, materials or supplies in connection with performance of this Agreement for the active
40 negligence and willful acts or omissions of their trustees, officers, agents and employees.
41

42 18. INDEPENDENT STATUS
43

44 BARSTOW CCD, and the agents and employees of BARSTOW CCD, in the performance of this Agreement,
45 shall act in an independent capacity and not as officers or employees or agents of RCCD.
46

47 19. AGREEMENT IS COMPLETE
48

1 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
2 writing, signed by the parties, and approved as required. No oral understanding or agreement not
3 incorporated in this Agreement is binding on any of the parties.

4
5 17. TERMINATION

6
7 Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the
8 other party.

9 The remainder of the page left intentionally blank

Signature Authorization Page

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Riverside Community College District

Barstow Community College District

Aaron Brown
Vice Chancellor
Business and Financial Services

Dr. Debbie DiThomas
Superintendent/President

Date

Date

Agenda Item (VI-B-6-c)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-c)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Chaffey Community College District
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and Chaffey Community College District for the time frame of January 5, 2015 through March 31, 2016, in the amount of \$304,615, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool, and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$304,615 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Chaffey CCD CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 CHAFFEY COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and Chaffey Community College District hereinafter referred to as CHAFFEY CCD whose address is 5885
11 Haven Avenue , Rancho Cucamonga, California, 91737 is effective to cover activities beginning January
12 05, 2014 and ending March 31, 2016. This Agreement is based on the CTE Enhancement Fund
13 Agreement, Contract # 14-187-004, between RCCD and the California Community Colleges Chancellor's
14 Office.

15
16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.

22
23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds to each community college district
25 within the region, following certification by the Regional Consortia that the courses and programs
26 submitted to the districts and colleges for funding meet the criteria above.

27
28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.

30
31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and

35
36 WHEREAS, RCCD is in need of such special services and advice; and

37
38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
39

40 1. RCCD will allocate to CHAFFEY CCD, using the CTE Enhancement Fund awarded by the California
41 Community Colleges Chancellor's Office, a total of \$304,615. RCCD will advance a payment \$121,846
42 upon execution of this agreement, receipt of a signed face sheet from the CCCC and project
43 certification by the Regional Consortia. Funding up to \$152,308 may be requested at the time progress
44 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
45 Expenditure Report due March 31, 2016. If total expenditure of funds by that date is less than the
46 advance payments, RCCD may invoice CHAFFEY CCD for the excess amount.
47

1 2. CHAFFEY CCD agrees that funds will be used for CTE equipment, curriculum development,
2 professional development, and other related costs necessary to develop, enhance, retool and expand
3 quality CTE offerings as described in the Application documents submitted by CHAFFEY CCD and
4 attached hereto as Exhibit A. As needed, the Application can be amended and modified to adjust the
5 use of funds, with written agreement between the Parties. CHAFFEY CCD may not begin specified work
6 without a fully-executed Agreement and purchase order issued by RCCD.

7
8 3. Total payment to CHAFFEY CCD will not exceed \$304,615 over the term of this Agreement.
9 Payment is contingent upon satisfactory performance as evidenced by quarterly narrative and financial
10 reports including appropriate support documents. Although not required, CHAFFEY CCD agrees to
11 document any secured industry match generated by this grant.

12
13 4. PROGRESS REPORT

14
15 CHAFFEY CCD will submit quarterly program progress reports beginning March 1, 2015 for all activities
16 and expenditures and a final invoice and final online report by March 31, 2016. Reporting will follow a
17 format provided by the California Community Colleges Chancellor's Office, and reports will be
18 accompanied by all auditable financial documentation to support the claimed expenditure. CHAFFEY
19 CCD will include in the final narrative report all match actually generated. The final narrative report
20 should indicate the amount of investment in the project by partners, program income for services
21 provided and matching resources contributed to funding the project by CHAFFEY CCD, other
22 stakeholders or donors, especially industry partners.

23
24 5. BUDGET CONCERNS

25
26 If the state or federal budget for the current year and/or any subsequent years covered under this
27 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
28 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to CHAFFEY CCD or to
29 furnish any consideration under this Agreement and CHAFFEY CCD shall not be obligated to perform any
30 provision of this Agreement. Any work performed by CHAFFEY CCD prior to approval of the state or
31 federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated
32 unless and until funding is authorized.

33
34 6. SUB-AGREEMENTS

35
36 CHAFFEY CCD may not make any sub-agreements with third parties without written approval of RCCD
37 and the State Chancellor's Office.

38
39 7. AUDIT

40
41 CHAFFEY CCD agrees that the RCCD, or its designated representative(s), shall have the right to review
42 and to copy any records and supporting documentation pertaining to the performance of this
43 Agreement. CHAFFEY CCD agrees to maintain such records for possible audit for a minimum of three (3)
44 years after final payment or until any audit findings have been resolved, unless a longer period for
45 records retention is stipulated. CHAFFEY CCD agrees to allow the auditor(s) access to such records
46 during normal business hours and to allow interviews of any employees who might reasonably have
47 information related to such records. CHAFFEY CCD agrees to include a similar right to the State

1 Chancellor's Office, the Bureau of State Audits, or any other appropriate state or federal oversight
2 agency or their designated representative(s) to audit records and interview staff.

3
4 8. PRODUCTS AND DELIVERABLES

5
6 Any document or written report prepared by CHAFFEY CCD shall contain the Grant Agreement number
7 and dollar amount of this Agreement.

8
9 9. TRAVEL

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11 For travel necessary to the performance of this Agreement, CHAFFEY CCD travel and other expense
12 reimbursement claims shall be governed by the travel policy and procedures adopted by CHAFFEY CCD's
13 governing board. Travel and other expenses shall be limited to those necessary for the performance of
14 this Agreement.

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16 10. STANDARDS OF CONDUCT

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18 CHAFFEY CCD shall disclose any employment or contractual relationships it may have with other colleges
19 being served under a statewide or regional grant. Such relationships are prohibited and shall be
20 promptly terminated, unless after being fully informed of the circumstances, RCCD and the Project
21 Monitor (State Chancellor's Office) determines that the services being provided to the other college by
22 CHAFFEY CCD are above and beyond or unrelated to those provided under the State grant.

23
24 11. INTELLECTUAL PROPERTY

25
26 a. CHAFFEY CCD agrees that any and all services rendered and documents or other materials,
27 inventions, processes, machines, manufactures, or compositions of matter, and/or trademarks or
28 servicemarks first created, developed or produced pursuant to this Agreement, by CHAFFEY CCD shall be
29 and are Work for Hire. All rights, title, and interest in and to the work first developed under this
30 Agreement shall be assigned and transferred to the Chancellor's Office. This Work for Hire agreement
31 shall survive the expiration or early termination of this Agreement.

32
33 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
34 belong to the Chancellor's Office and CHAFFEY CCD shall assign all rights, title and interest thereto, to
35 the Chancellor's Office. The Chancellor's Office shall acknowledge CHAFFEY CCD as the author of works
36 produced pursuant to the Work for Hire Agreement on all publications of such work. The Chancellor's
37 Office may license CHAFFEY CCD to reproduce and disseminate copies of such work provided the
38 licensee agrees to to permit infringement of the copyright by any person, to compensate the
39 Chancellor's Office for any infringement which may occur, and to indemnify and hold harmless the
40 Chancellor's Office for any and all claims arising out of or in connection with the licensing agreement.
41 Said license shall include the right to create and use works derived from those created under this
42 Agreement, even if such derivative works compete with other works created under this Agreement.

43
44 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
45 prominent place, bear the © or the word "Copyright", or the abbreviation "Copr.", followed by the year
46 created; and the words "Chancellor's Office, California Community Colleges." Acknowledgement may be
47 given to CHAFFEY CCD or the actual author(s) of the work in an appropriate manner elsewhere in the
48 material. If it is deemed necessary by either the Chancellor's Office or RCCD that the copyright be

1 registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying the filing fees
2 for, and securing said copyright.

3
4 c. All technical communications and records originated or first prepared by CHAFFEY CCD, if any,
5 pursuant to this Work for Hire agreement, including papers, reports, charts, computer programs, and
6 technical schematics and diagrams, and other documentation, but not including CHAFFEY CCD's
7 administrative communications and records relating to this Agreement, shall be delivered to and shall
8 become the exclusive property of the Chancellor's Office and may be copyrighted by the Chancellor's
9 Office.

10
11 d. If it is deemed necessary by either the Chancellor's Office or RCCD that a patent be obtained
12 from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or
13 composition of matter, RCCD will be responsible for applying for, paying the filing fees for, and securing
14 said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter
15 developed pursuant to this Agreement shall be issued to the "Chancellor's Office, California Community
16 Colleges." All products and references to patents shall be marked and designated as such as required by
17 law. Acknowledgment may be given to CHAFFEY CCD or the actual inventor(s) in an appropriate manner.
18 The Chancellor's Office agrees to grant a nonexclusive license for such intellectual property to CHAFFEY
19 CCD. Said license shall include the right to use the patent for inventions, processes, machines,
20 manufactures, or compositions of matter derived from those created under this Agreement.

21
22 e. All trademarks and servicemarks first created, developed or acquired pursuant to this
23 Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the
24 Chancellor's Office or RCCD that a trademark or servicemark be registered with state or federal
25 agencies, RCCD will be responsible for applying for, paying the filing fees for, and securing said
26 protection. All trademarks and servicemarks obtained pursuant to this Agreement shall be issued to the
27 "Chancellor's Office California Community Colleges" and carry the designations permitted or required by
28 law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or
29 servicemarks created, developed or obtained under this Agreement to CHAFFEY CCD.

30
31 f. In connection with any license granted pursuant to the preceding paragraphs, CHAFFEY CCD
32 agrees not to permit infringement by any person, to compensate Chancellor's Office for any
33 infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and
34 all claims arising out of or in connection with such license. CHAFFEY CCD may, with the permission of
35 the Chancellor's Office, enter into a written sublicensing agreement subject to these same conditions.

36
37 g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or
38 compositions of matter, and trademarks or service marks created, developed or produced pursuant to
39 this Agreement are for and are the property of the Chancellor's Office. RCCD shall obtain an
40 acknowledgement of the work for hire performed by CHAFFEY CCD if they produce intellectual property
41 pursuant to this Agreement, and all rights, title, and interests in such property shall be assigned to the
42 Chancellor's Office from CHAFFEY CCD. No unpaid volunteer or other person shall produce copyright
43 materials under this Agreement without entering into a subcontract or subgrant between such person(s)
44 and CHAFFEY CCD giving the Chancellor's Office the foregoing rights in exchange for the payment of the
45 sum of at least one dollar (\$1).

46
47 12. WORKERS' COMPENSATION

1 CHAFFEY CCD hereby warrants that it carries Workers' Compensation Insurance for all of its employees
2 who will be engaged in the performance of this Agreement, or is self-insured in accordance with the
3 provisions of Labor Code section 3700, and agrees to furnish to the RCCD satisfactory evidence thereof
4 at any time the Project Director may request.

5
6 13. LAW GOVERNING

7
8 It is understood and agreed that this Grant shall be governed by the laws of the State of California both
9 as to interpretation and performance.

10
11 14. PARTICIPATION IN GRANT-FUNDED ACTIVITIES

12
13 a. During the performance of this Agreement, CHAFFEY CCD shall ensure that no person is
14 excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to
15 participation in any program or activity funded under this Agreement on the basis of ethnic group
16 identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or
17 mental disability.

18
19 b. Programs funded by this Agreement should not be designed, administered, or advertised in a
20 manner that discourages participation on any of the bases set forth above. Any informational,
21 advertising, or promotional materials regarding such programs may not include any statements to the
22 effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity
23 or gender. In the event that mentoring or counseling services are provided with funding provided by
24 this Agreement, students may not be paired with mentors or counselors based solely upon the race,
25 color, national origin, ethnicity or gender of the students, mentors, or counselors.

26
27 15. DISCRIMINATION CLAUSE

28
29 a. During the performance of this Grant, CHAFFEY CCD shall not unlawfully discriminate, harass or
30 allow harassment, against any employee or applicant for employment because of sex, race, color,
31 ancestry, religion, creed, national origin, physical disability (including HIV and AIDS), mental disability,
32 medical condition (cancer and genetic characteristics), age (over 40), marital status, denial of family care
33 leave, sexual orientation, political affiliation, or position in a labor dispute. CHAFFEY CCD shall insure
34 that the evaluation and treatment of their employees and applicants for employment are free from such
35 discrimination and harassment.

36
37 b. CHAFFEY CCD shall comply with the provisions of the Fair Employment and Housing Act (Gov.
38 Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2,
39 §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission
40 implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of title 2 of the
41 California Code of Regulations are incorporated into this Agreement by reference and made a part
42 hereof as if set forth in full.

43
44 c. CHAFFEY CCD shall also comply with the provisions of Government Code sections 11135-
45 11139.8, and the regulations promulgated thereunder by the Board of Governors of the California
46 Community Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.)

1 d. CHAFFEY CCD shall give written notice of their obligations under this clause to labor
2 organizations with which they have a collective bargaining or other agreement.
3

4 16. ACCESSIBILITY FOR PERSONS WITH DISABILITIES
5

6 a. By signing this Agreement, CHAFFEY CCD assures RCCD that it complies with the Americans with
7 Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits discrimination on the basis of
8 disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.
9

10 b. CHAFFEY CCD shall, upon request by any person, make any materials produced with funds under
11 this agreement available in Braille, large print, electronic text, or other appropriate alternate format.
12 CHAFFEY CCD shall establish policies and procedures to respond to such requests in a timely manner.
13

14 c. All data processing, telecommunications, and/or electronic and information technology
15 (including software, equipment, or other resources) developed, procured, or maintained by CHAFFEY
16 CCD, whether purchased, leased or provided under some other arrangement for use in connection with
17 this Agreement, shall comply with the regulations implementing Section 508 of the Rehabilitation Act of
18 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
19

20 d. Design of computer or web-based instructional materials shall conform to guidelines of the Web
21 Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by
22 the Chancellor's Office.
23

24 e. CHAFFEY CCD shall respond to and resolve any complaints regarding accessibility of its products
25 and services as required by this section. If such complaints are not informally resolved, they shall be
26 treated and processed as complaints of discrimination based on disability pursuant to California Code of
27 Regulations, title 5, sections 59300 et seq.
28

29 f. CHAFFEY CCD shall indemnify, defend, and hold harmless the Chancellor's Office, its officers,
30 agents, and employees, from any and all claims by any person resulting from the failure to comply with
31 the requirements of this section.
32

33 17. INDEMNIFICATION
34

35 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
36 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
37 subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying
38 work, services, materials or supplies in connection with performance of this Agreement for the active
39 negligence and willful acts or omissions of their trustees, officers, agents and employees.
40

41 18. INDEPENDENT STATUS
42

43 CHAFFEY CCD, and the agents and employees of CHAFFEY CCD, in the performance of this Agreement,
44 shall act in an independent capacity and not as officers or employees or agents of RCCD.
45

46 19. AGREEMENT IS COMPLETE
47

1 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
2 writing, signed by the parties, and approved as required. No oral understanding or agreement not
3 incorporated in this Agreement is binding on any of the parties.

4
5 17. TERMINATION

6
7 Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the
8 other party.

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1 **Signature Authorization Page**

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Riverside Community College District

Chaffey Community College District

Aaron Brown
Vice Chancellor
Business and Financial Services

Henry Shannon
Superintendent/President

Date

Date

Agenda Item (VI-B-6-d)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-d)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Copper Mountain Community College District
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Copper Mountain Community College District for the time frame of January 5, 2015 through March 31, 2016, in the amount of \$71,538, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool, and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$71,538 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Copper Mountain CCD CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 COPPER MOUNTAIN COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and Copper Mountain Community College District hereinafter referred to as COPPER MOUNTAIN CCD
11 whose address is 6162 Copper Mesa Road , Joshua Tree, California, 92252 is effective to cover activities
12 beginning January 05, 2014 and ending March 31, 2016. This Agreement is based on the CTE
13 Enhancement Fund Agreement, Contract # 14-187-004, between RCCD and the California Community
14 Colleges Chancellor’s Office.
15

16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.
22

23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds to each community college district
25 within the region, following certification by the Regional Consortia that the courses and programs
26 submitted to the districts and colleges for funding meet the criteria above.
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28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.
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31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and
35

36 WHEREAS, RCCD is in need of such special services and advice; and
37

38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
39

- 40 1. RCCD will allocate to COPPER MOUNTAIN CCD, using the CTE Enhancement Fund awarded by
41 the California Community Colleges Chancellor’s Office, a total of \$71,538. RCCD will advance a payment
42 \$28,615 upon execution of this agreement, receipt of a signed face sheet from the CCCCCO and project
43 certification by the Regional Consortia. Funding up to \$35,769 may be requested at the time progress
44 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
45 Expenditure Report due March 31, 2016. If total expenditure of funds by that date is less than the
46 advance payments, RCCD may invoice COPPER MOUNTAIN CCD for the excess amount.
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1 2. COPPER MOUNTAIN CCD agrees that funds will be used for CTE equipment, curriculum
2 development, professional development, and other related costs necessary to develop, enhance, retool
3 and expand quality CTE offerings as described in the Application documents submitted by COPPER
4 MOUNTAIN CCD and attached hereto as Exhibit A. As needed, the Application can be amended and
5 modified to adjust the use of funds, with written agreement between the Parties. COPPER MOUNTAIN
6 CCD may not begin specified work without a fully-executed Agreement and purchase order issued by
7 RCCD.
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9 3. Total payment to COPPER MOUNTAIN CCD will not exceed \$71,538 over the term of this
10 Agreement. Payment is contingent upon satisfactory performance as evidenced by quarterly narrative
11 and financial reports including appropriate support documents. Although not required, COPPER
12 MOUNTAIN CCD agrees to document any secured industry match generated by this grant.
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14 4. PROGRESS REPORT

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16 COPPER MOUNTAIN CCD will submit quarterly program progress reports beginning March 1, 2015 for all
17 activities and expenditures and a final invoice and final online report by March 31, 2016. Reporting will
18 follow a format provided by the California Community Colleges Chancellor's Office, and reports will be
19 accompanied by all auditable financial documentation to support the claimed expenditure. COPPER
20 MOUNTAIN CCD will include in the final narrative report all match actually generated. The final
21 narrative report should indicate the amount of investment in the project by partners, program income
22 for services provided and matching resources contributed to funding the project by COPPER MOUNTAIN
23 CCD, other stakeholders or donors, especially industry partners.
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25 5. BUDGET CONCERNS

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27 If the state or federal budget for the current year and/or any subsequent years covered under this
28 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
29 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to COPPER
30 MOUNTAIN CCD or to furnish any consideration under this Agreement and COPPER MOUNTAIN CCD
31 shall not be obligated to perform any provision of this Agreement. Any work performed by COPPER
32 MOUNTAIN CCD prior to approval of the state or federal budget, as applicable, will be rendered on a
33 voluntary basis, and shall not be compensated unless and until funding is authorized.
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43 to review and to copy any records and supporting documentation pertaining to the performance of this
44 Agreement. COPPER MOUNTAIN CCD agrees to maintain such records for possible audit for a minimum
45 of three (3) years after final payment or until any audit findings have been resolved, unless a longer
46 period for records retention is stipulated. COPPER MOUNTAIN CCD agrees to allow the auditor(s) access
47 to such records during normal business hours and to allow interviews of any employees who might
48 reasonably have information related to such records. COPPER MOUNTAIN CCD agrees to include a

1 similar right to the State Chancellor’s Office, the Bureau of State Audits, or any other appropriate state
2 or federal oversight agency or their designated representative(s) to audit records and interview staff.

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4 8. PRODUCTS AND DELIVERABLES

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6 Any document or written report prepared by COPPER MOUNTAIN CCD shall contain the Grant
7 Agreement number and dollar amount of this Agreement.

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9 9. TRAVEL

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11 For travel necessary to the performance of this Agreement, COPPER MOUNTAIN CCD travel and other
12 expense reimbursement claims shall be governed by the travel policy and procedures adopted by
13 COPPER MOUNTAIN CCD’s governing board. Travel and other expenses shall be limited to those
14 necessary for the performance of this Agreement.

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16 10. STANDARDS OF CONDUCT

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18 COPPER MOUNTAIN CCD shall disclose any employment or contractual relationships it may have with
19 other colleges being served under a statewide or regional grant. Such relationships are prohibited and
20 shall be promptly terminated, unless after being fully informed of the circumstances, RCCD and the
21 Project Monitor (State Chancellor’s Office) determines that the services being provided to the other
22 college by COPPER MOUNTAIN CCD are above and beyond or unrelated to those provided under the
23 State grant.

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27 a. COPPER MOUNTAIN CCD agrees that any and all services rendered and documents or other
28 materials, inventions, processes, machines, manufactures, or compositions of matter, and/or
29 trademarks or servicemarks first created, developed or produced pursuant to this Agreement, by
30 COPPER MOUNTAIN CCD shall be and are Work for Hire. All rights, title, and interest in and to the work
31 first developed under this Agreement shall be assigned and transferred to the Chancellor’s Office. This
32 Work for Hire agreement shall survive the expiration or early termination of this Agreement.

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34 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
35 belong to the Chancellor’s Office and COPPER MOUNTAIN CCD shall assign all rights, title and interest
36 thereto, to the Chancellor’s Office. The Chancellor’s Office shall acknowledge COPPER MOUNTAIN CCD
37 as the author of works produced pursuant to the Work for Hire Agreement on all publications of such
38 work. The Chancellor’s Office may license COPPER MOUNTAIN CCD to reproduce and disseminate
39 copies of such work provided the licensee agrees to to permit infringement of the copyright by any
40 person, to compensate the Chancellor’s Office for any infringement which may occur, and to indemnify
41 and hold harmless the Chancellor’s Office for any and all claims arising out of or in connection with the
42 licensing agreement. Said license shall include the right to create and use works derived from those
43 created under this Agreement, even if such derivative works compete with other works created under
44 this Agreement.

45
46 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
47 prominent place, bear the © or the word “Copyright”, or the abbreviation “Copr.”, followed by the year
48 created; and the words “Chancellor’s Office, California Community Colleges.” Acknowledgement may be

1 given to COPPER MOUNTAIN CCD or the actual author(s) of the work in an appropriate manner
2 elsewhere in the material. If it is deemed necessary by either the Chancellor's Office or RCCD that the
3 copyright be registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying
4 the filing fes for, and securing said copyright.

5
6 c. All technical communications and records originated or first prepared by COPPER MOUNTAIN
7 CCD, if any, pursuant to this Work for Hire agreement, including papers, reports, charts, computer pro-
8 grams, and technical schematics and diagrams, and other documentation, but not including COPPER
9 MOUNTAIN CCD's administrative communications and records relating to this Agreement, shall be
10 delivered to and shall become the exclusive property of the Chancellor's Office and may be copyrighted
11 by the Chancellor's Office.

12
13 d. If it is deemed necessary by either the Chancellor's Office or RCCD that a patent be obtained
14 from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or
15 composition of matter, RCCD will be responsible for applying for, paying the filing fees for, and securing
16 said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter
17 developed pursuant to this Agreement shall be issued to the "Chancellor's Office, California Community
18 Colleges." All products and references to patents shall be marked and designated as such as required by
19 law. Acknowledgment may be given to COPPER MOUNTAIN CCD or the actual inventor(s) in an
20 appropriate manner. The Chancellor's Office agrees to grant a nonexclusive license for such intellectual
21 property to COPPER MOUNTAIN CCD. Said license shall include the right to use the patent for
22 inventions, processes, machines, manufactures, or compositions of matter derived from those created
23 under this Agreement.

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25 e. All trademarks and servicemarks first created, developed or acquired pursuant to this
26 Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the
27 Chancellor's Office or RCCD that a trademark or servicemark be registered with state or federal
28 agencies, RCCD will be responsible for applying for, paying the filing fees for, and securing said
29 protection. All trademarks and servicemarks obtained pursuant to this Agreement shall be issued to the
30 "Chancellor's Office California Community Colleges" and carry the designations permitted or required by
31 law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or
32 servicemarks created, developed or obtained under this Agreement to COPPER MOUNTAIN CCD.

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34 f. In connection with any license granted pursuant to the preceding paragraphs, COPPER
35 MOUNTAIN CCD agrees not to permit infringement by any person, to compensate Chancellor's Office for
36 any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any
37 and all claims arising out of or in connection with such license. COPPER MOUNTAIN CCD may, with the
38 permission of the Chancellor's Office, enter into a written sublicensing agreement subject to these same
39 conditions.

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41 g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or
42 compositions of matter, and trademarks or service markes created, developed or produced pursuant to
43 this Agreement are for and are the property of the Chancellor's Office. RCCD shall obtain an
44 acknowledgement of the work for hire performed by COPPER MOUNTAIN CCD if they produce
45 intellectual property pursuant to this Agreement, and all rights, title, and interests in such property shall
46 be assigned to the Chancellor's Office from COPPER MOUNTAIN CCD. No unpaid volunteer or other
47 person shall produce copyright materials under this Agreement without entering into a subcontract or

1 subgrant between such person(s) and COPPER MOUNTAIN CCD giving the Chancellor's Office the
2 foregoing rights in exchange for the payment of the sum of at least one dollar (\$1).

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6 COPPER MOUNTAIN CCD hereby warrants that it carries Workers' Compensation Insurance for all of its
7 employees who will be engaged in the performance of this Agreement, or is self-insured in accordance
8 with the provisions of Labor Code section 3700, and agrees to furnish to the RCCD satisfactory evidence
9 thereof at any time the Project Director may request.

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13 It is understood and agreed that this Grant shall be governed by the laws of the State of California both
14 as to interpretation and performance.

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18 a. During the performance of this Agreement, COPPER MOUNTAIN CCD shall ensure that no
19 person is excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to
20 participation in any program or activity funded under this Agreement on the basis of ethnic group
21 identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or
22 mental disability.

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24 b. Programs funded by this Agreement should not be designed, administered, or advertised in a
25 manner that discourages participation on any of the bases set forth above. Any informational,
26 advertising, or promotional materials regarding such programs may not include any statements to the
27 effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity
28 or gender. In the event that mentoring or counseling services are provided with funding provided by
29 this Agreement, students may not be paired with mentors or counselors based solely upon the race,
30 color, national origin, ethnicity or gender of the students, mentors, or counselors.

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36 sex, race, color, ancestry, religion, creed, national origin, physical disability (including HIV and AIDS),
37 mental disability, medical condition (cancer and genetic characteristics), age (over 40), marital status,
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39 MOUNTAIN CCD shall insure that the evaluation and treatment of their employees and applicants for
40 employment are free from such discrimination and harassment.

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42 b. COPPER MOUNTAIN CCD shall comply with the provisions of the Fair Employment and Housing
43 Act (Gov. Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code
44 Regs., tit. 2, §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing
45 Commission implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of
46 title 2 of the California Code of Regulations are incorporated into this Agreement by reference and made
47 a part hereof as if set forth in full.

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33 Code of Regulations, title 5, sections 59300 et seq.
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35 f. COPPER MOUNTAIN CCD shall indemnify, defend, and hold harmless the Chancellor's Office, its
36 officers, agents, and employees, from any and all claims by any person resulting from the failure to
37 comply with the requirements of this section.
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39 17. INDEMNIFICATION
40

41 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
42 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
43 subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying
44 work, services, materials or supplies in connection with performance of this Agreement for the active
45 negligence and willful acts or omissions of their trustees, officers, agents and employees.
46

47 18. INDEPENDENT STATUS
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1 COPPER MOUNTAIN CCD, and the agents and employees of COPPER MOUNTAIN CCD, in the
2 performance of this Agreement, shall act in an independent capacity and not as officers or employees or
3 agents of RCCD.

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5 19. AGREEMENT IS COMPLETE

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7 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
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9 incorporated in this Agreement is binding on any of the parties.

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11 17. TERMINATION

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13 Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the
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1 **Signature Authorization Page**

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Riverside Community College District

Copper Mountain Community College District

Aaron Brown
Vice Chancellor
Business and Financial Services

Jeff Cummings
Interim President/Superintendent

Date

Date

Agenda Item (VI-B-6-e)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-e)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and San Bernardino Community College District on behalf of Crafton Hills College
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and San Bernardino Community College District on behalf of Crafton Hills College for the time frame of January 5, 2015 through March 31, 2016, in the amount of \$105,519, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool, and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$105,519 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Crafton Hills College CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and San Bernardino Community College District on behalf of Crafton Hills College hereinafter referred to
11 as CRAFTON HILLS COLLEGE whose address is 114 South Del Rosa Avenue, San Bernardino, California,
12 92408 is effective to cover activities beginning January 05, 2014 and ending March 31, 2016. This
13 Agreement is based on the CTE Enhancement Fund Agreement, Contract # 14-187-004, between RCCD
14 and the California Community Colleges Chancellor's Office.
15

16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.
22

23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds to each community college district
25 within the region, following certification by the Regional Consortia that the courses and programs
26 submitted to the districts and colleges for funding meet the criteria above.
27

28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.
30

31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and
35

36 WHEREAS, RCCD is in need of such special services and advice; and
37

38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
39

40 1. RCCD will allocate to CRAFTON HILLS COLLEGE, using the CTE Enhnacement Fund awarded by
41 the California Community Colleges Chancellor's Office, a total of \$105,519. RCCD will advance a payment
42 \$42,208 upon execution of this agreement, receipt of a signed face sheet from CCCCCO and project
43 certification by the Regional Consortia. Funding up to \$52,760 may be requested at the time progress
44 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
45 Expenditure Repot due March 31, 2016. If total expenditure of funds by that date is less than the
46 advance payments, RCCD may invoice CRAFTON HILLS COLLEGE for the excess amount.
47

1 2. CRAFTON HILLS COLLEGE agrees that funds will be used for CTE equipment, curriculum
2 development, professional development, and other related costs necessary to develop, enhance, retool
3 and expand quality CTE offerings as described in the Application documents submitted by CRAFTON
4 HILLS COLLEGE and attached hereto as Exhibit A. As needed, the Application can be amended and
5 modified to adjust the use of funds, with written agreement between the Parties. CRAFTON HILLS
6 COLLEGE may not begin specified work without a fully-executed Agreement and purchase order issued by
7 RCCD.
8

9 3. Total payment to CRAFTON HILLS COLLEGE will not exceed \$105,519 over the term of this
10 Agreement. Payment is contingent upon satisfactory performance as evidenced by quarterly narrative
11 and financial reports including appropriate support documents. Although not required, CRAFTON HILLS
12 COLLEGE agrees to document any secured industry match generated by this grant.
13

14 4. PROGRESS REPORT

15
16 CRAFTON HILLS COLLEGE will submit quarterly program progress reports beginning March 1, 2015 for all
17 activities and expenditures and a final invoice and final online report by March 31, 2016. Reporting will
18 follow a format provided by the California Community Colleges Chancellor's Office, and reports will be
19 accompanied by all auditable financial documentation to support the claimed expenditure. CRAFTON
20 HILLS COLLEGE will include in the final narrative report all match actually generated. The final narrative
21 report should indicate the amount of investment in the project by partners, program income for services
22 provided and matching resources contributed to funding the project by CRAFTON HILLS COLLEGE, other
23 stakeholders or donors, especially industry partners.
24

25 5. BUDGET CONCERNS

26
27 If the state or federal budget for the current year and/or any subsequent years covered under this
28 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
29 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to CRAFTON HILLS
30 COLLEGE or to furnish any consideration under this Agreement and CRAFTON HILLS COLLEGE shall not
31 be obligated to perform any provision of this Agreement. Any work performed by CRAFTON HILLS
32 COLLEGE prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary
33 basis, and shall not be compensated unless and until funding is authorized.
34

35 6. SUB-AGREEMENTS

36
37 CRAFTON HILLS COLLEGE may not make any sub-agreements with third parties without written approval
38 of RCCD and the State Chancellor's Office.
39

40 7. AUDIT

41
42 CRAFTON HILLS COLLEGE agrees that the RCCD, or its designated representative(s), shall have the right
43 to review and to copy any records and supporting documentation pertaining to the performance of this
44 Agreement. CRAFTON HILLS COLLEGE agrees to maintain such records for possible audit for a minimum
45 of three (3) years after final payment or until any audit findings have been resolved, unless a longer
46 period for records retention is stipulated. CRAFTON HILLS COLLEGE agrees to allow the auditor(s) access
47 to such records during normal business hours and to allow interviews of any employees who might
48 reasonably have information related to such records. CRAFTON HILLS COLLEGE agrees to include a

1 similar right to the State Chancellor’s Office, the Bureau of State Audits, or any other appropriate state
2 or federal oversight agency or their designated representative(s) to audit records and interview staff.

3
4 8. PRODUCTS AND DELIVERABLES

5
6 Any document or written report prepared by CRAFTON HILLS COLLEGE shall contain the Grant
7 Agreement number and dollar amount of this Agreement.

8
9 9. TRAVEL

10
11 For travel necessary to the performance of this Agreement, CRAFTON HILLS COLLEGE travel and other
12 expense reimbursement claims shall be governed by the travel policy and procedures adopted by
13 CRAFTON HILLS COLLEGE’s governing board. Travel and other expenses shall be limited to those
14 necessary for the performance of this Agreement.

15
16 10. STANDARDS OF CONDUCT

17
18 CRAFTON HILLS COLLEGE shall disclose any employment or contractual relationships it may have with
19 other colleges being served under a statewide or regional grant. Such relationships are prohibited and
20 shall be promptly terminated, unless after being fully informed of the circumstances, RCCD and the
21 Project Monitor (State Chancellor’s Office) determines that the services being provided to the other
22 college by CRAFTON HILLS COLLEGE are above and beyond or unrelated to those provided under the
23 State grant.

24
25 11. INTELLECTUAL PROPERTY

26
27 a. CRAFTON HILLS COLLEGE agrees that any and all services rendered and documents or other
28 materials, inventions, processes, machines, manufactures, or compositions of matter, and/or
29 trademarks or servicemarks first created, developed or produced pursuant to this Agreement, by
30 CRAFTON HILLS COLLEGE shall be and are Work for Hire. All rights, title, and interest in and to the work
31 first developed under this Agreement shall be assigned and transferred to the Chancellor’s Office. This
32 Work for Hire agreement shall survive the expiration or early termination of this Agreement.

33
34 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
35 belong to the Chancellor’s Office and CRAFTON HILLS COLLEGE shall assign all rights, title and interest
36 thereto, to the Chancellor’s Office. The Chancellor’s Office shall acknowledge CRAFTON HILLS COLLEGE
37 as the author of works produced pursuant to the Work for Hire Agreement on all publications of such
38 work. The Chancellor’s Office may license CRAFTON HILLS COLLEGE to reproduce and disseminate
39 copies of such work provided the licensee agrees to to permit infringement of the copyright by any
40 person, to compensate the Chancellor’s Office for any infringement which may occur, and to indemnify
41 and hold harmless the Chancellor’s Office for any and all claims arising out of or in connection with the
42 licensing agreement. Said license shall include the right to create and use works derived from those
43 created under this Agreement, even if such derivative works compete with other works created under
44 this Agreement.

45
46 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
47 prominent place, bear the © or the word “Copyright”, or the abbreviation “Copr.”, followed by the year
48 created; and the words “Chancellor’s Office, California Community Colleges.” Acknowledgement may be

1 given to CRAFTON HILLS COLLEGE or the actual author(s) of the work in an appropriate manner
2 elsewhere in the material. If it is deemed necessary by either the Chancellor's Office or RCCD that the
3 copyright be registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying
4 the filing fes for, and securing said copyright.

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8 programs, and technical schematics and diagrams, and other documentation, but not including
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21 property to CRAFTON HILLS COLLEGE. Said license shall include the right to use the patent for
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35 f. CRAFTON HILLS COLLEGE shall indemnify, defend, and hold harmless the Chancellor's Office, its
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44 work, services, materials or supplies in connection with performance of this Agreement for the active
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1 **Signature Authorization Page**

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Riverside Community College District

San Bernardino Community College District
On behalf of Crafton Hills College

Aaron Brown
Vice Chancellor
Business and Financial Services

Steve Sutorus
District Business Manager

Date

Date

Agenda Item (VI-B-6-f)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-f)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Desert Community College District
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and Desert Community College District for the time frame of January 5, 2015 through March 31, 2016, in the amount of \$194,762, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$194,762 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Desert CCD CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 DESERT COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and Desert Community College District hereinafter referred to as DESERT CCD whose address is 46-500
11 Monterey Avenue , Palm Desert, California, 92260 is effective to cover activities beginning January 05,
12 2014 and ending March 31, 2016. This Agreement is based on the CTE Enhancement Fund Agreement,
13 Contract # 14-187-004, between RCCD and the California Community Colleges Chancellor’s Office.
14

15 RECITALS

16
17 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
18 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
19 technical education (CTE) offerings that build upon existing community college regional capacity to
20 respond to regional labor market needs.
21

22 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
23 Inland Empire/Desert region and is responsible for distributing funds to each community college district
24 within the region, following certification by the Regional Consortia that the courses and programs
25 submitted to the districts and colleges for funding meet the criteria above.
26

27 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
28 reference.
29

30 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
31 contract with and employ any persons for the furnishing of special services and advice in financial,
32 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
33 and experienced and competent to perform the special services required; and
34

35 WHEREAS, RCCD is in need of such special services and advice; and
36

37 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
38

39 1. RCCD will allocate to DESERT CCD, using the CTE Enhancement Fund awarded by the California
40 Community Colleges Chancellor’s Office, a total of \$194,762. RCCD will advance a payment \$77,905
41 upon execution of this agreement, receipt of a signed face sheet from the CCCCCO and project
42 certification by the Regional Consortia. Funding up to \$97,381 may be requested at the time progress
43 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
44 Expenditure Report due March 31, 2016. If total expenditure of funds by that date is less than the
45 advance payments, RCCD may invoice DESERT CCD for the excess amount.
46

47 2. DESERT CCD agrees that funds will be used for CTE equipment, curriculum development,
48 professional development, and other related costs necessary to develop, enhance, retool and expand

1 quality CTE offerings as described in the Application documents submitted by DESERT CCD and attached
2 hereto as Exhibit A. As needed, the Application can be amended and modified to adjust the use of
3 funds, with written agreement between the Parties. DESERT CCD may not begin specified work without
4 a fully-executed Agreement and purchase order issued by RCCD.

5
6 3. Total payment to DESERT CCD will not exceed \$194,762 over the term of this Agreement.
7 Payment is contingent upon satisfactory performance as evidenced by quarterly narrative and financial
8 reports including appropriate support documents. Although not required, DESERT CCD agrees to
9 document any secured industry match generated by this grant.

10
11 4. PROGRESS REPORT

12
13 DESERT CCD will submit quarterly program progress reports beginning March 1, 2015 for all activities
14 and expenditures and a final invoice and final online report by March 31, 2016. Reporting will follow a
15 format provided by the California Community Colleges Chancellor's Office, and reports will be
16 accompanied by all auditable financial documentation to support the claimed expenditure. DESERT CCD
17 will include in the final narrative report all match actually generated. The final narrative report should
18 indicate the amount of investment in the project by partners, program income for services provided and
19 matching resources contributed to funding the project by DESERT CCD, other stakeholders or donors,
20 especially industry partners.

21
22 5. BUDGET CONCERNS

23
24 If the state or federal budget for the current year and/or any subsequent years covered under this
25 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
26 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to DESERT CCD or to
27 furnish any consideration under this Agreement and DESERT CCD shall not be obligated to perform any
28 provision of this Agreement. Any work performed by DESERT CCD prior to approval of the state or
29 federal budget, as applicable, will be rendered on a voluntary basis, and shall not be compensated
30 unless and until funding is authorized.

31
32 6. SUB-AGREEMENTS

33
34 DESERT CCD may not make any sub-agreements with third parties without written approval of RCCD and
35 the State Chancellor's Office.

36
37 7. AUDIT

38
39 DESERT CCD agrees that the RCCD, or its designated representative(s), shall have the right to review and
40 to copy any records and supporting documentation pertaining to the performance of this Agreement.
41 DESERT CCD agrees to maintain such records for possible audit for a minimum of three (3) years after
42 final payment or until any audit findings have been resolved, unless a longer period for records retention
43 is stipulated. DESERT CCD agrees to allow the auditor(s) access to such records during normal business
44 hours and to allow interviews of any employees who might reasonably have information related to such
45 records. DESERT CCD agrees to include a similar right to the State Chancellor's Office, the Bureau of
46 State Audits, or any other appropriate state or federal oversight agency or their designated
47 representative(s) to audit records and interview staff.
48

1 8. PRODUCTS AND DELIVERABLES

2
3 Any document or written report prepared by DESERT CCD shall contain the Grant Agreement number
4 and dollar amount of this Agreement.

5
6 9. TRAVEL

7
8 For travel necessary to the performance of this Agreement, DESERT CCD travel and other expense
9 reimbursement claims shall be governed by the travel policy and procedures adopted by DESERT CCD's
10 governing board. Travel and other expenses shall be limited to those necessary for the performance of
11 this Agreement.

12
13 10. STANDARDS OF CONDUCT

14
15 DESERT CCD shall disclose any employment or contractual relationships it may have with other colleges
16 being served under a statewide or regional grant. Such relationships are prohibited and shall be
17 promptly terminated, unless after being fully informed of the circumstances, RCCD and the Project
18 Monitor (State Chancellor's Office) determines that the services being provided to the other college by
19 DESERT CCD are above and beyond or unrelated to those provided under the State grant.

20
21 11. INTELLECTUAL PROPERTY

22
23 a. DESERT CCD agrees that any and all services rendered and documents or other materials,
24 inventions, processes, machines, manufactures, or compositions of matter, and/or trademarks or
25 servicemarks first created, developed or produced pursuant to this Agreement, by DESERT CCD shall be
26 and are Work for Hire. All rights, title, and interest in and to the work first developed under this
27 Agreement shall be assigned and transferred to the Chancellor's Office. This Work for Hire agreement
28 shall survive the expiration or early termination of this Agreement.

29
30 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
31 belong to the Chancellor's Office and DESERT CCD shall assign all rights, title and interest thereto, to the
32 Chancellor's Office. The Chancellor's Office shall acknowledge DESERT CCD as the author of works
33 produced pursuant to the Work for Hire Agreement on all publications of such work. The Chancellor's
34 Office may license DESERT CCD to reproduce and disseminate copies of such work provided the licensee
35 agrees to to permit infringement of the copyright by any person, to compensate the Chancellor's Office
36 for any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for
37 any and all claims arising out of or in connection with the licensing agreement. Said license shall include
38 the right to create and use works derived from those created under this Agreement, even if such
39 derivative works compete with other works created under this Agreement.

40
41 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
42 prominent place, bear the © or the word "Copyright", or the abbreviation "Copr.", followed by the year
43 created; and the words "Chancellor's Office, California Community Colleges." Acknowledgement may be
44 given to DESERT CCD or the actual author(s) of the work in an appropriate manner elsewhere in the
45 material. If it is deemed necessary by either the Chancellor's Office or RCCD that the copyright be
46 registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying the filing fes
47 for, and securing said copyright.

1 c. All technical communications and records originated or first prepared by DESERT CCD, if any,
2 pursuant to this Work for Hire agreement, including papers, reports, charts, computer programs, and
3 technical schematics and diagrams, and other documentation, but not including DESERT CCD's
4 administrative communications and records relating to this Agreement, shall be delivered to and shall
5 become the exclusive property of the Chancellor's Office and may be copyrighted by the Chancellor's
6 Office.

7
8 d. If it is deemed necessary by either the Chancellor's Office or RCCD that a patent be obtained
9 from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or
10 composition of matter, RCCD will be responsible for applying for, paying the filing fees for, and securing
11 said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter
12 developed pursuant to this Agreement shall be issued to the "Chancellor's Office, California Community
13 Colleges." All products and references to patents shall be marked and designated as such as required by
14 law. Acknowledgment may be given to DESERT CCD or the actual inventor(s) in an appropriate manner.
15 The Chancellor's Office agrees to grant a nonexclusive license for such intellectual property to DESERT
16 CCD. Said license shall include the right to use the patent for inventions, processes, machines,
17 manufactures, or compositions of matter derived from those created under this Agreement.

18
19 e. All trademarks and servicemarks first created, developed or acquired pursuant to this
20 Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the
21 Chancellor's Office or RCCD that a trademark or servicemark be registered with state or federal
22 agencies, RCCD will be responsible for applying for, paying the filing fees for, and securing said
23 protection. All trademarks and servicemarks obtained pursuant to this Agreement shall be issued to the
24 "Chancellor's Office California Community Colleges" and carry the designations permitted or required by
25 law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or
26 servicemarks created, developed or obtained under this Agreement to DESERT CCD.

27
28 f. In connection with any license granted pursuant to the preceding paragraphs, DESERT CCD
29 agrees not to permit infringement by any person, to compensate Chancellor's Office for any
30 infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and
31 all claims arising out of or in connection with such license. DESERT CCD may, with the permission of the
32 Chancellor's Office, enter into a written sublicensing agreement subject to these same conditions.

33
34 g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or
35 compositions of matter, and trademarks or service markes created, developed or produced pursuant to
36 this Agreement are for and are the property of the Chancellor's Office. RCCD shall obtain an
37 acknowledgement of the work for hire performed by DESERT CCD if they produce intellectual property
38 pursuant to this Agreement, and all rights, title, and interests in such property shall be assigned to the
39 Chancellor's Office from DESERT CCD. No unpaid volunteer or other person shall produce copyright
40 materials under this Agreement without entering into a subcontract or subgrant between such person(s)
41 and DESERT CCD giving the Chancellor's Office the foregoing rights in exchange for the payment of the
42 sum of at least one dollar (\$1).

43 44 12. WORKERS' COMPENSATION

45
46 DESERT CCD hereby warrants that it carries Workers' Compensation Insurance for all of its employees
47 who will be engaged in the performance of this Agreement, or is self-insured in accordance with the

1 provisions of Labor Code section 3700, and agrees to furnish to the RCCD satisfactory evidence thereof
2 at any time the Project Director may request.

3
4 13. LAW GOVERNING

5
6 It is understood and agreed that this Grant shall be governed by the laws of the State of California both
7 as to interpretation and performance.

8
9 14. PARTICIPATION IN GRANT-FUNDED ACTIVITIES

10
11 a. During the performance of this Agreement, DESERT CCD shall ensure that no person is excluded
12 from, denied the benefits of, or otherwise subjected to discrimination with respect to participation in
13 any program or activity funded under this Agreement on the basis of ethnic group identification,
14 national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental
15 disability.

16
17 b. Programs funded by this Agreement should not be designed, administered, or advertised in a
18 manner that discourages participation on any of the bases set forth above. Any informational,
19 advertising, or promotional materials regarding such programs may not include any statements to the
20 effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity
21 or gender. In the event that mentoring or counseling services are provided with funding provided by
22 this Agreement, students may not be paired with mentors or counselors based solely upon the race,
23 color, national origin, ethnicity or gender of the students, mentors, or counselors.

24
25 15. DISCRIMINATION CLAUSE

26
27 a. During the performance of this Grant, DESERT CCD shall not unlawfully discriminate, harass or
28 allow harassment, against any employee or applicant for employment because of sex, race, color,
29 ancestry, religion, creed, national origin, physical disability (including HIV and AIDS), mental disability,
30 medical condition (cancer and genetic characteristics), age (over 40), marital status, denial of family care
31 leave, sexual orientation, political affiliation, or position in a labor dispute. DESERT CCD shall insure that
32 the evaluation and treatment of their employees and applicants for employment are free from such
33 discrimination and harassment.

34
35 b. DESERT CCD shall comply with the provisions of the Fair Employment and Housing Act (Gov.
36 Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2,
37 §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission
38 implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of title 2 of the
39 California Code of Regulations are incorporated into this Agreement by reference and made a part
40 hereof as if set forth in full.

41
42 c. DESERT CCD shall also comply with the provisions of Government Code sections 11135-11139.8,
43 and the regulations promulgated thereunder by the Board of Governors of the California Community
44 Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.)

45
46 d. DESERT CCD shall give written notice of their obligations under this clause to labor organizations
47 with which they have a collective bargaining or other agreement.

1 16. ACCESSIBILITY FOR PERSONS WITH DISABILITIES

2
3 a. By signing this Agreement, DESERT CCD assures RCCD that it complies with the Americans with
4 Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits discrimination on the basis of
5 disability, as well as all applicable regulations and guidelines issued pursuant to the ADA.

6
7 b. DESERT CCD shall, upon request by any person, make any materials produced with funds under
8 this agreement available in Braille, large print, electronic text, or other appropriate alternate format.
9 DESERT CCD shall establish policies and procedures to respond to such requests in a timely manner.

10
11 c. All data processing, telecommunications, and/or electronic and information technology
12 (including software, equipment, or other resources) developed, procured, or maintained by DESERT
13 CCD, whether purchased, leased or provided under some other arrangement for use in connection with
14 this Agreement, shall comply with the regulations implementing Section 508 of the Rehabilitation Act of
15 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.

16
17 d. Design of computer or web-based instructional materials shall conform to guidelines of the Web
18 Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by
19 the Chancellor's Office.

20
21 e. DESERT CCD shall respond to and resolve any complaints regarding accessibility of its products
22 and services as required by this section. If such complaints are not informally resolved, they shall be
23 treated and processed as complaints of discrimination based on disability pursuant to California Code of
24 Regulations, title 5, sections 59300 et seq.

25
26 f. DESERT CCD shall indemnify, defend, and hold harmless the Chancellor's Office, its officers,
27 agents, and employees, from any and all claims by any person resulting from the failure to comply with
28 the requirements of this section.

29
30 17. INDEMNIFICATION

31
32 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
33 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
34 subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying
35 work, services, materials or supplies in connection with performance of this Agreement for the active
36 negligence and willful acts or omissions of their trustees, officers, agents and employees.

37
38 18. INDEPENDENT STATUS

39
40 DESERT CCD, and the agents and employees of DESERT CCD, in the performance of this Agreement, shall
41 act in an independent capacity and not as officers or employees or agents of RCCD.

42
43 19. AGREEMENT IS COMPLETE

44
45 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
46 writing, signed by the parties, and approved as required. No oral understanding or agreement not
47 incorporated in this Agreement is binding on any of the parties.

1 17. TERMINATION

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3 Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the
4 other party.

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1 **Signature Authorization Page**

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Riverside Community College District

Desert Community College District

Aaron Brown
Vice Chancellor
Business and Financial Services

Dr. Joel Kinnamon
Superintendent/President

Date

Date

Agenda Item (VI-B-6-g)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-g)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater incentive for Community Colleges CTE offerings between RCCD and Mt. San Jacinto Community College District
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education (CTE) Enhancement Fund Agreement between Riverside Community College District and Mt. San Jacinto Community College District for the time frame of January 5, 2015 through March 31, 2016, in the amount of \$222,866, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool, and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$222,866 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Mt. San Jacinto CCD CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 MT SAN JACINTO COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and Mt San Jacinto Community College District hereinafter referred to as MT SAN JACINTO COLLEGE
11 whose address is 1499 North State Street, San Jacinto, California, 92583 is effective to cover activities
12 beginning January 05, 2014 and ending March 31, 2016. This Agreement is based on the CTE
13 Enhancement Fund Agreement, Contract # 14-187-004, between RCCD and the California Community
14 Colleges Chancellor's Office.

15
16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.
22

23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds to each community college district
25 within the region, following certification by the Regional Consortia that the courses and programs
26 submitted to the districts and colleges for funding meet the criteria above.
27

28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.
30

31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and
35

36 WHEREAS, RCCD is in need of such special services and advice; and
37

38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
39

40 1. RCCD will allocate to MT SAN JACINTO COLLEGE, using the CTE Enhancement Fund awarded by
41 the California Community Colleges Chancellor's Office, a total of \$222,866. RCCD will advance a payment
42 \$89,146 upon execution of this agreement, receipt of a signed face sheet from the CCCCCO and project
43 certification by the Regional Consortia. Funding up to \$111,433 may be requested at the time progress
44 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
45 Expenditure Report due March 31, 2016. If total expenditure of funds by that date is less than the
46 advance payments, RCCD may invoice MT SAN JACINTO COLLEGE for the excess amount.
47

1 2. MT SAN JACINTO COLLEGE agrees that funds will be used for CTE equipment, curriculum
2 development, professional development, and other related costs necessary to develop, enhance, retool
3 and expand quality CTE offerings as described in the Application documents submitted by MT SAN
4 JACINTO COLLEGE and attached hereto as Exhibit A. As needed, the Application can be amended and
5 modified to adjust the use of funds, with written agreement between the Parties. MT SAN JACINTO
6 COLLEGE may not begin specified work without a fully-executed Agreement and purchase order issued by
7 RCCD.
8

9 3. Total payment to MT SAN JACINTO COLLEGE will not exceed \$222,866 over the term of this
10 Agreement. Payment is contingent upon satisfactory performance as evidenced by quarterly narrative
11 and financial reports including appropriate support documents. Although not required, MT SAN
12 JACINTO COLLEGE agrees to document any secured industry match generated by this grant.
13

14 4. PROGRESS REPORT

15
16 MT SAN JACINTO COLLEGE will submit quarterly program progress reports beginning March 1, 2015 for
17 all activities and expenditures and a final invoice and final online report by March 31, 2016. Reporting
18 will follow a format provided by the California Community Colleges Chancellor's Office, and reports will
19 be accompanied by all auditable financial documentation to support the claimed expenditure. MT SAN
20 JACINTO COLLEGE will include in the final narrative report all match actually generated. The final
21 narrative report should indicate the amount of investment in the project by partners, program income
22 for services provided and matching resources contributed to funding the project by MT SAN JACINTO
23 COLLEGE, other stakeholders or donors, especially industry partners.
24

25 5. BUDGET CONCERNS

26
27 If the state or federal budget for the current year and/or any subsequent years covered under this
28 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
29 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to MT SAN JACINTO
30 COLLEGE or to furnish any consideration under this Agreement and MT SAN JACINTO COLLEGE shall not
31 be obligated to perform any provision of this Agreement. Any work performed by MT SAN JACINTO
32 COLLEGE prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary
33 basis, and shall not be compensated unless and until funding is authorized.
34

35 6. SUB-AGREEMENTS

36
37 MT SAN JACINTO COLLEGE may not make any sub-agreements with third parties without written
38 approval of RCCD and the State Chancellor's Office.
39

40 7. AUDIT

41
42 MT SAN JACINTO COLLEGE agrees that the RCCD, or its designated representative(s), shall have the right
43 to review and to copy any records and supporting documentation pertaining to the performance of this
44 Agreement. MT SAN JACINTO COLLEGE agrees to maintain such records for possible audit for a
45 minimum of three (3) years after final payment or until any audit findings have been resolved, unless a
46 longer period for records retention is stipulated. MT SAN JACINTO COLLEGE agrees to allow the
47 auditor(s) access to such records during normal business hours and to allow interviews of any
48 employees who might reasonably have information related to such records. MT SAN JACINTO COLLEGE

1 agrees to include a similar right to the State Chancellor’s Office, the Bureau of State Audits, or any other
2 appropriate state or federal oversight agency or their designated representative(s) to audit records and
3 interview staff.

4
5 8. PRODUCTS AND DELIVERABLES

6
7 Any document or written report prepared by MT SAN JACINTO COLLEGE shall contain the Grant
8 Agreement number and dollar amount of this Agreement.

9
10 9. TRAVEL

11
12 For travel necessary to the performance of this Agreement, MT SAN JACINTO COLLEGE travel and other
13 expense reimbursement claims shall be governed by the travel policy and procedures adopted by MT
14 SAN JACINTO COLLEGE’s governing board. Travel and other expenses shall be limited to those necessary
15 for the performance of this Agreement.

16
17 10. STANDARDS OF CONDUCT

18
19 MT SAN JACINTO COLLEGE shall disclose any employment or contractual relationships it may have with
20 other colleges being served under a statewide or regional grant. Such relationships are prohibited and
21 shall be promptly terminated, unless after being fully informed of the circumstances, RCCD and the
22 Project Monitor (State Chancellor’s Office) determines that the services being provided to the other
23 college by MT SAN JACINTO COLLEGE are above and beyond or unrelated to those provided under the
24 State grant.

25
26 11. INTELLECTUAL PROPERTY

27
28 a. MT SAN JACINTO COLLEGE agrees that any and all services rendered and documents or other
29 materials, inventions, processes, machines, manufactures, or compositions of matter, and/or
30 trademarks or servicemarks first created, developed or produced pursuant to this Agreement, by MT
31 SAN JACINTO COLLEGE shall be and are Work for Hire. All rights, title, and interest in and to the work
32 first developed under this Agreement shall be assigned and transferred to the Chancellor’s Office. This
33 Work for Hire agreement shall survive the expiration or early termination of this Agreement.

34
35 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
36 belong to the Chancellor’s Office and MT SAN JACINTO COLLEGE shall assign all rights, title and interest
37 thereto, to the Chancellor’s Office. The Chancellor’s Office shall acknowledge MT SAN JACINTO
38 COLLEGE as the author of works produced pursuant to the Work for Hire Agreement on all publications
39 of such work. The Chancellor’s Office may license MT SAN JACINTO COLLEGE to reproduce and
40 disseminate copies of such work provided the licensee agrees to to permit infringement of the copyright
41 by any person, to compensate the Chancellor’s Office for any infringement which may occur, and to
42 indemnify and hold harmless the Chancellor’s Office for any and all claims arising out of or in connection
43 with the licensing agreement. Said license shall include the right to create and use works derived from
44 those created under this Agreement, even if such derivative works compete with other works created
45 under this Agreement.

46
47 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
48 prominent place, bear the © or the word “Copyright”, or the abbreviation “Copr.”, followed by the year

1 created; and the words "Chancellor's Office, California Community Colleges." Acknowledgement may be
2 given to MT SAN JACINTO COLLEGE or the actual author(s) of the work in an appropriate manner
3 elsewhere in the material. If it is deemed necessary by either the Chancellor's Office or RCCD that the
4 copyright be registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying
5 the filing fes for, and securing said copyright.
6

7 c. All technical communications and records originated or first prepared by MT SAN JACINTO
8 COLLEGE, if any, pursuant to this Work for Hire agreement, including papers, reports, charts, computer
9 programs, and technical schematics and diagrams, and other documentation, but not including MT SAN
10 JACINTO COLLEGE's administrative communications and records relating to this Agreement, shall be
11 delivered to and shall become the exclusive property of the Chancellor's Office and may be copyrighted
12 by the Chancellor's Office.
13

14 d. If it is deemed necessary by either the Chancellor's Office or RCCD that a patent be obtained
15 from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or
16 composition of matter, RCCD will be responsible for applying for, paying the filing fees for, and securing
17 said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter
18 developed pursuant to this Agreement shall be issued to the "Chancellor's Office, California Community
19 Colleges." All products and references to patents shall be marked and designated as such as required by
20 law. Acknowledgment may be given to MT SAN JACINTO COLLEGE or the actual inventor(s) in an
21 appropriate manner. The Chancellor's Office agrees to grant a nonexclusive license for such intellectual
22 property to MT SAN JACINTO COLLEGE. Said license shall include the right to use the patent for
23 inventions, processes, machines, manufactures, or compositions of matter derived from those created
24 under this Agreement.
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26 e. All trademarks and servicemarks first created, developed or acquired pursuant to this
27 Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the
28 Chancellor's Office or RCCD that a trademark or servicemark be registered with state or federal
29 agencies, RCCD will be responsible for applying for, paying the filing fees for, and securing said
30 protection. All trademarks and servicemarks obtained pursuant to this Agreement shall be issued to the
31 "Chancellor's Office California Community Colleges" and carry the designations permitted or required by
32 law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or
33 servicemarks created, developed or obtained under this Agreement to MT SAN JACINTO COLLEGE.
34

35 f. In connection with any license granted pursuant to the preceding paragraphs, MT SAN JACINTO
36 COLLEGE agrees not to permit infringement by any person, to compensate Chancellor's Office for any
37 infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and
38 all claims arising out of or in connection with such license. MT SAN JACINTO COLLEGE may, with the
39 permission of the Chancellor's Office, enter into a written sublicensing agreement subject to these same
40 conditions.
41

42 g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or
43 compositions of matter, and trademarks or service markes created, developed or produced pursuant to
44 this Agreement are for and are the property of the Chancellor's Office. RCCD shall obtain an
45 acknowledgement of the work for hire performed by MT SAN JACINTO COLLEGE if they produce
46 intellectual property pursuant to this Agreement, and all rights, title, and interests in such property shall
47 be assigned to the Chancellor's Office from MT SAN JACINTO COLLEGE. No unpaid volunteer or other
48 person shall produce copyright materials under this Agreement without entering into a subcontract or

1 subgrant between such person(s) and MT SAN JACINTO COLLEGE giving the Chancellor's Office the
2 foregoing rights in exchange for the payment of the sum of at least one dollar (\$1).

3
4 12. WORKERS' COMPENSATION

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6 MT SAN JACINTO COLLEGE hereby warrants that it carries Workers' Compensation Insurance for all of its
7 employees who will be engaged in the performance of this Agreement, or is self-insured in accordance
8 with the provisions of Labor Code section 3700, and agrees to furnish to the RCCD satisfactory evidence
9 thereof at any time the Project Director may request.

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13 It is understood and agreed that this Grant shall be governed by the laws of the State of California both
14 as to interpretation and performance.

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16 14. PARTICIPATION IN GRANT-FUNDED ACTIVITIES

17
18 a. During the performance of this Agreement, MT SAN JACINTO COLLEGE shall ensure that no
19 person is excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to
20 participation in any program or activity funded under this Agreement on the basis of ethnic group
21 identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or
22 mental disability.

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24 b. Programs funded by this Agreement should not be designed, administered, or advertised in a
25 manner that discourages participation on any of the bases set forth above. Any informational,
26 advertising, or promotional materials regarding such programs may not include any statements to the
27 effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity
28 or gender. In the event that mentoring or counseling services are provided with funding provided by
29 this Agreement, students may not be paired with mentors or counselors based solely upon the race,
30 color, national origin, ethnicity or gender of the students, mentors, or counselors.

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32 15. DISCRIMINATION CLAUSE

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34 a. During the performance of this Grant, MT SAN JACINTO COLLEGE shall not unlawfully
35 discriminate, harass or allow harassment, against any employee or applicant for employment because of
36 sex, race, color, ancestry, religion, creed, national origin, physical disability (including HIV and AIDS),
37 mental disability, medical condition (cancer and genetic characteristics), age (over 40), marital status,
38 denial of family care leave, sexual orientation, political affiliation, or position in a labor dispute. MT SAN
39 JACINTO COLLEGE shall insure that the evaluation and treatment of their employees and applicants for
40 employment are free from such discrimination and harassment.

41
42 b. MT SAN JACINTO COLLEGE shall comply with the provisions of the Fair Employment and Housing
43 Act (Gov. Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code
44 Regs., tit. 2, §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing
45 Commission implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of
46 title 2 of the California Code of Regulations are incorporated into this Agreement by reference and made
47 a part hereof as if set forth in full.

1 c. MT SAN JACINTO COLLEGE shall also comply with the provisions of Government Code sections
2 11135-11139.8, and the regulations promulgated thereunder by the Board of Governors of the
3 California Community Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.)
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5 d. MT SAN JACINTO COLLEGE shall give written notice of their obligations under this clause to labor
6 organizations with which they have a collective bargaining or other agreement.
7

8 16. ACCESSIBILITY FOR PERSONS WITH DISABILITIES
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11 Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits
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16 with funds under this agreement available in Braille, large print, electronic text, or other appropriate
17 alternate format. MT SAN JACINTO COLLEGE shall establish policies and procedures to respond to such
18 requests in a timely manner.
19

20 c. All data processing, telecommunications, and/or electronic and information technology
21 (including software, equipment, or other resources) developed, procured, or maintained by MT SAN
22 JACINTO COLLEGE, whether purchased, leased or provided under some other arrangement for use in
23 connection with this Agreement, shall comply with the regulations implementing Section 508 of the
24 Rehabilitation Act of 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
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26 d. Design of computer or web-based instructional materials shall conform to guidelines of the Web
27 Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by
28 the Chancellor's Office.
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30 e. MT SAN JACINTO COLLEGE shall respond to and resolve any complaints regarding accessibility of
31 its products and services as required by this section. If such complaints are not informally resolved, they
32 shall be treated and processed as complaints of discrimination based on disability pursuant to California
33 Code of Regulations, title 5, sections 59300 et seq.
34

35 f. MT SAN JACINTO COLLEGE shall indemnify, defend, and hold harmless the Chancellor's Office,
36 its officers, agents, and employees, from any and all claims by any person resulting from the failure to
37 comply with the requirements of this section.
38

39 17. INDEMNIFICATION
40

41 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
42 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
43 subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying
44 work, services, materials or supplies in connection with performance of this Agreement for the active
45 negligence and willful acts or omissions of their trustees, officers, agents and employees.
46

47 18. INDEPENDENT STATUS
48

1 MT SAN JACINTO COLLEGE, and the agents and employees of MT SAN JACINTO COLLEGE, in the
2 performance of this Agreement, shall act in an independent capacity and not as officers or employees or
3 agents of RCCD.

4
5 19. AGREEMENT IS COMPLETE

6
7 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
8 writing, signed by the parties, and approved as required. No oral understanding or agreement not
9 incorporated in this Agreement is binding on any of the parties.

10
11 17. TERMINATION

12
13 Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the
14 other party.

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1 **Signature Authorization Page**

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Riverside Community College District

Mt San Jacinto Community College District

Aaron Brown
Vice Chancellor
Business and Financial Services

Dr. Roger Schultz
Superintendent/President

Date

Date

Agenda Item (VI-B-6-h)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-h)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Palo Verde Community College District
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Palo Verde Community College District for the time frame of January 5, 2015 through March 31, 2016, in the amount of \$87,291, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$87,291 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Palo Verde CCD CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 PALO VERDE COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and Palo Verde Community College District hereinafter referred to as PALO VERDE COLLEGE whose
11 address is One College Drive, Blythe, California, 92225 is effective to cover activities beginning January
12 05, 2014 and ending March 31, 2016. This Agreement is based on the CTE Enhancement Fund
13 Agreement, Contract # 14-187-004, between RCCD and the California Community Colleges Chancellor’s
14 Office.
15

16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.
22

23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds to each community college district
25 within the region, following certification by the Regional Consortia that the courses and programs
26 submitted to the districts and colleges for funding meet the criteria above.
27

28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.
30

31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and
35

36 WHEREAS, RCCD is in need of such special services and advice; and
37

38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
39

40 1. RCCD will allocate to PALO VERDE COLLEGE, using the CTE Enhancement Fund awarded by the
41 California Community Colleges Chancellor’s Office, a total of \$87,291. RCCD will advance a payment
42 \$34,916 upon execution of this agreement, receipt of a signed face sheet from the CCCCCO and project
43 certification by the Regional Consortia. Funding up to \$43,645 may be requested at the time progress
44 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
45 Expenditure Report due March 31, 2016. If total expenditure of funds by that date is less than the
46 advance payments, RCCD may invoice PALO VERDE COLLEGE for the excess amount.
47

1 2. PALO VERDE COLLEGE agrees that funds will be used for CTE equipment, curriculum
2 development, professional development, and other related costs necessary to develop, enhance, retool
3 and expand quality CTE offerings as described in the Application documents submitted by PALO VERDE
4 COLLEGE and attached hereto as Exhibit A. As needed, the Application can be amended and modified to
5 adjust the use of funds, with written agreement between the Parties. PALO VERDE COLLEGE may not
6 begin specified work without a fully-executed Agreement and purchase order issued by RCCD.

7
8 3. Total payment to PALO VERDE COLLEGE will not exceed \$87,291 over the term of this
9 Agreement. Payment is contingent upon satisfactory performance as evidenced by quarterly narrative
10 and financial reports including appropriate support documents. Although not required, PALO VERDE
11 COLLEGE agrees to document any secured industry match generated by this grant.

12
13 4. PROGRESS REPORT

14
15 PALO VERDE COLLEGE will submit quarterly program progress reports beginning March 1, 2015 for all
16 activities and expenditures and a final invoice and final online report by March 31, 2016. Reporting will
17 follow a format provided by the California Community Colleges Chancellor's Office, and reports will be
18 accompanied by all auditable financial documentation to support the claimed expenditure. PALO VERDE
19 COLLEGE will include in the final narrative report all match actually generated. The final narrative report
20 should indicate the amount of investment in the project by partners, program income for services
21 provided and matching resources contributed to funding the project by PALO VERDE COLLEGE, other
22 stakeholders or donors, especially industry partners.

23
24 5. BUDGET CONCERNS

25
26 If the state or federal budget for the current year and/or any subsequent years covered under this
27 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
28 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to PALO VERDE
29 COLLEGE or to furnish any consideration under this Agreement and PALO VERDE COLLEGE shall not be
30 obligated to perform any provision of this Agreement. Any work performed by PALO VERDE COLLEGE
31 prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary basis, and
32 shall not be compensated unless and until funding is authorized.

33
34 6. SUB-AGREEMENTS

35
36 PALO VERDE COLLEGE may not make any sub-agreements with third parties without written approval of
37 RCCD and the State Chancellor's Office.

38
39 7. AUDIT

40
41 PALO VERDE COLLEGE agrees that the RCCD, or its designated representative(s), shall have the right to
42 review and to copy any records and supporting documentation pertaining to the performance of this
43 Agreement. PALO VERDE COLLEGE agrees to maintain such records for possible audit for a minimum of
44 three (3) years after final payment or until any audit findings have been resolved, unless a longer period
45 for records retention is stipulated. PALO VERDE COLLEGE agrees to allow the auditor(s) access to such
46 records during normal business hours and to allow interviews of any employees who might reasonably
47 have information related to such records. PALO VERDE COLLEGE agrees to include a similar right to the

1 State Chancellor’s Office, the Bureau of State Audits, or any other appropriate state or federal oversight
2 agency or their designated representative(s) to audit records and interview staff.

3
4 8. PRODUCTS AND DELIVERABLES

5
6 Any document or written report prepared by PALO VERDE COLLEGE shall contain the Grant Agreement
7 number and dollar amount of this Agreement.

8
9 9. TRAVEL

10
11 For travel necessary to the performance of this Agreement, PALO VERDE COLLEGE travel and other
12 expense reimbursement claims shall be governed by the travel policy and procedures adopted by PALO
13 VERDE COLLEGE’s governing board. Travel and other expenses shall be limited to those necessary for
14 the performance of this Agreement.

15
16 10. STANDARDS OF CONDUCT

17
18 PALO VERDE COLLEGE shall disclose any employment or contractual relationships it may have with other
19 colleges being served under a statewide or regional grant. Such relationships are prohibited and shall be
20 promptly terminated, unless after being fully informed of the circumstances, RCCD and the Project
21 Monitor (State Chancellor’s Office) determines that the services being provided to the other college by
22 PALO VERDE COLLEGE are above and beyond or unrelated to those provided under the State grant.

23
24 11. INTELLECTUAL PROPERTY

25
26 a. PALO VERDE COLLEGE agrees that any and all services rendered and documents or other
27 materials, inventions, processes, machines, manufactures, or compositions of matter, and/or
28 trademarks or servicemarks first created, developed or produced pursuant to this Agreement, by PALO
29 VERDE COLLEGE shall be and are Work for Hire. All rights, title, and interest in and to the work first
30 developed under this Agreement shall be assigned and transferred to the Chancellor’s Office. This Work
31 for Hire agreement shall survive the expiration or early termination of this Agreement.

32
33 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
34 belong to the Chancellor’s Office and PALO VERDE COLLEGE shall assign all rights, title and interest
35 thereto, to the Chancellor’s Office. The Chancellor’s Office shall acknowledge PALO VERDE COLLEGE as
36 the author of works produced pursuant to the Work for Hire Agreement on all publications of such
37 work. The Chancellor’s Office may license PALO VERDE COLLEGE to reproduce and disseminate copies
38 of such work provided the licensee agrees to to permit infringement of the copyright by any person, to
39 compensate the Chancellor’s Office for any infringement which may occur, and to indemnify and hold
40 harmless the Chancellor’s Office for any and all claims arising out of or in connection with the licensing
41 agreement. Said license shall include the right to create and use works derived from those created
42 under this Agreement, even if such derivative works compete with other works created under this
43 Agreement.

44
45 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
46 prominent place, bear the © or the word “Copyright”, or the abbreviation “Copr.”, followed by the year
47 created; and the words “Chancellor’s Office, California Community Colleges.” Acknowledgement may be
48 given to PALO VERDE COLLEGE or the actual author(s) of the work in an appropriate manner elsewhere

1 in the material. If it is deemed necessary by either the Chancellor's Office or RCCD that the copyright be
2 registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying the filing fes
3 for, and securing said copyright.
4

5 c. All technical communications and records originated or first prepared by PALO VERDE COLLEGE,
6 if any, pursuant to this Work for Hire agreement, including papers, reports, charts, computer programs,
7 and technical schematics and diagrams, and other documentation, but not including PALO VERDE
8 COLLEGE's administrative communications and records relating to this Agreement, shall be delivered to
9 and shall become the exclusive property of the Chancellor's Office and may be copyrighted by the Chan-
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20 PALO VERDE COLLEGE. Said license shall include the right to use the patent for inventions, processes,
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45 produce copyright materials under this Agreement without entering into a subcontract or subgrant
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44 hereof as if set forth in full.

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21 Act of 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
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24 Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by
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32 f. PALO VERDE COLLEGE shall indemnify, defend, and hold harmless the Chancellor's Office, its
33 officers, agents, and employees, from any and all claims by any person resulting from the failure to
34 comply with the requirements of this section.
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36 17. INDEMNIFICATION
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38 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
39 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
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41 work, services, materials or supplies in connection with performance of this Agreement for the active
42 negligence and willful acts or omissions of their trustees, officers, agents and employees.
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46 PALO VERDE COLLEGE, and the agents and employees of PALO VERDE COLLEGE, in the performance of
47 this Agreement, shall act in an independent capacity and not as officers or employees or agents of RCCD.
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3 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
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6

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Riverside Community College District

Palo Verde Community College District

Aaron Brown
Vice Chancellor
Business and Financial Services

Donald Wallace
Superintendent/President

Date

Date

Agenda Item (VI-B-6-i)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-i)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement between RCCD and San Bernardino Community College District on behalf of San Bernardino Valley College
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between Riverside Community College District and San Bernardino Community College District on behalf of San Bernardino Valley College in the amount of \$248,214.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool, and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$248,214 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[San Bernardino Valley College CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and San Bernardino Community College District on behalf of San Bernardino Valley College hereinafter
11 referred to as SAN BERNARDINO VALLY COLLEGE whose address is 114 South Del Rosa Avenue, San
12 Bernardino, California, 92408 is effective to cover activities beginning January 05, 2014 and ending
13 March 31, 2016. This Agreement is based on the CTE Enhancement Fund Agreement, Contract # 14-187-
14 004, between RCCD and the California Community Colleges Chancellor's Office.
15

16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.
22

23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds to each community college district
25 within the region, following certification by the Regional Consortia that the courses and programs
26 submitted to the districts and colleges for funding meet the criteria above.
27

28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.
30

31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and
35

36 WHEREAS, RCCD is in need of such special services and advice; and
37

38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
39

40 1. RCCD will allocate to SAN BERNARDINO VALLEY COLLEGE, using the CTE Enhancement Fund
41 awarded by the California Community Colleges Chancellor's Office, a total of \$248,214. RCCD will
42 advance a payment \$99,285 upon execution of this agreement, receipt of a signed face sheet from the
43 CCCCCO and project certification by the Regional Consortia. Funding up to \$124,108 may be requested at
44 the time progress reports are submitted. A final payment will be calcaulted based on the online Final
45 Performance and Expenditure Report due March 31, 2016. If total expenditure of funds by that date is
46 less than the advance payments, RCCD may invoice SAN BERNARDINO VALLEY COLLEGE for the excess
47 amount.
48

1 2. SAN BERNARDINO VALLEY COLLEGE agrees that funds will be used for CTE equipment,
2 curriculum development, professional development, and other related costs necessary to develop,
3 enhance, retool and expand quality CTE offerings as described in the Application documents submitted
4 by SAN BERNARDINO VALLEY COLLEGE and attached hereto as Exhibit A. As needed, the Application can
5 be amended and modified to adjust the use of funds, with written agreement between the Parties. SAN
6 BERNARDINO VALLEY COLLEGE may not begin specified work without a fully-executed Agreement and
7 purchase order issued by RCCD.
8

9 3. Total payment to SAN BERNARDINO VALLEY COLLEGE will not exceed \$248,214 over the term of
10 this Agreement. Payment is contingent upon satisfactory performance as evidenced by quarterly
11 narrative and financial reports including appropriate support documents. Although not required, SAN
12 BERNARDINO VALLEY COLLEGE agrees to document any secured industry match generated by this grant.
13

14 4. PROGRESS REPORT

15
16 SAN BERNARDINO VALLEY COLLEGE will submit quarterly program progress reports beginning March 1,
17 2015 for all activities and expenditures and a final invoice and final online report by March 31, 2016.
18 Reporting will follow a format provided by the California Community Colleges Chancellor's Office, and
19 reports will be accompanied by all auditable financial documentation to support the claimed
20 expenditure. SAN BERNARDINO VALLEY COLLEGE will include in the final narrative report all match
21 actually generated. The final narrative report should indicate the amount of investment in the project
22 by partners, program income for services provided and matching resources contributed to funding the
23 project by SAN BERNARDINO VALLEY COLLEGE, other stakeholders or donors, especially industry
24 partners.
25

26 5. BUDGET CONCERNS

27
28 If the state or federal budget for the current year and/or any subsequent years covered under this
29 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
30 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to SAN BERNARDINO
31 VALLEY COLLEGE or to furnish any consideration under this Agreement and SAN BERNARDINO VALLEY
32 COLLEGE shall not be obligated to perform any provision of this Agreement. Any work performed by
33 SAN BERNARDINO VALLEY COLLEGE prior to approval of the state or federal budget, as applicable, will
34 be rendered on a voluntary basis, and shall not be compensated unless and until funding is authorized.
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36 6. SUB-AGREEMENTS

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38 SAN BERNARDINO VALLEY COLLEGE may not make any sub-agreements with third parties without
39 written approval of RCCD and the State Chancellor's Office.
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41 7. AUDIT

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43 SAN BERNARDINO VALLEY COLLEGE agrees that the RCCD, or its designated representative(s), shall have
44 the right to review and to copy any records and supporting documentation pertaining to the
45 performance of this Agreement. SAN BERNARDINO VALLEY COLLEGE agrees to maintain such records
46 for possible audit for a minimum of three (3) years after final payment or until any audit findings have
47 been resolved, unless a longer period for records retention is stipulated. SAN BERNARDINO VALLEY
48 COLLEGE agrees to allow the auditor(s) access to such records during normal business hours and to

1 allow interviews of any employees who might reasonably have information related to such records. SAN
2 BERNARDINO VALLEY COLLEGE agrees to include a similar right to the State Chancellor's Office, the
3 Bureau of State Audits, or any other appropriate state or federal oversight agency or their designated
4 representative(s) to audit records and interview staff.

5
6 8. PRODUCTS AND DELIVERABLES

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8 Any document or written report prepared by SAN BERNARDINO VALLEY COLLEGE shall contain the Grant
9 Agreement number and dollar amount of this Agreement.

10
11 9. TRAVEL

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13 For travel necessary to the performance of this Agreement, SAN BERNARDINO VALLEY COLLEGE travel
14 and other expense reimbursement claims shall be governed by the travel policy and procedures adopted
15 by SAN BERNARDINO VALLEY COLLEGE's governing board. Travel and other expenses shall be limited to
16 those necessary for the performance of this Agreement.

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18 10. STANDARDS OF CONDUCT

19
20 SAN BERNARDINO VALLEY COLLEGE shall disclose any employment or contractual relationships it may
21 have with other colleges being served under a statewide or regional grant. Such relationships are
22 prohibited and shall be promptly terminated, unless after being fully informed of the circumstances,
23 RCCD and the Project Monitor (State Chancellor's Office) determines that the services being provided to
24 the other college by SAN BERNARDINO VALLEY COLLEGE are above and beyond or unrelated to those
25 provided under the State grant.

26
27 11. INTELLECTUAL PROPERTY

28
29 a. SAN BERNARDINO VALLEY COLLEGE agrees that any and all services rendered and documents or
30 other materials, inventions, processes, machines, manufactures, or compositions of matter, and/or
31 trademarks or servicemarks first created, developed or produced pursuant to this Agreement, by SAN
32 BERNARDINO VALLEY COLLEGE shall be and are Work for Hire. All rights, title, and interest in and to the
33 work first developed under this Agreement shall be assigned and transferred to the Chancellor's Office.
34 This Work for Hire agreement shall survive the expiration or early termination of this Agreement.

35
36 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
37 belong to the Chancellor's Office and SAN BERNARDINO VALLEY COLLEGE shall assign all rights, title and
38 interest thereto, to the Chancellor's Office. The Chancellor's Office shall acknowledge SAN
39 BERNARDINO VALLEY COLLEGE as the author of works produced pursuant to the Work for Hire
40 Agreement on all publications of such work. The Chancellor's Office may license SAN BERNARDINO
41 VALLEY COLLEGE to reproduce and disseminate copies of such work provided the licensee agrees to
42 permit infringement of the copyright by any person, to compensate the Chancellor's Office for any
43 infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and
44 all claims arising out of or in connection with the licensing agreement. Said license shall include the
45 right to create and use works derived from those created under this Agreement, even if such derivative
46 works compete with other works created under this Agreement.

1 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
2 prominent place, bear the © or the word "Copyright", or the abbreviation "Copr.", followed by the year
3 created; and the words "Chancellor's Office, California Community Colleges." Acknowledgement may be
4 given to SAN BERNARDINO VALLEY COLLEGE or the actual author(s) of the work in an appropriate
5 manner elsewhere in the material. If it is deemed necessary by either the Chancellor's Office or RCCD
6 that the copyright be registered with the U.S. Copyright Office, RCCD will be responsible for applying for,
7 paying the filing fes for, and securing said copyright.

8
9 c. All technical communications and records originated or first prepared by SAN BERNARDINO
10 VALLEY COLLEGE, if any, pursuant to this Work for Hire agreement, including papers, reports, charts,
11 computer programs, and technical schematics and diagrams, and other documentation, but not
12 including SAN BERNARDINO VALLEY COLLEGE's administrative communications and records relating to
13 this Agreement, shall be delivered to and shall become the exclusive property of the Chancellor's Office
14 and may be copyrighted by the Chancellor's Office.

15
16 d. If it is deemed necessary by either the Chancellor's Office or RCCD that a patent be obtained
17 from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or
18 composition of matter, RCCD will be responsible for applying for, paying the filing fees for, and securing
19 said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter
20 developed pursuant to this Agreement shall be issued to the "Chancellor's Office, California Community
21 Colleges." All products and references to patents shall be marked and designated as such as required by
22 law. Acknowledgment may be given to SAN BERNARDINO VALLEY COLLEGE or the actual inventor(s) in
23 an appropriate manner. The Chancellor's Office agrees to grant a nonexclusive license for such
24 intellectual property to SAN BERNARDINO VALLEY COLLEGE. Said license shall include the right to use
25 the patent for inventions, processes, machines, manufactures, or compositions of matter derived from
26 those created under this Agreement.

27
28 e. All trademarks and servicemarks first created, developed or acquired pursuant to this
29 Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the
30 Chancellor's Office or RCCD that a trademark or servicemark be registered with state or federal
31 agencies, RCCD will be responsible for applying for, paying the filing fees for, and securing said
32 protection. All trademarks and servicemarks obtained pursuant to this Agreement shall be issued to the
33 "Chancellor's Office California Community Colleges" and carry the designations permitted or required by
34 law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or
35 servicemarks created, developed or obtained under this Agreement to SAN BERNARDINO VALLEY
36 COLLEGE.

37
38 f. In connection with any license granted pursuant to the preceding paragraphs, SAN BERNARDINO
39 VALLEY COLLEGE agrees not to permit infringement by any person, to compensate Chancellor's Office
40 for any infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for
41 any and all claims arising out of or in connection with such license. SAN BERNARDINO VALLEY COLLEGE
42 may, with the permission of the Chancellor's Office, enter into a written sublicensing agreement subject
43 to these same conditions.

44
45 g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or
46 compositions of matter, and trademarks or service markes created, developed or produced pursuant to
47 this Agreement are for and are the property of the Chancellor's Office. RCCD shall obtain an
48 acknowledgement of the work for hire performed by SAN BERNARDINO VALLEY COLLEGE if they

1 produce intellectual property pursuant to this Agreement, and all rights, title, and interests in such
2 property shall be assigned to the Chancellor's Office from SAN BERNARDINO VALLEY COLLEGE. No
3 unpaid volunteer or other person shall produce copyright materials under this Agreement without
4 entering into a subcontract or subgrant between such person(s) and SAN BERNARDINO VALLEY COLLEGE
5 giving the Chancellor's Office the foregoing rights in exchange for the payment of the sum of at least one
6 dollar (\$1).

7
8 12. WORKERS' COMPENSATION
9

10 SAN BERNARDINO VALLEY COLLEGE hereby warrants that it carries Workers' Compensation Insurance
11 for all of its employees who will be engaged in the performance of this Agreement, or is self-insured in
12 accordance with the provisions of Labor Code section 3700, and agrees to furnish to the RCCD
13 satisfactory evidence thereof at any time the Project Director may request.
14

15 13. LAW GOVERNING
16

17 It is understood and agreed that this Grant shall be governed by the laws of the State of California both
18 as to interpretation and performance.
19

20 14. PARTICIPATION IN GRANT-FUNDED ACTIVITIES
21

22 a. During the performance of this Agreement, SAN BERNARDINO VALLEY COLLEGE shall ensure
23 that no person is excluded from, denied the benefits of, or otherwise subjected to discrimination with
24 respect to participation in any program or activity funded under this Agreement on the basis of ethnic
25 group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or
26 physical or mental disability.
27

28 b. Programs funded by this Agreement should not be designed, administered, or advertised in a
29 manner that discourages participation on any of the bases set forth above. Any informational,
30 advertising, or promotional materials regarding such programs may not include any statements to the
31 effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity
32 or gender. In the event that mentoring or counseling services are provided with funding provided by
33 this Agreement, students may not be paired with mentors or counselors based solely upon the race,
34 color, national origin, ethnicity or gender of the students, mentors, or counselors.
35

36 15. DISCRIMINATION CLAUSE
37

38 a. During the performance of this Grant, SAN BERNARDINO VALLEY COLLEGE shall not unlawfully
39 discriminate, harass or allow harassment, against any employee or applicant for employment because of
40 sex, race, color, ancestry, religion, creed, national origin, physical disability (including HIV and AIDS),
41 mental disability, medical condition (cancer and genetic characteristics), age (over 40), marital status,
42 denial of family care leave, sexual orientation, political affiliation, or position in a labor dispute. SAN
43 BERNARDINO VALLEY COLLEGE shall insure that the evaluation and treatment of their employees and
44 applicants for employment are free from such discrimination and harassment.
45

46 b. SAN BERNARDINO VALLEY COLLEGE shall comply with the provisions of the Fair Employment
47 and Housing Act (Gov. Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder
48 (Cal. Code Regs., tit. 2, §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing

1 Commission implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of
2 title 2 of the California Code of Regulations are incorporated into this Agreement by reference and made
3 a part hereof as if set forth in full.
4

5 c. SAN BERNARDINO VALLEY COLLEGE shall also comply with the provisions of Government Code
6 sections 11135-11139.8, and the regulations promulgated thereunder by the Board of Governors of the
7 California Community Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.)
8

9 d. SAN BERNARDINO VALLEY COLLEGE shall give written notice of their obligations under this
10 clause to labor organizations with which they have a collective bargaining or other agreement.
11

12 16. ACCESSIBILITY FOR PERSONS WITH DISABILITIES 13

14 a. By signing this Agreement, SAN BERNARDINO VALLEY COLLEGE assures RCCD that it complies
15 with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits
16 discrimination on the basis of disability, as well as all applicable regulations and guidelines issued
17 pursuant to the ADA.
18

19 b. SAN BERNARDINO VALLEY COLLEGE shall, upon request by any person, make any materials
20 produced with funds under this agreement available in Braille, large print, electronic text, or other
21 appropriate alternate format. SAN BERNARDINO VALLEY COLLEGE shall establish policies and
22 procedures to respond to such requests in a timely manner.
23

24 c. All data processing, telecommunications, and/or electronic and information technology
25 (including software, equipment, or other resources) developed, procured, or maintained by SAN
26 BERNARDINO VALLEY COLLEGE, whether purchased, leased or provided under some other arrangement
27 for use in connection with this Agreement, shall comply with the regulations implementing Section 508
28 of the Rehabilitation Act of 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
29

30 d. Design of computer or web-based instructional materials shall conform to guidelines of the Web
31 Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by
32 the Chancellor's Office.
33

34 e. SAN BERNARDINO VALLEY COLLEGE shall respond to and resolve any complaints regarding
35 accessibility of its products and services as required by this section. If such complaints are not
36 informally resolved, they shall be treated and processed as complaints of discrimination based on
37 disability pursuant to California Code of Regulations, title 5, sections 59300 et seq.
38

39 f. SAN BERNARDINO VALLEY COLLEGE shall indemnify, defend, and hold harmless the Chancellor's
40 Office, its officers, agents, and employees, from any and all claims by any person resulting from the
41 failure to comply with the requirements of this section.
42

43 17. INDEMNIFICATION 44

45 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
46 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
47 subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying

1 work, services, materials or supplies in connection with performance of this Agreement for the active
2 negligence and willful acts or omissions of their trustees, officers, agents and employees.

3
4 18. INDEPENDENT STATUS

5
6 SAN BERNARDINO VALLEY COLLEGE, and the agents and employees of SAN BERNARDINO VALLEY
7 COLLEGE, in the performance of this Agreement, shall act in an independent capacity and not as officers
8 or employees or agents of RCCD.

9
10 19. AGREEMENT IS COMPLETE

11
12 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
13 writing, signed by the parties, and approved as required. No oral understanding or agreement not
14 incorporated in this Agreement is binding on any of the parties.

15
16 17. TERMINATION

17
18 Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the
19 other party.

20 The remainder of the page left intentionally blank

1 **Signature Authorization Page**

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Riverside Community College District

San Bernardino Community College District
On behalf of San Bernardino Valley College

Aaron Brown
Vice Chancellor
Business and Financial Services

Steve Sutorus
District Business Manager

Date

Date

Agenda Item (VI-B-6-j)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-j)
Subject	Career Technical Education (CTE) Enhancement Fund Agreement to Create Greater Incentive for Community Colleges CTE offerings between RCCD and Victor Valley Community College District
College/District	Riverside
Funding	Grants and Categorical Programs
Recommended Action	It is recommended that the Board of Trustees approve the Career and Technical Education Enhancement Fund Agreement between Riverside Community College District and Victor Valley Community College District for the time frame of January 5, 2015 through March 31, 2016, in the amount of \$252,910, and authorize the Vice Chancellor, Administration and Finance to sign the agreement.

Background Narrative:

Riverside City College is the fiscal agent for the Inland Empire/Desert Region for the purpose of distributing special Career and Technical Education Enhancement Funding to the Community Colleges within the Inland Empire/Desert Region. The Enhancement Funds are to be used to create greater incentive for community colleges to develop, enhance, retool, and expand quality Career and Technical Education offerings that build upon existing community college regional capacity to respond to regional labor market needs. Payments for this agreement shall not exceed \$252,910 for the period January 5, 2015 through March 31, 2016. Funding source: California Community College Chancellor's Office.

Prepared By: Wolde-Ab Isaac, Interim President, Riverside
Mazie Brewington, Vice President, Business Services (Riv)
Michael Wright, Director, Workforce Preparation Grants and Contracts

Attachments:

[Victor Valley CCD CTE Enhancement Fund](#)

1 INLAND EMPIRE/DESERT REGION
2 MASTER AGREEMENT – CTE ENHANCEMENT FUND
3 BETWEEN
4 RIVERSIDE COMMUNITY COLLEGE DISTRICT
5 AND
6 VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
7

8 This Agreement, entered into January 05, 2015 between Riverside Community College District,
9 hereinafter referred to as RCCD, whose address is 4800 Magnolia Avenue, Riverside, California, 92506,
10 and Victor Valley Community College District hereinafter referred to as VICTOR VALLEY COLLEGE whose
11 address is 18422 Bear Valley Road, Victorville, California, 92395 is effective to cover activities beginning
12 January 05, 2014 and ending March 31, 2016. This Agreement is based on the CTE Enhancement Fund
13 Agreement, Contract # 14-187-004, between RCCD and the California Community Colleges Chancellor's
14 Office.
15

16 RECITALS
17

18 WHEREAS Senate Bill 852, Budget Act of 2014 established the CTE Enhancement fund to provided funds
19 on a one-time basis for community colleges to develop, enhance, retool and expand quality career
20 technical education (CTE) offerings that build upon existing community college regional capacity to
21 respond to regional labor market needs.
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23 WHEREAS, the RCCD has been designated as the Fiscal Agent for the CTE Enhancement Fund for the
24 Inland Empire/Desert region and is responsible for distributing funds to each community college district
25 within the region, following certification by the Regional Consortia that the courses and programs
26 submitted to the districts and colleges for funding meet the criteria above.
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28 WHEREAS The Fiscal Agent Award Notice, and its Appendices, are attached to this Agreement as a
29 reference.
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31 WHEREAS, RCCD is authorized by Section 53060 (see Appendix 14) of the California Government Code to
32 contract with and employ any persons for the furnishing of special services and advice in financial,
33 economic, accounting, engineering, legal or administrative matters, if such persons are specially trained
34 and experienced and competent to perform the special services required; and
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36 WHEREAS, RCCD is in need of such special services and advice; and
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38 NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:
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41 the California Community Colleges Chancellor's Office, a total of \$252,910. RCCD will advance a payment
42 \$101,164 upon execution of this agreement, receipt of a signed face sheet from the CCCC and project
43 certification by the Regional Consortia. Funding up to \$126,455 may be requested at the time progress
44 reports are submitted. A final payment will be calcaulted based on the online Final Performance and
45 Expenditure Report due March 31, 2016. If total expenditure of funds by that date is less than the
46 advance payments, RCCD may invoice VICTOR VALLEY COLLEGE for the excess amount.
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1 2. VICTOR VALLEY COLLEGE agrees that funds will be used for CTE equipment, curriculum
2 development, professional development, and other related costs necessary to develop, enhance, retool
3 and expand quality CTE offerings as described in the Application documents submitted by VICTOR
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5 modified to adjust the use of funds, with written agreement between the Parties. VICTOR VALLEY
6 COLLEGE may not begin specified work without a fully-executed Agreement and purchase order issued by
7 RCCD.
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9 3. Total payment to VICTOR VALLEY COLLEGE will not exceed \$252,910 over the term of this
10 Agreement. Payment is contingent upon satisfactory performance as evidenced by quarterly narrative
11 and financial reports including appropriate support documents. Although not required, VICTOR VALLEY
12 COLLEGE agrees to document any secured industry match generated by this grant.
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17 activities and expenditures and a final invoice and final online report by March 31, 2016. Reporting will
18 follow a format provided by the California Community Colleges Chancellor's Office, and reports will be
19 accompanied by all auditable financial documentation to support the claimed expenditure. VICTOR
20 VALLEY COLLEGE will include in the final narrative report all match actually generated. The final
21 narrative report should indicate the amount of investment in the project by partners, program income
22 for services provided and matching resources contributed to funding the project by VICTOR VALLEY
23 COLLEGE, other stakeholders or donors, especially industry partners.
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25 5. BUDGET CONCERNS

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27 If the state or federal budget for the current year and/or any subsequent years covered under this
28 Agreement does not appropriate sufficient funds for the program, this Agreement shall have no force
29 and effect. In this event, RCCD shall have no liability to pay any funds whatsoever to VICTOR VALLEY
30 COLLEGE or to furnish any consideration under this Agreement and VICTOR VALLEY COLLEGE shall not be
31 obligated to perform any provision of this Agreement. Any work performed by VICTOR VALLEY COLLEGE
32 prior to approval of the state or federal budget, as applicable, will be rendered on a voluntary basis, and
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2 or federal oversight agency or their designated representative(s) to audit records and interview staff.

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6 Any document or written report prepared by VICTOR VALLEY COLLEGE shall contain the Grant
7 Agreement number and dollar amount of this Agreement.

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11 For travel necessary to the performance of this Agreement, VICTOR VALLEY COLLEGE travel and other
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21 Project Monitor (State Chancellor's Office) determines that the services being provided to the other
22 college by VICTOR VALLEY COLLEGE are above and beyond or unrelated to those provided under the
23 State grant.

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32 Work for Hire agreement shall survive the expiration or early termination of this Agreement.

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34 b. The copyright for all materials first produced as a result of this Work for Hire agreement shall
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37 as the author of works produced pursuant to the Work for Hire Agreement on all publications of such
38 work. The Chancellor's Office may license VICTOR VALLEY COLLEGE to reproduce and disseminate
39 copies of such work provided the licensee agrees to to permit infringement of the copyright by any
40 person, to compensate the Chancellor's Office for any infringement which may occur, and to indemnify
41 and hold harmless the Chancellor's Office for any and all claims arising out of or in connection with the
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46 All materials first developed in draft and in final form pursuant to this Agreement shall, in a
47 prominent place, bear the © or the word "Copyright", or the abbreviation "Copr.", followed by the year
48 created; and the words "Chancellor's Office, California Community Colleges." Acknowledgement may be

1 given to VICTOR VALLEY COLLEGE or the actual author(s) of the work in an appropriate manner
2 elsewhere in the material. If it is deemed necessary by either the Chancellor's Office or RCCD that the
3 copyright be registered with the U.S. Copyright Office, RCCD will be responsible for applying for, paying
4 the filing fes for, and securing said copyright.

5
6 c. All technical communications and records originated or first prepared by VICTOR VALLEY
7 COLLEGE, if any, pursuant to this Work for Hire agreement, including papers, reports, charts, computer
8 programs, and technical schematics and diagrams, and other documentation, but not including VICTOR
9 VALLEY COLLEGE's administrative communications and records relating to this Agreement, shall be
10 delivered to and shall become the exclusive property of the Chancellor's Office and may be copyrighted
11 by the Chancellor's Office.

12
13 d. If it is deemed necessary by either the Chancellor's Office or RCCD that a patent be obtained
14 from the U.S. Patent and Trademark Office for any invention, process, machine, manufacture, or
15 composition of matter, RCCD will be responsible for applying for, paying the filing fees for, and securing
16 said patent. All patents for inventions, processes, machines, manufactures, or compositions of matter
17 developed pursuant to this Agreement shall be issued to the "Chancellor's Office, California Community
18 Colleges." All products and references to patents shall be marked and designated as such as required by
19 law. Acknowledgment may be given to VICTOR VALLEY COLLEGE or the actual inventor(s) in an
20 appropriate manner. The Chancellor's Office agrees to grant a nonexclusive license for such intellectual
21 property to VICTOR VALLEY COLLEGE. Said license shall include the right to use the patent for
22 inventions, processes, machines, manufactures, or compositions of matter derived from those created
23 under this Agreement.

24
25 e. All trademarks and servicemarks first created, developed or acquired pursuant to this
26 Agreement shall be the property of the Chancellor's Office. If it is deemed necessary by either the
27 Chancellor's Office or RCCD that a trademark or servicemark be registered with state or federal
28 agencies, RCCD will be responsible for applying for, paying the filing fees for, and securing said
29 protection. All trademarks and servicemarks obtained pursuant to this Agreement shall be issued to the
30 "Chancellor's Office California Community Colleges" and carry the designations permitted or required by
31 law. The Chancellor's Office agrees to grant a nonexclusive license for the use of trademarks or
32 servicemarks created, developed or obtained under this Agreement to VICTOR VALLEY COLLEGE.

33
34 f. In connection with any license granted pursuant to the preceding paragraphs, VICTOR VALLEY
35 COLLEGE agrees not to permit infringement by any person, to compensate Chancellor's Office for any
36 infringement which may occur, and to indemnify and hold harmless the Chancellor's Office for any and
37 all claims arising out of or in connection with such license. VICTOR VALLEY COLLEGE may, with the
38 permission of the Chancellor's Office, enter into a written sublicensing agreement subject to these same
39 conditions.

40
41 g. Any and all services rendered, materials, inventions, processes, machines, manufactures, or
42 compositions of matter, and trademarks or service markes created, developed or produced pursuant to
43 this Agreement are for and are the property of the Chancellor's Office. RCCD shall obtain an
44 acknowledgement of the work for hire performed by VICTOR VALLEY COLLEGE if they produce
45 intellectual property pursuant to this Agreement, and all rights, title, and interests in such property shall
46 be assigned to the Chancellor's Office from VICTOR VALLEY COLLEGE. No unpaid volunteer or other
47 person shall produce copyright materials under this Agreement without entering into a subcontract or

1 subgrant between such person(s) and VICTOR VALLEY COLLEGE giving the Chancellor's Office the
2 foregoing rights in exchange for the payment of the sum of at least one dollar (\$1).

3
4 12. WORKERS' COMPENSATION

5
6 VICTOR VALLEY COLLEGE hereby warrants that it carries Workers' Compensation Insurance for all of its
7 employees who will be engaged in the performance of this Agreement, or is self-insured in accordance
8 with the provisions of Labor Code section 3700, and agrees to furnish to the RCCD satisfactory evidence
9 thereof at any time the Project Director may request.

10
11 13. LAW GOVERNING

12
13 It is understood and agreed that this Grant shall be governed by the laws of the State of California both
14 as to interpretation and performance.

15
16 14. PARTICIPATION IN GRANT-FUNDED ACTIVITIES

17
18 a. During the performance of this Agreement, VICTOR VALLEY COLLEGE shall ensure that no person
19 is excluded from, denied the benefits of, or otherwise subjected to discrimination with respect to
20 participation in any program or activity funded under this Agreement on the basis of ethnic group
21 identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or
22 mental disability.

23
24 b. Programs funded by this Agreement should not be designed, administered, or advertised in a
25 manner that discourages participation on any of the bases set forth above. Any informational,
26 advertising, or promotional materials regarding such programs may not include any statements to the
27 effect that a program is for, or designed for, students of a particular race, color, national origin, ethnicity
28 or gender. In the event that mentoring or counseling services are provided with funding provided by
29 this Agreement, students may not be paired with mentors or counselors based solely upon the race,
30 color, national origin, ethnicity or gender of the students, mentors, or counselors.

31
32 15. DISCRIMINATION CLAUSE

33
34 a. During the performance of this Grant, VICTOR VALLEY COLLEGE shall not unlawfully
35 discriminate, harass or allow harassment, against any employee or applicant for employment because of
36 sex, race, color, ancestry, religion, creed, national origin, physical disability (including HIV and AIDS),
37 mental disability, medical condition (cancer and genetic characteristics), age (over 40), marital status,
38 denial of family care leave, sexual orientation, political affiliation, or position in a labor dispute. VICTOR
39 VALLEY COLLEGE shall insure that the evaluation and treatment of their employees and applicants for
40 employment are free from such discrimination and harassment.

41
42 b. VICTOR VALLEY COLLEGE shall comply with the provisions of the Fair Employment and Housing
43 Act (Gov. Code, §§ 12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code
44 Regs., tit. 2, §§ 7285 et seq.). The applicable regulations of the Fair Employment and Housing
45 Commission implementing Government Code section 12990 (a-f), set forth in chapter 5 of division 4 of
46 title 2 of the California Code of Regulations are incorporated into this Agreement by reference and made
47 a part hereof as if set forth in full.

1 c. VICTOR VALLEY COLLEGE shall also comply with the provisions of Government Code sections
2 11135-11139.8, and the regulations promulgated thereunder by the Board of Governors of the
3 California Community Colleges (Cal. Code Regs., tit. 5, §§ 59300 et seq.)
4

5 d. VICTOR VALLEY COLLEGE shall give written notice of their obligations under this clause to labor
6 organizations with which they have a collective bargaining or other agreement.
7

8 16. ACCESSIBILITY FOR PERSONS WITH DISABILITIES
9

10 a. By signing this Agreement, VICTOR VALLEY COLLEGE assures RCCD that it complies with the
11 Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §§ 12101 et seq.), which prohibits
12 discrimination on the basis of disability, as well as all applicable regulations and guidelines issued
13 pursuant to the ADA.
14

15 b. VICTOR VALLEY COLLEGE shall, upon request by any person, make any materials produced with
16 funds under this agreement available in Braille, large print, electronic text, or other appropriate
17 alternate format. VICTOR VALLEY COLLEGE shall establish policies and procedures to respond to such
18 requests in a timely manner.
19

20 c. All data processing, telecommunications, and/or electronic and information technology
21 (including software, equipment, or other resources) developed, procured, or maintained by VICTOR
22 VALLEY COLLEGE, whether purchased, leased or provided under some other arrangement for use in
23 connection with this Agreement, shall comply with the regulations implementing Section 508 of the
24 Rehabilitation Act of 1973, as amended, set forth at 36 Code of Federal Regulations, part 1194.
25

26 d. Design of computer or web-based instructional materials shall conform to guidelines of the Web
27 Access Initiative (see <http://www.w3.org/TR/WAI-WEBCONTENT/>) or similar guidelines developed by
28 the Chancellor's Office.
29

30 e. VICTOR VALLEY COLLEGE shall respond to and resolve any complaints regarding accessibility of
31 its products and services as required by this section. If such complaints are not informally resolved, they
32 shall be treated and processed as complaints of discrimination based on disability pursuant to California
33 Code of Regulations, title 5, sections 59300 et seq.
34

35 f. VICTOR VALLEY COLLEGE shall indemnify, defend, and hold harmless the Chancellor's Office, its
36 officers, agents, and employees, from any and all claims by any person resulting from the failure to
37 comply with the requirements of this section.
38

39 17. INDEMNIFICATION
40

41 The parties mutually agree to indemnify, defend and save harmless each other, their trustees, officers,
42 agents and employees from any and all claims or losses accruing or resulting to any and all employees,
43 subcontractors, suppliers, laborers and any other person, firm or corporation furnishing or supplying
44 work, services, materials or supplies in connection with performance of this Agreement for the active
45 negligence and willful acts or omissions of their trustees, officers, agents and employees.
46

47 18. INDEPENDENT STATUS
48

1 VICTOR VALLEY COLLEGE, and the agents and employees of VICTOR VALLEY COLLEGE, in the
2 performance of this Agreement, shall act in an independent capacity and not as officers or employees or
3 agents of RCCD.

4
5 19. AGREEMENT IS COMPLETE

6
7 No amendment, alteration or variation of the terms of this Agreement shall be valid unless made in
8 writing, signed by the parties, and approved as required. No oral understanding or agreement not
9 incorporated in this Agreement is binding on any of the parties.

10
11 17. TERMINATION

12
13 Either party may terminate this Agreement, without cause, with thirty (30) days written notice to the
14 other party.

15 The remainder of the page left intentionally blank

16

1 **Signature Authorization Page**

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Riverside Community College District

Victor Valley Community College District

Aaron Brown
Vice Chancellor
Business and Financial Services

Dr. Roger Wagner
Superintendent/President

Date

Date

Agenda Item (VI-B-6-k)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-k)
Subject	Agreement Amendment for Workforce Training with Employment Training Panel (ETP)
College/District	District
Funding	Employment Training Panel
Recommended Action	It is recommended that the Board of Trustees approve Agreement Amendment #ET15-0211 with the State of California, Employment Training Panel for up to \$375,116.

Background Narrative:

This Agreement Amendment provides Riverside Community College District (RCCD) with up to \$375,116 additional funding (for a total of \$749,916) from the Employment Training Panel, the California State agency that supports employee training with funds from the State treasury. It will permit RCCD to provide up to 24 employers in the region with employee training programs designed to improve their skills and productivity. There is no cost to the District. The effective date of this Amendment is 1/22/15. The term of this Agreement is from 8/24/14 through 8/23/15.

Prepared By: Michael Reiner, Vice Chancellor, Educational Services
John Tillquist, Associate Vice Chancellor, Economic Development
Debbie McDowell, Administrative Assistant IV

Attachments:

[Agreement Amendment ET15-0211](#)



AGREEMENT AMENDMENT (ETP 301A)

Agreement Number: ET15-0211

Contractor: Riverside Community College District, Office of Economic Development

Amendment Number: 1

Term Date: 8/24/14 to 8/23/15

Amendment Effective Date: 1/22/15

The parties agree to the following:

AMENDMENT:	FROM:	TO:	DIFFERENCE: (+/-)
INCREASE AGREEMENT AMOUNT:	\$374,800	\$749,916	+\$375,116
REVISED AVERAGE NUMBER TRAINEES:	449	846	+397
REVISED IN-KIND AMOUNT:	\$359,600	\$719,200	+\$359,600
REVISED MEC SUPPORT COSTS:	\$24,320	\$48,636	+\$24,316
REVISED TERM END DATE:	8/23/15	9/23/15	+1 Month

DETAIL CHANGES BY JOB NUMBER:	FROM:	TO:	DIFFERENCE: (+/-)
Job Number 1			
Increase Estimated Number of Trainees	364	558	+194
Increase Job Amount	\$280,280	\$429,660	+\$149,380
Job Number 2			
Increase Estimated Number of Trainees	85	288	+203
Increase Job Amount	\$94,520	\$320,256	+\$225,736

Section 2.7, In-Kind Contribution, in the ETP Agreement is amended to read:

2.7 In-Kind Contribution. Contractor represents that participating employers will make a financial commitment to training and will not use ETP funding to displace their own training resources. In addition, Contractor represents that In-Kind Contributions of at least **\$719,200** will be made to the cost of training, through wages paid during the hours of training by participating employers and other valuations made in accordance with Title 22, California Code of Regulations (CCR), Section 4401.1.

Section 4.2, Support Costs, in the ETP Agreement is amended to read:

4.2 Support Costs. Contractor will also be reimbursed up to **\$48,636** for outreach and recruitment of participating employers by an 8% adjustment to the Program Costs for Job Numbers 1 & 2. (See Contract Totals in Exhibit A, Chart 1 and definition of Program Costs in Exhibit D.)

Exhibit A: Chart 1 is amended as shown on the attachment.

This Amendment should be maintained as part of the subject Agreement. Revised Exhibit A: Chart 1 is attached and hereby incorporated-by-reference as if fully set forth herein.

Except as amended herein, all terms and conditions of the subject Agreement remain unchanged.

The parties agree to the terms of Amendment set forth herein by signature of their authorized representatives shown below:

APPROVED FOR ETP

APPROVED FOR CONTRACTOR

Stewart Knox

Aaron Brown

Name

Name

Executive Director

Vice Chancellor, Business and Financial Services

Title

Title

(Signature)

(Signature)

(Date)

(Date)

Exhibit A: Chart 1

Training Data							Payment Schedule				
1	2	3	4	5	6	7	8	9	10	11	12
Job	Occupations	Type of Training	Estimated No. of Trainees ¹	Cls/Lab Hours	CBT Hour	Average Cost Per Trainee	Pay 1 Enroll	Pay 2 Compl	Pay 3 Hired	Pay 4 Post Retention	Post Retention ²
1	Shipping Clerk, Operator, Engineer, Production Worker, Shop Helper, Maintenance Worker, Shop Lead, Technician, Administration Staff, Supervisor, Manager	MEC Priority Industries Retrainee	558			\$770	\$192.50	VAR	N/A	VAR	\$14.90
687		<i>Menu Curriculum - Trainees will receive one or more of the following: Business Skills Continuous Improvement Computer Skills Manufacturing Skills OSHA 10 OSHA 30</i>									

Job Max Total Amount: \$ 429,660.00

Range of Hours: Min = 8 Max = 200 Weighted Avg = 40

¹ The number of trainees may exceed this figure, provided they receive at least the minimum number of training hours and there are sufficient funds available in the Job Number.

² Post-Retention Wages may vary by county. See Section on Performance Standards, in this Agreement.

Exhibit A: Chart 1

Training Data							Payment Schedule				
1	2	3	4	5	6	7	8	9	10	11	12
Job	Occupations	Type of Training	Estimated No. of Trainees ¹	Cls/Lab Hours	CBT Hour	Average Cost Per Trainee	Pay 1 Enroll	Pay 2 Compl	Pay 3 Hired	Pay 4 Post Retention	Post Retention ²
2	Shipping Clerk, Operator, Engineer, Production Worker, Shop Helper, Maintenance Worker, Shop Lead, Technician, Administration Staff, Supervisor, Manager	MEC Priority Industries Retrainee SB <100	288			\$1,112	\$278.00	VAR	N/A	VAR	\$14.90
687		<i>Menu Curriculum - Trainees will receive one or more of the following: Business Skills Continuous Improvement Computer Skills Manufacturing Skills OSHA 10 OSHA 30</i>									

Job Max Total Amount: \$ 320,256.00

Range of Hours: Min = 8 Max = 60 Weighted Avg = 40

Contract Totals

Program Cost		\$701,280
Substantial Contribution	(-)	\$0
Multiple-Empl. Support	(+)	\$48,636
TOTAL ETP Funding	(=)	\$749,916
TOTAL Estimated No. of Trainees		846

ETP100CH (11/07)

¹ The number of trainees may exceed this figure, provided they receive at least the minimum number of training hours and there are sufficient funds available in the Job Number.

² Post-Retention Wages may vary by county. See Section on Performance Standards, in this Agreement.

Exhibit A: Chart 1

Turnover Rate	Manager/ Supervisor %	Health Benefits Inc. in Wage?
20%	20%	Yes

Location of Training: Training will be provided at the Contractor's or participating employer's training site(s) in California.

Ratios: The trainer-to-trainee ratio for class/lab training shall not exceed 1:20 for retrainees.

Health Benefits: Health benefits will vary by participating employer and may be used to meet the post-retention wage as follows: \$14.90 per hour for Riverside, San Bernardino, and Imperial Counties; \$15.60 per hour for San Diego County; \$15.98 per hour for Orange County; and \$16.04 per hour for Los Angeles County.

Agenda Item (VI-B-6-I)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-6-I)
Subject	Memorandum of Understanding 15C215 between Chaffey College and Riverside Community College District on behalf of Riverside City College and Norco College
College/District	District
Funding	Trade Adjustment Assistance Community College and Career Training Grant
Recommended Action	It is recommended that the Board of Trustees ratify the Memorandum of Understanding 15C215, Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program, for the time frame of December 14, 2014 through September 30, 2018, in the amount of \$1,130,937 for Riverside City College, and \$1,410,433 for Norco College, and authorize the Vice Chancellor, Administration and Finance to sign the MOU.

Background Narrative:

Riverside City and Norco Colleges are two of twelve community college and university partners identified in the Trade Adjustment Assistance Community College and Career Training Program (TAACCCT) grant that Chaffey College was awarded in October of 2014. This grant created the Inland Empire Regional Training Consortium (IERTC) and a STEM Education Business Incubator 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” and lead to an industry-recognized credential.

Riverside City College’s role in the project includes enhancing workforce delivery and developing innovative curriculum in the following two programs as they pertain to the manufacturing industries: 1) Cyber Security; and 2) Quality Assurance. The implementation of these two programs will help to prepare adult learners, particularly long-term unemployed workers who have little chance of returning to prior wage levels without up-to-date training in highly technical skills and credentials increasingly required in industry. Additionally, RCC will work with local high schools to give students interested in these careers a head start on their education, allowing them to earn college credit prior to graduating from high school. For these efforts, Riverside City College will receive \$1,130,937 in funding over a four-year period.

Norco College’s role in the project includes adopting a new Industrial Maintenance program focusing on electrician skills; revising its Automated Systems Technician program to align with industry-identified skills; embedding industry certifications into its Computer Numerical Control, Automated Systems Technician and Engineering Technology programs; and developing new articulation agreements with local unified school districts. For these efforts, Norco College will receive \$1,410,433 in funding over a four-year period.

Prepared By: Paul Parnell, President, Norco College
Wolde-Ab Isaac, Interim President, Riverside
Kevin Fleming, Dean of Instruction, CTE Programs and Grants

Patricia Avila, Interim Dean, Career and Technical Education

Attachments:

[Chaffey TAACCCT MOU](#)

CONSORTIUM MEMORANDUM OF UNDERSTANDING

between

Chaffey Community College

MOU No.15C215

and

Consortium Member Institutions named in Article 1.0 herein

This Memorandum of Understanding (“MOU”) is made and entered on December 4, 2014, to outline the respective roles, duties and obligations of the twelve (12) member colleges (“Consortium Members” or “Consortium”) that as collective Consortium Members have formed the **Inland Empire Regional Training Consortium** (“IERTC”).

This MOU is in response to the award of federal funds (“Grant Award”) to the IERTC Consortium Members from the *Trade Adjustment Assistance Community College and Career Training (TAACCCCT) Grants Program* (CFDA #17.282) under the authority of the Health Care and Education Reconciliation Act of 2010 through:

Grant Agreement #TC-26434-14-60-A-6 (“grant”)

The federal awarding agency is: Department of Labor, Employment and Training Administration (DOL/ETA)

RECITALS

WHEREAS, the Consortium Members consist of one (1) “Lead Institution” and eleven (11) “Member Institutions” (identified below in Article 1.0) that comprise the twelve (12) member colleges from Southern California that formed the IERTC and are the beneficiaries of the Grant Award; and

WHEREAS, Chaffey Community College, as the Lead Institution of the IERTC, has specific obligations to coordinate fiscal and administrative activity of the Consortium Members related to the Grant Award; and

WHEREAS, the Consortium Members seek to confirm their grant obligations to (i) carry out their respective programmatic functions and reporting duties, (ii) successfully meet the performance requirements of the grant, and (iii) acknowledge their acceptance of their respective obligations thereunder; and

WHEREAS, the benefits conveyed under the grant are being shared between the twelve (12) Consortium Members, and each respective member college signing this MOU has agreed to the terms and conditions set forth herein.

NOW THEREFORE, the parties agree as follows:

1.0 CONSORTIUM MEMBERS: The twelve (12) Consortium Members of the IERTC listed below have joined together to receive a Consortium award under the controlling grant as co-grantees and are signatories of this MOU:

LEAD INSTITUTION	
1.	Chaffey College

MEMBER INSTITUTIONS			
1.	Barstow Community College	7.	Riverside Community College District on behalf of Riverside City College
2.	College of the Desert	8.	San Bernardino Valley College
3.	Crafton Hills College	9.	Victor Valley College
4.	Mt. San Jacinto College	10.	California State University San Bernardino
5.	MiraCosta College	11.	University of California Riverside
6.	Riverside Community College District on behalf of Norco College		

2.0 TERM. This MOU will be in effect from October 1, 2014 through September 30, 2018, in association with the Department of Labor, Employment and Training Administration TAACCCT program, SGA/DFA PY 13-10.

3.0 GOALS AND PRIORITIES. Consortium Members are united in their commitment to the following overarching goals that provide the framework for the performance requirements of the grant:

- (a) Increase the attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare workers eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program (“TAA-eligible workers”) of chapter 2 of title II of the Trade Act of 1974, 19 U.S.C. 2271-2323.
- (b) Facilitate regional worker opportunities to obtain high-wage, high-skill employment or re-employment in growth industry sectors.
- (c) 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 TAA-eligible workers and other adults.
- (d) Demonstrate improved employment outcomes.

4.0 ROLE OF LEAD INSTITUTION.¹ The Lead Institution will coordinate fiscal and administrative activity for the Consortium award. In addition to the requirements outlined in 29 CFR Part 95, including 29 CFR 95.51 (Monitoring and reporting program performance), the fiscal and administrative duties of the Lead Institution include, but are not limited to the following:

4.1 Communication

The Lead Institution will be the entity that communicates with ETA on behalf of the Consortium award. Questions from Member Institutions will be transmitted to ETA via the Lead Institution.

To carry out the programmatic functions of the grant, the Lead Institution will communicate regularly with members of the Consortium, and will share information and technical assistance provided by the Department of Labor or the Federal Project Officer (FPO) assigned by the Department of Labor to oversee the grant. To facilitate Member Institutions receiving information related to technical assistance or changes in policy, Member Institutions will cooperate in the development of a communication process that promotes effective and efficient communication between the Lead Institution and the Member Institutions.

4.2 Monitoring

The Lead Institution, as the prime grantee, will perform monitoring for Member Institutions (the Consortium member subrecipients), as required in 29 CFR 95.51. The Lead Institution will track programmatic and fiscal progress against goals, and work to correct problems related to achievement of programmatic and fiscal goals of the Consortium projects, in accordance with 29 CFR Part 95, and compile outcome measures and fiscal reports.

4.3 Reporting – Combined Quarterly Narrative Programmatic and Fiscal Reports

As the prime recipient, the Lead Institution will submit, on behalf of the Consortium, a quarterly narrative progress report that compiles the activities of the Consortium members, to provide a holistic picture of the Grant Award, as well as the progress of the individual Member Institution grants. The Lead Institution will also submit an annual performance report on behalf of the Consortium. Additionally, the Lead Institution must submit the quarterly financial reports using ETA Form 9130.

¹ Ref.: <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf> (pages 30-31)

Report due dates: Quarterly reports are due forty-five (45) days after the end of the quarter. The final financial closeout report is due 90 calendar days after the grant period of performance ends.

4.4 Prior Approval Requests

The Lead Institution will submit to the Grant Officer² all requests under the Grant Award, including those of Consortium Member Institutions, to acquire equipment and capital expenditures, as well as requests for approval of rearrangement (renovation) and alterations, as dictated by the cost principles located in OMB Circular A-21 at: http://www.whitehouse.gov/omb/grants_circulars

4.5 Provision of Technical Assistance and Training

The Lead Institution will provide Member Institutions with technical assistance and training related to programmatic, fiscal, and reporting requirements.

4.6 Project Evaluation

The Lead Institution will be responsible for procurement of a single project evaluator. Additionally, all associated evaluation costs should be reflected in the Lead Institution's section of the integrated budget narrative.

4.7 Reimbursement of Expenses

The Lead Institution shall make quarterly reimbursement payments to the Member Institutions (grant subrecipients) upon their submittal of an itemized invoice and quarterly expense report. (See Article 6.2 below.)

5.0 LEAD INSTITUTION CONTACT: The key contact for the Lead Institution under the grant is:

Ms. Kathy Dutton, Director, Employment Development & Community Education
Chaffey Community College
(909) 652-7652 / kathy.dutton@chaffey.edu

6.0 ROLE OF MEMBER INSTITUTIONS.³ Member Institutions are those institutions listed in Article 1.0 of this MOU who have joined together to become a consortium with the Lead Institution to jointly receive a Consortium Grant Award under the TAACCCT program. As a Consortium Member, Member Institutions delegate certain authorities to the Lead Institution for the Consortium. As subrecipients of the grant, Member Institutions must follow all the terms and conditions of the Grant Award, per 29 CFR 95.5. Member Institutions shall not deviate from the approved grant Statement of Work (contained within the Grant Agreement attached hereto as Exhibit 1) and budget allocation without prior written approval by the Lead Institution and, as applicable, the Grant Officer.

6.1 Report submittals to the Lead Institution

Quarterly Invoice and Quarterly Expense Report: Member Institutions must each submit a quarterly invoice and quarterly expense report to the Lead Institution. (See Article 6.2 below).

Quarterly Narrative Progress Report: Member Institutions must each submit a quarterly narrative progress report to the Lead Institution. The report must tie quarterly expenditures to activities that occurred during the reporting period and be aligned with the grant objectives and work plans.

² Steven Rietzke, Grant Officer, Employment & Training Administration; 200 Constitution Avenue, NW, Room N4716, Washington, D.C. 20210

³ Ref.: <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf> (pages 31-32)

The above reports will facilitate the Lead Institution's submission of consolidated Consortium Member narrative progress reports and financial data reports in compliance with 29 CFR Part 95.

Monthly Data Report: Member Institutions will collect grant-related data and report monthly to the Lead Institution.

Submittal Deadlines: Quarterly reports (including invoices) must be submitted no later than twenty (20) days after the end of the quarter (*i.e.*, January 20, April 20, July 20, and October 20). Timely submittals will provide the Lead Institution the time necessary to consolidate all Consortium Member reports and meet the deadline for submitting grant-required consolidated Consortium quarterly reports to the Department of Labor / Employment and Training Administration (DOL/ETA) in compliance with 29 CFR Part 95.

Submittal Process: Narrative reports and monthly data reports will be emailed to:

Kathy Dutton, Director, Employment Development & Community Education
Kathy.dutton@chaffey.edu

Report Formats: The Lead Institution will provide standardized report formats. Member Institutions will utilize the standardized formats and will cooperate with the Lead Institution by accepting any format revisions that may become necessary to best meet terms of the grant or improve the submittal process.

6.2 Quarterly reimbursement submittals (invoices and expense reports) to the Lead Institution

Quarterly Invoices and Quarterly Expense Reports: To receive grant reimbursement, Member Institutions must each submit, (i) a quarterly invoice, (ii) a quarterly expense report, and (iii) supporting time and effort timesheets for all personnel hours invoiced for payment. The submittals will be made electronically to the Lead Institution by no later than twenty (20) days after the end of the quarter. Submittal formats will utilize the templates attached hereto as Exhibit 2 (Invoice), Exhibit 3 (TAACCCT Grant Quarterly Expense Report), and Exhibit 4 (TAACCCT Grant Employee Time Report). Note that Exhibit 4 (page 2) includes a sample of a properly completed TAACCCT Grant Employee Time Report.

Submittal Process: Signed invoices and expense reports, together with the supporting employee time reports will be emailed to:

Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services
Anita.undercoffer@chaffey.edu

Payments: Following the receipt and approval of the Member Institution's itemized invoice and quarterly report summarizing expenses, the Lead Institution shall make reimbursement payments no more than once per quarter. The Lead Institution will endeavor to make such payments within sixty (60) days from receipt of invoice, provided there are no revisions required to correct discrepancies or conform to grant requirements. The total of such payments shall not exceed the total grant agreement amount itemized per each Member Institution.

Supporting documentation: The Lead Institution reserves the right to request additional information, including but not limited to reasonable cost backup and/or justification for submitted invoices and reports.

6.3 Consortium Collaboration

Member Institutions shall work together with the Lead Institution to develop and adopt a collaboration model that reduces duplication of effort and resources where possible within the Consortium. This includes developing content across multiple institutions; developing

content at one institution and allowing other institutions to use the content in their courses; and/or designating a home institution or institutions in the Consortium to confer credential(s), while other institutions contribute to the program through course development and delivery.

7.0 JOINT REQUIREMENTS OF THE LEAD AND MEMBER INSTITUTIONS.⁴ To ensure the successful execution of the project and compliance with the Department of Labor reporting requirements, the Lead and Member Institutions additionally agree to:

- (a) Assign representatives to and actively participate in Project Management Council and all workgroups (*i.e.*, recruitment, marketing, grants/fiscal management, curriculum development, data analyst, and others as needed);
- (b) Participate in all ETA training activities related to grantee orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training as appropriate during the grant period. These sessions may occur via conference calls, through virtual events such as webinars, or in-person meetings.

8.0 GRANT COMPLIANCE. Each Consortium Member will refer to the grant and the references therein to guide its compliance with the intent of the grant to maximize the intended benefits to the citizens of the Inland Empire Region.

In performing its responsibilities under the grant agreement, each Consortium Member 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

9.0 GRANT TERMS AND CONDITIONS. As stated in this MOU, each Consortium Member understands its obligations to meet the grant terms and conditions. An outline of the primary grant terms and conditions can be referenced in the *Table of Contents*, page 3 of the Grant Agreement, attached hereto as Exhibit 1.

10.0 AUDITS. Entities that receive federal funds are subject to audit requirements that are commonly referred to as single audits. Consortium Members shall comply with OMB Circular A-133 single audit requirement. Member Institutions will grant the Lead Institution the right to review its annual audit reports.

⁴ Ref.: <http://www.doleta.gov/grants/pdf/SGA-DFA-PY-13-10.pdf> (pages 32-33)

11.0 NON-COMPLIANCE BY MEMBER INSTITUTIONS. Since each Member Institution is responsible for ensuring its individual institution is in compliance with grant requirements, the Lead Institution is required to report to ETA any concerns with programmatic, fiscal or administrative performance found as a result of project monitoring.

11.1 Withholding of funds

The Lead Institution shall have the right to withhold reimbursement of Member Institutions that fail to meet any material grant or federal accounting requirements.

11.2 Right to collect and/or offset amounts due to overpayments

If, through any cause, or at any time, the Lead Institution is denied reimbursement from the DOL for a portion of its grant reimbursement submittal relating directly to a Member Institution's invoice payments hereunder, the Member Institution shall promptly repay the Lead Institution all such amounts as a result thereof. The Lead Institution shall have the right, at its sole discretion, to collect invoice overpayment amounts as determined by the Lead Institution to be due the Lead Institution from the Member Institution, by offsetting or debiting from current claims or invoices, if after thirty (30) days written notice the Member Institution has failed to repay the Lead Institution.

12.0 MEMBER INSTITUTION DROP OUTS. If any Member Institution identified in the grant application as a Consortium member plans to drop out of the Consortium, that Member Institution, together with the Lead Institution, must: (i) provide to the Grant Officer in a written letter of intent to withdraw from the Consortium and terminate the Grant Award; and (ii) jointly along with the Lead Institution contact the Grant Officer to discuss next steps.

The Department of Labor has reserved the right to re-evaluate a consortium award following any change in the Consortium membership and may terminate all awards under the Consortium if deemed appropriate. If a Consortium Member Institution drops out, the funds and activities committed to it in the grant application may not be shifted automatically to another Consortium Member Institution or to a new institution; the Lead Institution must contact the Grant Officer to discuss options for replacement grants within the Consortium.

13.0 INDEMNIFICATION AND LIABILITY. By executing this MOU, each party agrees to work together in good faith to deliver workforce services for employer partners and the Inland Empire target population within the scope of this MOU and the Grant Award attached as Exhibit 1. However, the Consortium Members are not legally "partners" to the extent that term encompasses joint and several liabilities. Each Consortium Member is deemed a separate legal entity under the MOU and is separately and solely responsible for all related liability for, and the defense of, any and all claims made by its employees, agents, subcontractors, tenants, or other third parties due to actual or alleged damages because of personal injury or death or damages to property, or other costs, losses or charges arising out of or attributable to, in whole or in part, to any work they have performed hereunder, including any violations of local, state, or federal laws or regulations.

14.0 LIST OF EXHIBITS. The following exhibits are hereby incorporated in and made a part of this MOU as if set forth in full herein and are an integral part of this MOU:

Exhibit 1: Grant / Agreement Notification of Award / Obligation – Agreement #TC-26434-14-60-A-6, signed and dated by Grant Officer Steven Rietzke on September 26, 2014. (130 pages)

Exhibit 2: Invoice Template (1 page)

Exhibit 3: TAACCCT Grant Quarterly Expense Report (1 page)

Exhibit 4: TAACCCT Grant Employee Time Report (2 pages)

15.0 ORDER OF PRECEDENCE. The terms and conditions of this MOU 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. 111-152;
- (3) The Consolidated Appropriations Act of 2014 (Pub. L. 113-76);
- (4) Other applicable Federal statutes and their implementing regulations;
- (5) Terms and Conditions of the Grant Award; Grant Agreement # TC-26434-14-60-A-6;
- (6) This MOU.

16.0 MODIFICATIONS. This MOU, together with the exhibits identified above, constitutes the entire agreement between Consortium Members and supersedes all prior written or oral understandings. This MOU and said exhibits may only be amended, supplemented, modified, or canceled by a duly executed written instrument.

IN WITNESS WHEREOF, the Lead and the Member Institutions have executed this MOU on the date referenced by their signatures.

SIGNED:

Dr. Henry Shannon, Superintendent/President
Lead Institution: Chaffey Community College

Date

Dr. Debbie Di Thomas, Superintendent/President
Member Institution: Barstow Community College

Date

Ms. Anna Davies, Executive Vice-President
Student Learning and Support Services
Member Institution: College of the Desert

Date

Cheryl A. Marshall, Ed.D, President
Member Institution: Crafton Hills College

Date

Dr. Roger Schultz, Superintendent/President
Member Institution: Mt. San Jacinto College

Date

Linda Kurokawa,
Director, Community Services and Business Development
Member Institution: MiraCosta College

Date

SIGNED:

Aaron Brown,
Vice Chancellor, Business and Financial Services
Member Institution: Norco College

Date

Aaron Brown,
Vice Chancellor, Business and Financial Services
Member Institution: Riverside City College

Date

Bruce Baron, Chancellor
Member Institution: San Bernardino Valley College

Date

Peter Allan, President/Superintendent
Member Institution: Victor Valley College

Date

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

Date

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

Date

Jeffery Thompson, Associate Provost for Research
Member Institution: California State University, San Bernardino

Date

CONSORTIUM MEMBER MEMORANDUM OF UNDERSTANDING

EXHIBIT COVER PAGE

Exhibit 1

Grant / Agreement Notification of Award / Obligation – Agreement #TC-26434-14-60-A-6
(Signed and dated by Grant Officer Steven Rietzke on September 26, 2014)
(130 pages)

Note: Due to the grant award being lower than the amount initially requested, there are some fluctuations in the dollar summaries within the body of the original grant agreement attached hereto (e.g., SF-424 Forms or Budget Narrative Sections B, C, D, and E) due to post-award budget modifications. Your revised line item budgets will represent the correct budget amounts.

Exhibit 2

Invoice Template
(1 page)

Exhibit 3

TAACCCT Grant Quarterly Expense Report
(1 page)

Exhibit 4

TAACCCT Grant Employee Time Report
(2 pages)

Note: To obtain an electronic file of Exhibits 2, 3 and 4 in an Excel Workbook contact:
Anita D. Undercoffer, Executive Director, Budgeting & Fiscal Services Anita.undercoffer@chaffey.edu

Exhibit 1

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:	Agreement #:	TC-26434-14-60-A-6
Chaffey Community College	CFDA #:	17.282
5885 Haven Avenue	Accounting Code:	1630-2014-0501871414BD201401870001145CC000A0000AOWI00AOWI00-A90200-410023--
Rancho Cucamonga, CALIFORNIA	Mod Amount:	\$14,980,284.00
91737-3002	EIN:	956000558
	DUNS #:	076084326

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 September 26, 2014
Grant Officer

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

Table of Contents

1. Order of Precedence	2	j. Final Year/ Closeout Requirements ..	12
2. Solicitation for Grant Application.....	2	k. Publicity.....	12
3. Approved Statement of Work	2	l. Public Announcements	13
4. Approved Budget.....	2	m. Procurement	13
5. Evaluation, Data, and Implementation ..	2	n. Vendor/Contractor	13
6. Indirect Cost Rate and Cost Allocation Plan	3	o. Intellectual Property Rights	13
7. Federal Project Officer	4	p. Special Requirements for Conference and Conference Space	14
8. Funding Restrictions	4	q. Funding for Travel to and From Meetings with an Executive Branch Agency	15
a. Administrative Costs	4	10. Program Requirements	15
b. Consultants.....	5	11. Public Policy	15
c. Salary and Bonus Limitations	5	a. Executive Orders	15
d. Budget Line Item Flexibility	5	b. Veteran’s Priority Provisions.....	16
9. Administrative Requirements	6	c. Flood Insurance.....	16
a. Central Contractor Registration and Universal Identifier Requirements	6	d. Architectural Barriers.....	16
b. Federal Funding Accountability and Transparency Act.....	7	e. Drug-Free Workplace.....	17
c. Personally Identifiable Information ..	10	f. Hotel-Motel Fire Safety.....	17
d. Audits	10	12. Attachments.....	17
e. Equipment.....	10	Attachment A: SF-424	
f. Program Income.....	11	Attachment B: SF-424 A	
g. Pre-Award	11	Attachment C: Budget Narrative	
h. Reports	11	Attachment D: Statement of Work	
i. Managing Subawards.....	12	Attachment E: Negotiated Indirect Cost Rate Agreement (if applicable)	

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

- c. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/execomp.htm>.)
 - ii. Where and when to report. You must report executive total compensation described in paragraph b.1. of this award term:
 - a. As part of your registration profile at <http://www.sam.gov>.
 - b. By the end of the month following the month in which this award is made, and annually thereafter.
3. Reporting of Total Compensation of Subrecipient Executives.
- i. Applicability and what to report. Unless you are exempt as provided in paragraph d. of this award term, for each first-tier subrecipient under this award, you shall report the names and total compensation of each of the subrecipient's five most highly compensated executives for the subrecipient's preceding completed fiscal year, if—
 - a. in the subrecipient's preceding fiscal year, the subrecipient received—
 - (A) 80 percent or more of its 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 (and subawards); and
 - b. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at <http://www.sec.gov/answers/execomp.htm>.)
 - ii. Where and when to report. You must report subrecipient executive total compensation described in paragraph c.1. of this award term:
 - a. To the recipient.
By the end of the month following the month during which you make the subaward. For example, if a subaward is obligated on any date during the month of October of a given year (i.e., between October 1 and 31), you must report any required compensation information of the subrecipient by November 30 of that year.

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.

I. 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 on 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)

Attachment A: SF-424

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): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/04/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Chaffey Community College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="95-6000558"/>	* c. Organizational DUNS: <input type="text" value="0760843260000"/>

d. Address:

* Street1: <input type="text" value="5885 Haven Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Rancho Cucamonga"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="91737-3002"/>

e. Organizational Unit:

Department Name: <input type="text" value="Economic Development"/>	Division Name: <input type="text" value="Community Education"/>
--	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Kathy"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Dutton"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Economic Development/Community Educ"/>

Organizational Affiliation: <input type="text" value="Administrator"/>
--

* Telephone Number: <input type="text" value="909 652-6042"/>	Fax Number: <input type="text" value="909 652-6456"/>
---	---

* Email: <input type="text" value="kathy.dutton@chaffey.edu"/>
--

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 (TAACCT) 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

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="14,980,284.00"/>	15,970,422.00
* b. Applicant	<input type="text" value="0.00"/>	
* c. State	<input type="text" value="0.00"/>	
* d. Local	<input type="text" value="0.00"/>	
* e. Other	<input type="text" value="0.00"/>	
* f. Program Income	<input type="text" value="0.00"/>	
* g. TOTAL	<input type="text" value="14,980,284.00"/>	15,970,422.00

*** 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

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: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

Attachment B: SF-424 A

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. ETA/Trade Adjustment Assistance Community College and Career Training Grants Program	17.282	\$	\$	\$ 14,980,284.00 14,980,284	\$	\$ 14,980,284.00 14,980,284.00
2.						
3.						
4.				\$		\$
5. Totals		\$	\$	\$ 14,980,284.00 14,980,284	\$	\$ 14,980,284.00 14,980,284.00

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SECTION B - BUDGET CATEGORIES

6. 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	\$ 5,563,757.00	\$	\$	\$	\$ 5,563,757.00
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	1,704,781.00				1,704,781.00
f. Contractual	5,857,616.00				5,857,616.00
g. Construction	0.00				
h. Other	252,000.00				252,000.00
i. Total Direct Charges (sum of 6a-6h)	18,719,369.00				\$ 18,719,369.00
j. Indirect Charges	1,251,053.00				\$ 1,251,053.00
k. TOTALS (sum of 6i and 6j)	\$ 19,970,422.00	\$	\$	\$	\$ 19,970,422.00
7. Program Income	\$ 0.00	\$	\$	\$	\$

14,980,284.00

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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	\$ 2,425,914.25
14. Non-Federal	\$	0.00	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	\$ 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	

Attachment C: Budget Narrative

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 I 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 I/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 AAIII 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 Intelligrated 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/1and \$11,667 ea/yr for yrs 2-3 • Riverside County WIB @ \$11,666 yr/1and \$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/y 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

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).

- 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.

- 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

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.

Attachment D: Statement of Work

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 Tamillo, 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*.

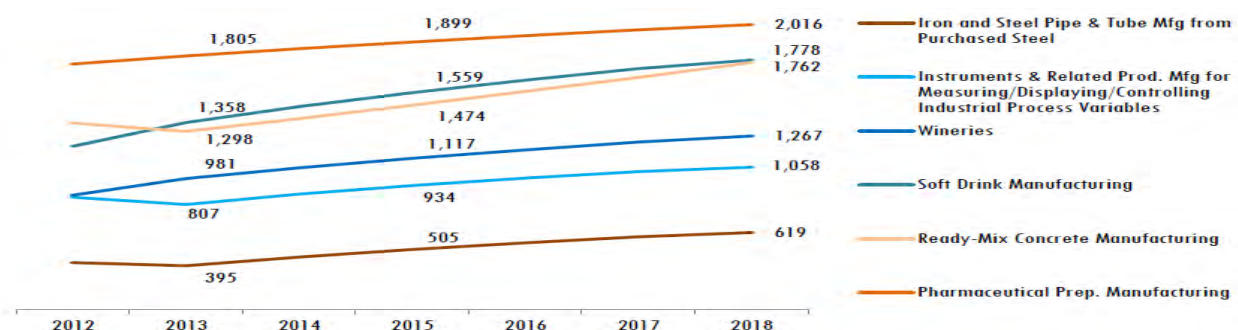
⁸ "Manufacturing Employment Data." California Manufacturers & Technology Association. <http://www.cmta.net/page/mnfg-trends.php>

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	11,429	11,736	307	3%	368	\$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"> <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> • Maintenance workers & repair workers <li style="display: inline-block; width: 45%; vertical-align: top;"> <ul style="list-style-type: none"> • 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 	technicians <ul style="list-style-type: none"> • 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 programing 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

community colleges. Industry insiders also assert that a workforce shortage has been exacerbated because the skillsets of workers have not kept pace with industry advances as manufacturing has become more technologically sophisticated in recent decades.¹⁶

Local industry reports were used to inform the consortia of existing gaps related to education and career training programs. As shown below in Table 5, there are some advanced manufacturing training programs in the IE that lead to certificates or degrees; however, significant gaps exist between training offered by colleges versus training required by employers.

Table 5: Manufacturing-related programs offered by community colleges and proprietary schools

Program/College	Barstow	Cerro Coso	Chaffey	Desert	Mt San Jacinto	Norco	Palo Verde	Riverside	San Bernardino	Victor Valley	NTMA Training	CET San Bdo
Engineering Technology, General												
Electronics and Electric Technology												
Electro-Mechanical Technology												
Drafting Technology												
Architectural Drafting												
Mechanical Drafting												
Manufacturing and Industrial Technology												
Machining and Machine Tools												
Welding Technology*												

*Regional ROPs offer welding courses

Describe how the identified gaps impact the applicant’s ability to effectively serve - The

number of student completions at the regional colleges does not fill the number of jobs available. On average, the colleges graduate roughly 80 students per year with the majority of those graduates transferring to four-year colleges. Regional colleges only produce slightly over 200 technical graduates who may fill mid-level jobs in manufacturing but the industry needs are more than double that each year. The problem lies in the number of students who do not persist through college and earn a certification or degree. On average the eleven colleges enrolled approximately 1,100 students in vocational programs available to supply trained workers for technology industries in the region. Of these 1,100 enrollments, only

¹⁶ Centers of Excellence. (2014). *Advanced Manufacturing Industry & Occupations in the Inland Empire*.

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,	Program Logic Controllers (PLC)	Innovative Design
CNC Programing	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. Amatrol'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 <u>Preliminary evidence</u> 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 Certification and Employment Attainment</p> <p><i>Availability, Use and Value of Prior Learning Assessment within Community Colleges.</i>¹⁸ <u>Preliminary evidence</u> 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 <u>moderate research</u> 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 <u>moderate to strong research</u> 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 <u>Strong evidence</u> 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 <u>Moderate evidence</u> 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.</p> <p><i>Tuning in to Local Labor Markets.</i>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</p> <ul style="list-style-type: none"> • Develop opportunities for work-based learning and paid internships
<p>Strategy/objective: 4) Strengthen teaching which includes innovative advanced online and technology-enhanced alternative training methods</p> <p><i>Learning Style and Effectiveness of Online and Face-To-Face Instruction.</i>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.</p> <p><i>Online Learning: Does it Help Low-Income and Underprepared Students?</i>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>Strategy/objective: 5) Facilitate regional professional development opportunities and technical assistance to support effective implementation and regional systemic change</p> <p><i>What Makes Professional Development Effective? Results From a National Sample of Teachers.</i>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 gage 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 CRY-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 syllabi/curriculum that includes industrial maintenance, cybersecurity, quality assurance, and six sigma. Revised certificate and syllabi/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 lathe, 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

<p>2.3 Provide intensive student services to include tutorial supports, 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. 	<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, VVC</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. 	<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, VVC</p>
<p>2.5 Profile program curricula skill levels and align with occupational profile skill levels. Assess students through NCRC+ or equivalent to determine whether capable to access the curriculum or if remediation is needed.</p>	<ul style="list-style-type: none"> • 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"> • 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, VVC</p>
<p>2.6 Develop/introduce soft skills curriculum and embed in technical skills training. Certify soft skills through NCRC+ 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, VVC</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, VVC Project Manager</p>

2.8 Create a media campaign specifically marketed at TAA-eligible workers highlighting the availability of services throughout the region.	<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 	Year 1-2	BCC, CC, CHC, COD, CSUSB, MCC, MSJC, NC, RCC, SBVC, UCR, VVC Project Manager
2.9 Develop a robust recruitment plan.	<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% 	Year 1 Establish Year 2-3 Implement	BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, VVC Project Manager

STRATEGY/OBJECTIVE No. 3: Enhance Articulated Career Pathway Options for Learners and Workers (Strategy Est. @ \$749,014)				
Activities	Deliverables	Performance Outcomes	Timelines	Implementers
3.1 Implement strategies using articulated career pathways and a system of stackable credentials.	<ul style="list-style-type: none"> Assemble a Career Pathway Team with representation from multiple stakeholders. 	4 new stackable certificates developed	Year 1	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC
3.2 Develop new articulation/concurrent enrollment agreements for credit-based certificates between K-12, CC, & 4-yr institutions.	<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 	A minimum of 7 new articulation agreements completed	Year 1-3	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC
3.3 Review noncredit /not-for-credit certificate programs to see if they meet the criteria to transition into credit certificates.	<ul style="list-style-type: none"> Make recommendations to transfer noncredit certificates into credit based certificates. 	A minimum of 3 contract programs are converted to credit programs	Year 2	BCC, CC
3.4 Expand/create K-16 career pathways tied to industry certifications.	<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. 	A minimum of 2 new pathways aligned	Year 1-2	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC

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. @ \$749,015)				
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. 	<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, VVC
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"> Implement training programs at the SEBI center aligned to both industry and individuals need. 	<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"> Expert review team will be identified and trained. 	<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, VVC
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,

college instructional staff to provide training and technical support.	<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 		MCC, MSJC, NC, RCC, SBVC, UCR, VVC Project Manager
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.	<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 	Year 1 & 2	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC Project Manager
5.4 Offer facilities tours for students, faculty and staff.	<ul style="list-style-type: none"> Schedule tours of both college facilities, the new regional training SEBI Center, and industry. 	A minimum of 3 tours given	Year 1, 2 & 3	BCC, CC, COD, MCC, MSJC, NC, RCC, SBVC, VVC
5.5 Faculty and staff attend industry-sponsored technical trainings and/or conferences.	<ul style="list-style-type: none"> Develop a list of relevant technical trainings and/or conferences. 	A minimum of 10 faculty and staff attend at least 1 conference/training	Year 1, 2 & 3	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, VVC
5.6 Host a 1-2 day Regional Workforce Development Conference to provide information on industry specific training and resources.	<ul style="list-style-type: none"> Conference will include an industry recognized keynote, break-out sessions, and recordings made available to colleges for dissemination. 	4 regional workforce conferences held	Year 1-4	BCC, CC, CHC, COD, CSUSB, MCC, MSJC, NC, RCC, SBVC, UCR, VVC Project Manager
5.7 Provide annual updates concerning Innovation Hub (iHub) activities at University of California, Riverside.	<ul style="list-style-type: none"> Host annual forum to discuss iHUB activities that assists in the development of a skilled workforce 	Increased regional participation in iHUB	Year 1-4	BCC, CC, CHC, COD, MCC, MSJC, NC, RCC, SBVC, UCR, VVC
<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, NFA 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 – Stem 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
1	All draft reports, publications and or products will be delivered to each ERT member with adequate time for independent review
2	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
3	Project team and/or the external evaluator (ICF) will incorporate any changes or modifications recommended by the ERT
4	Project Manager will then disseminate the revised product to the ERT for final approval
5	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.).

4. 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:

TAA Support Staff Qualifications
<p>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</p>

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.

(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



**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



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.

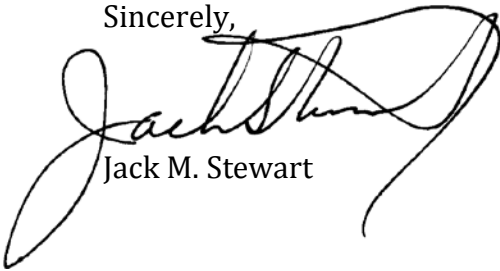
Should this funding be awarded to implement training program, we are committed to the following:

- 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,

A handwritten signature in black ink, appearing to read "Jack M. Stewart". The signature is fluid and cursive, with a large initial "J" and "S".

Jack M. Stewart

DEPARTMENT of WORKFORCE DEVELOPMENT

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



COUNTY OF SAN BERNARDINO
Economic Development Agency

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

Julie Adams
Layne Arthur
Iddo Benzeevi
Lisa Brandl
Shelagh Camak
Kenny Calvin
Kenneth Clark
Jamil Dada
Louis Davis
Juan DeLara
Guadalupe Del Gado
Sharon Duffy
Imran Farooq
Mirna Flores
Duane Friel
Robert Frost
Rick Glasmann
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;

- 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.”

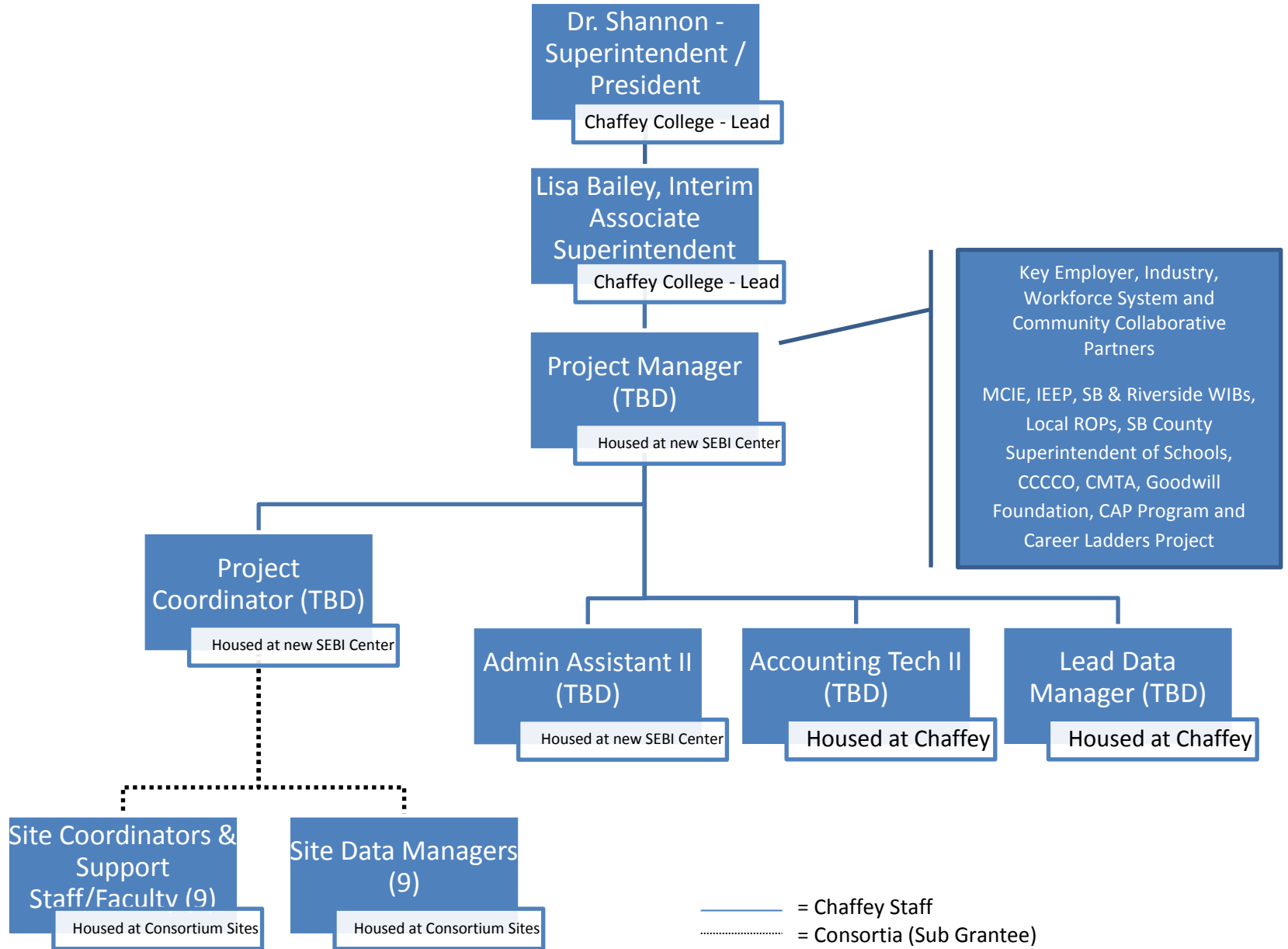
Should you have any questions regarding the committed partner role of the Riverside County Workforce Investment Board, please do not hesitate to contact me.

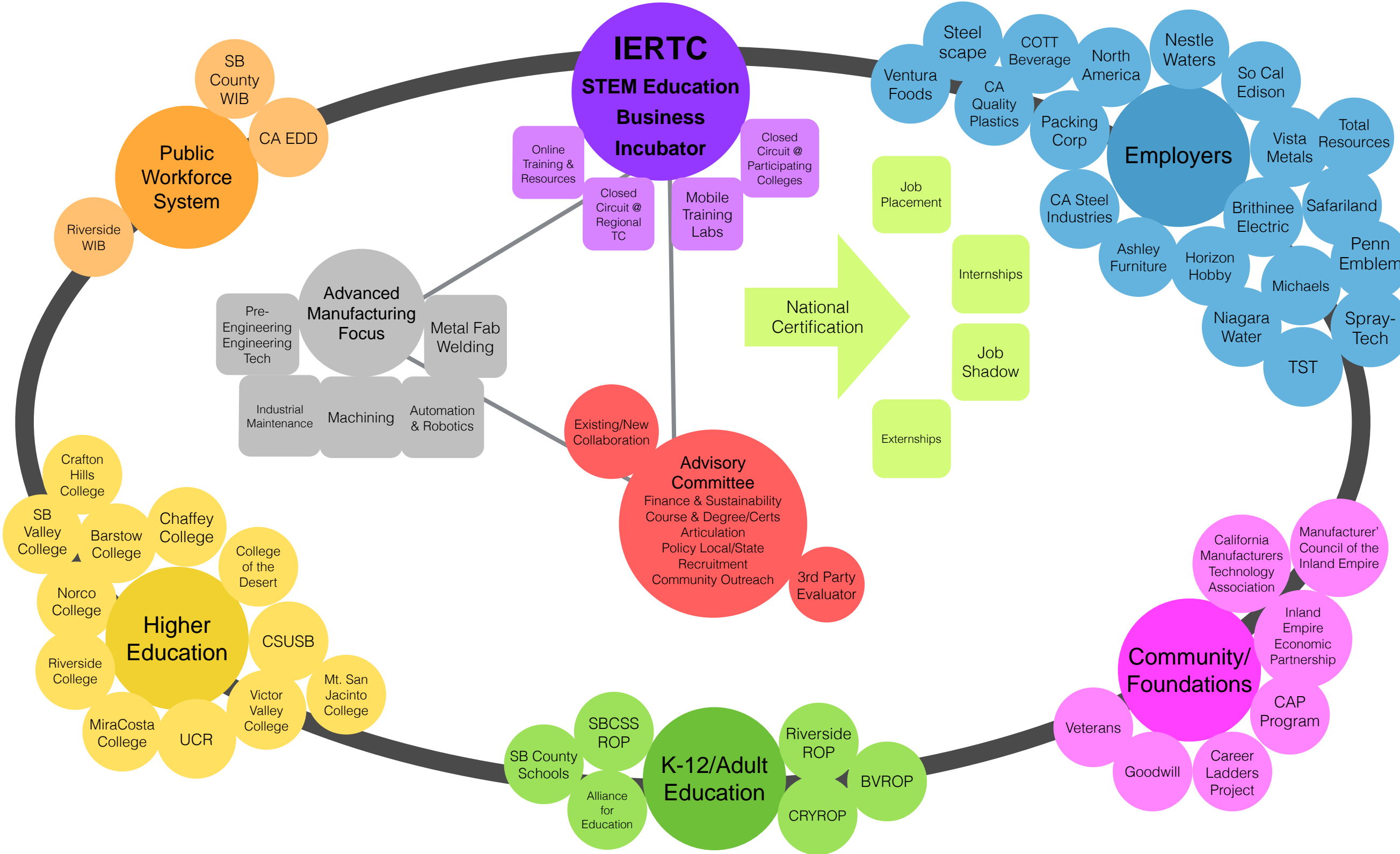
Sincerely,

A handwritten signature in black ink, appearing to read "Morris Myers". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Morris Myers, Chairman
Riverside County Workforce Investment Board

Proposed TAA IERTC Project Organizational Chart



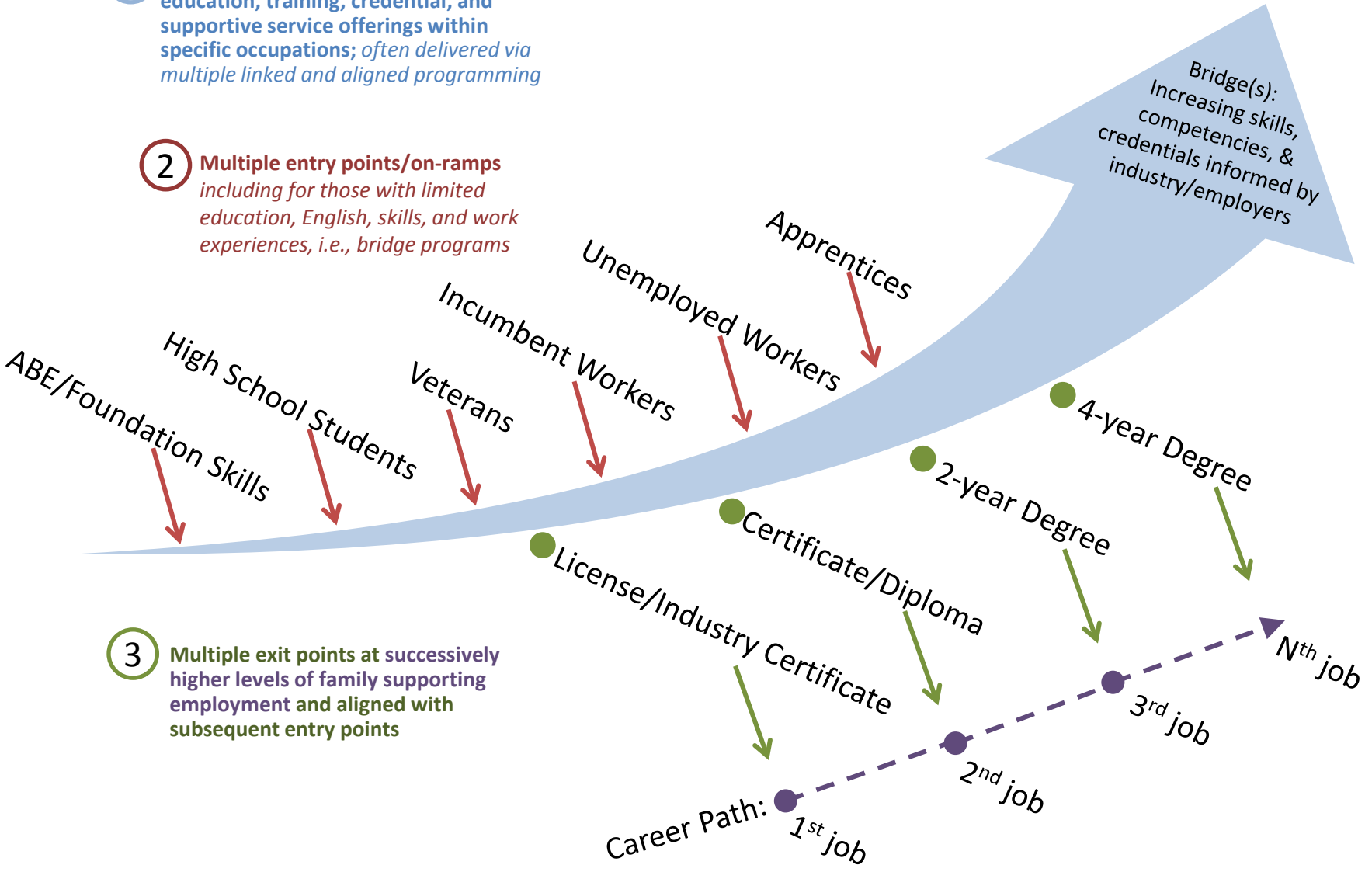


Three Features of Sector-Focused Career Pathways

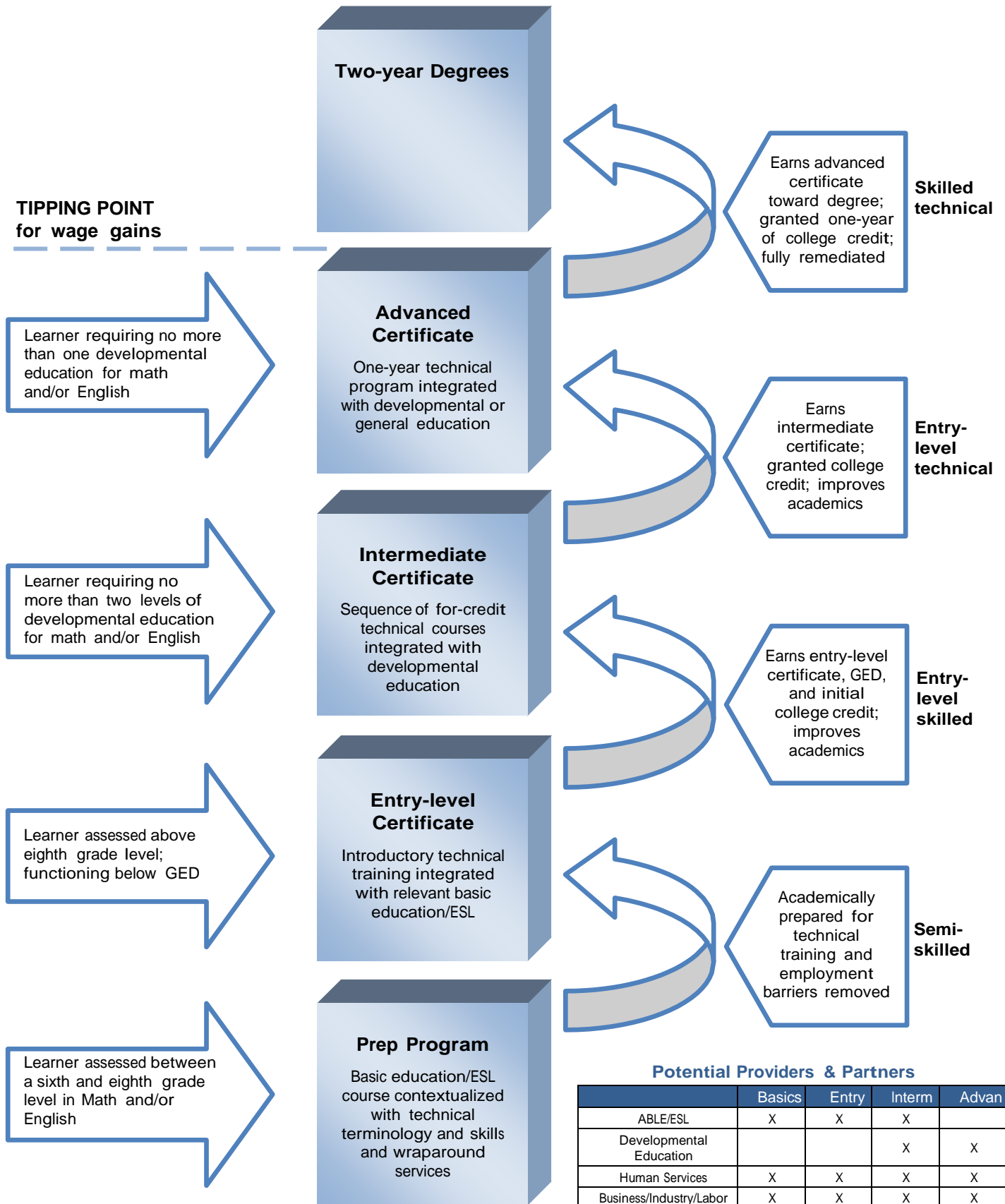
1 Well-connected and transparent education, training, credential, and supportive service offerings within specific occupations; often delivered via multiple linked and aligned programming

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

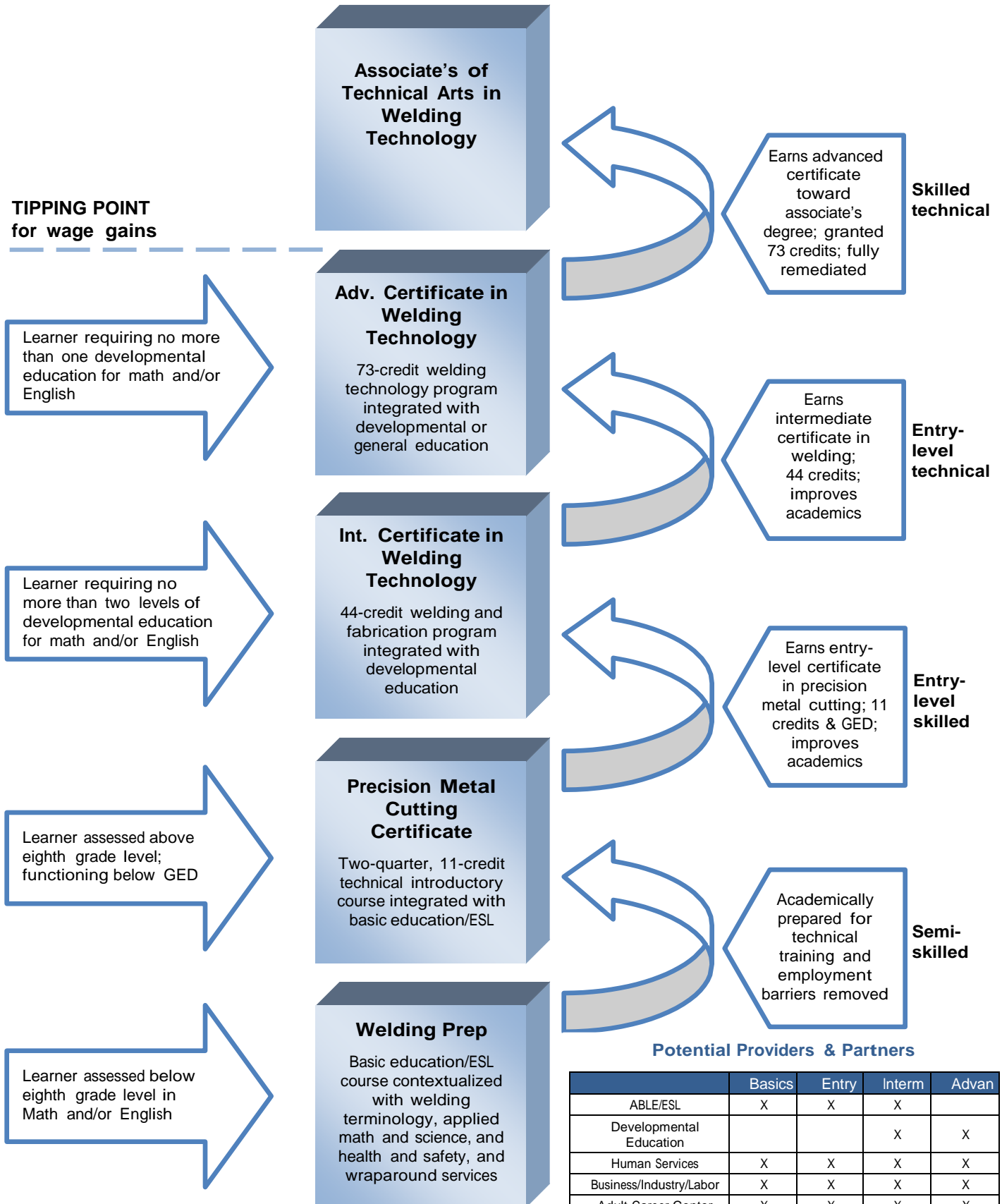


Potential Providers & Partners

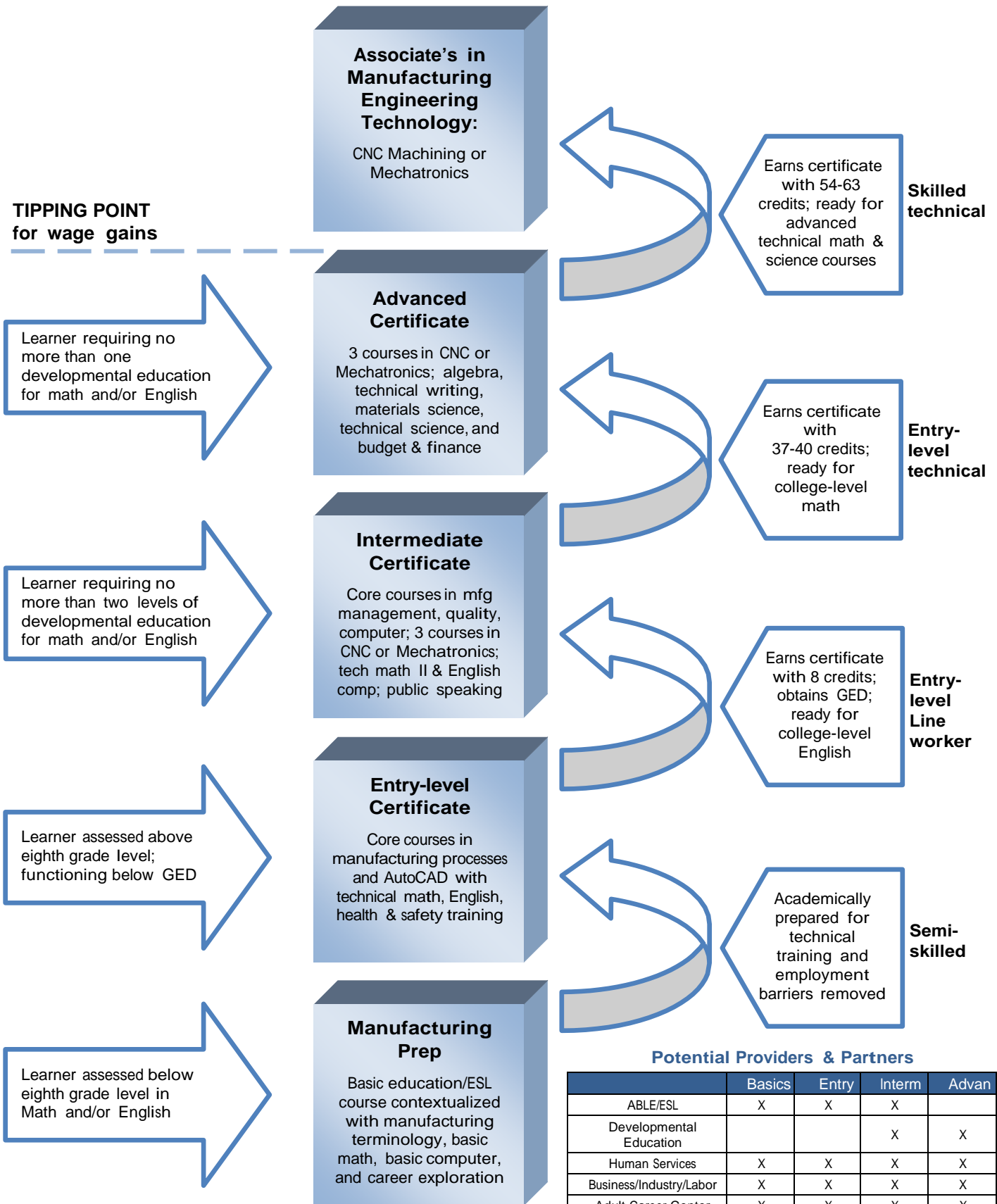
	Basics	Entry	Intern	Advan
ABLE/ESL	X	X	X	
Developmental Education			X	X
Human Services	X	X	X	X
Business/Industry/Labor	X	X	X	X
Adult Career Center	X	X	X	X
Community College	X	X	X	X
Branch campus			X	X

Adapted from Columbus State Community College, Columbus, Ohio

Stackable Certificates Diagram – Welding



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

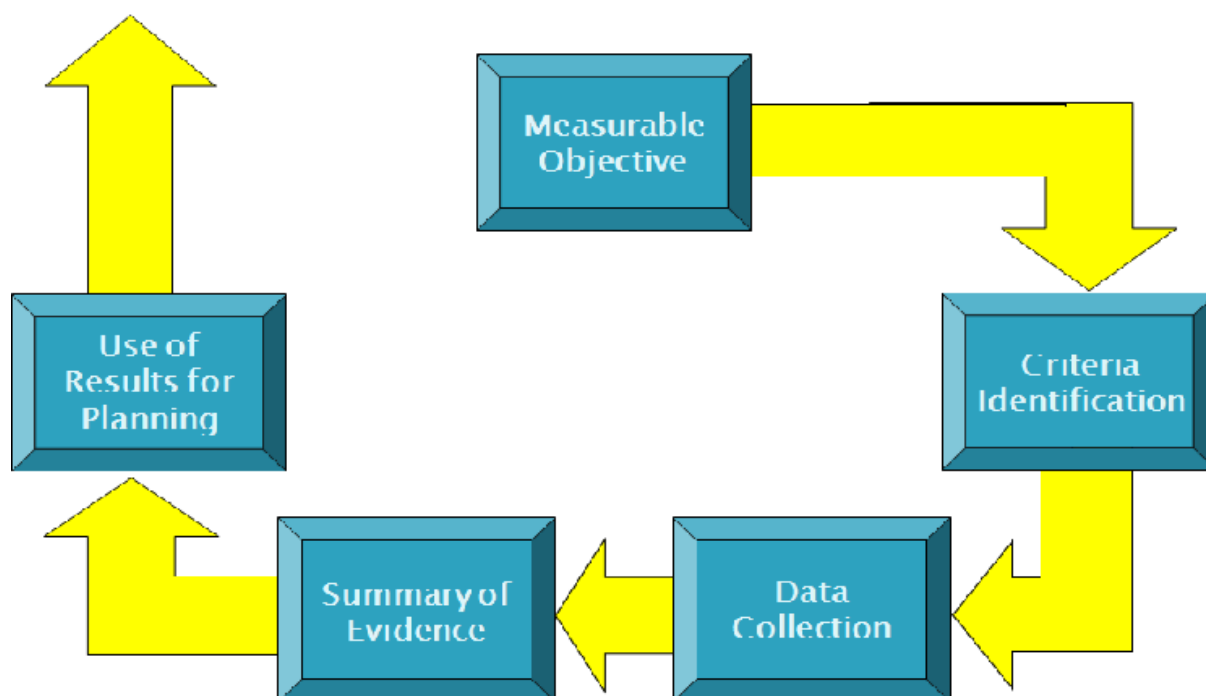
and new sources) and platforms (e.g., Efforts-to-Outcomes (ETO) Software, developed by Social Solutions in Bethesda, Maryland) to further enhance and improve available data.

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 CCCCO 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

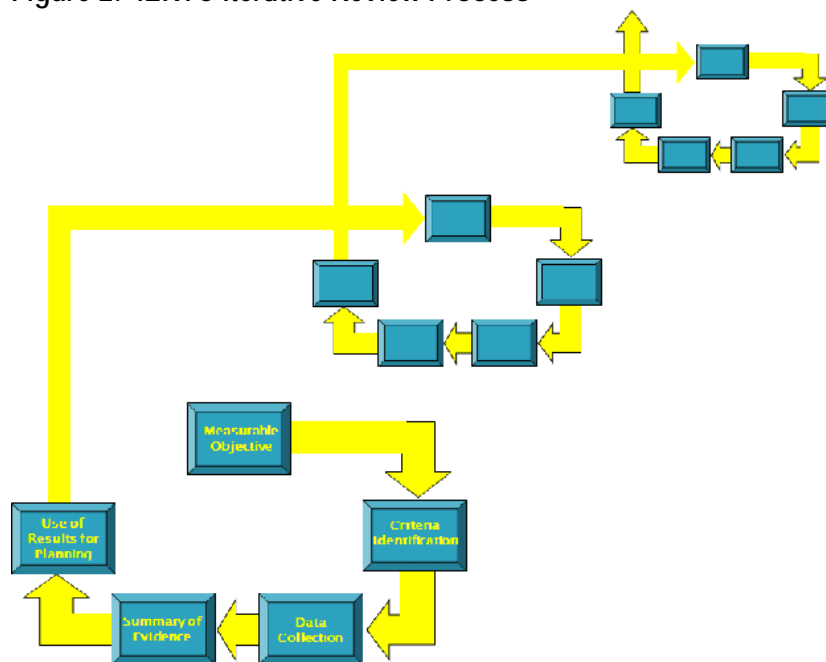
To facilitate use of data for continuous improvement, IERTC has developed an investigative model (see Figure 1).

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 CCCCCO 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 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: San Bernardino Valley College

DUNS Number: 8270702490000

* Street1: 701 S. Mt. Vernon

Street2:

* City: San Bernardino County: San Bernardino

* State: CA: California

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 92410-2705 * Project/ Performance Site Congressional District: CA-043

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: Crafton Hills College

DUNS Number: 0735942280000

* Street1: 11711 Sand Canyon Road

Street2:

* City: Yucaipa County:

* State: CA: California

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 92399-1799 * Project/ Performance Site Congressional District: CA-008

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: Riverside City College

DUNS Number: 1102502840000

* Street1: 4800 Magnolia Avenue

Street2:

* City: Riverside County: Riverside

* State: CA: California

Province:

* Country: USA: UNITED STATES

* ZIP / Postal Code: 92506-1299 * Project/ Performance Site Congressional District: CA-044

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:

DUNS Number:

* Street1:

Street2:

* City:

County:

* State:

Province:

* Country:

* ZIP / Postal Code:

* Project/ Performance Site Congressional District:

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:

DUNS Number:

* Street1:

Street2:

* City:

County:

* State:

Province:

* Country:

* ZIP / Postal Code:

* Project/ Performance Site Congressional District:

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:

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)

Add Attachment

Delete Attachment

View Attachment

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

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: DATE: 02/26/2013

ORGANIZATION:
 Chaffey 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. LIMITATIONS:

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 are not claimed as direct costs; (3) Similar types of costs have been accorded 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 CHANGES:

This Agreement is based on the accounting system purported 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-21, 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 these programs.

BY THE INSTITUTION:

Chaffey Community College District

(INSTITUTION)

(SIGNATURE)

Ciriaco Q. Pinedo

(NAME)

Associate Superintendent

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(SIGNATURE)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

2/26/2013

(DATE) 9479

HHS REPRESENTATIVE:

Juanette Iju

Telephone:

(415) 437-7880

Exhibit 2

Subrecipient Name:

Remit check to:

(Subrecipient College): _____

Department/contact: _____

Street Address: _____

City, State, Zip: _____

Invoice

E-mail to: anita.undercoffer@chaffey.edu

Chaffey College
 Budgeting & Fiscal Services
 Anita D. Undercoffer
 5885 Haven Avenue
 Rancho Cucamonga, Ca 91737

Invoice Date: _____

MOU Number: _____

Quarter Ended: _____

Description	Amount
Personnel	\$40,917.25
Benefits	15,548.50
Travel	500.00
Supplies	0.00
Contractual	0.00
Other	0.00
Indirect costs	3,987.60
Equipment	20,000.00
***QUARTERLY REPORT ATTACHED	
TOTAL	\$ 80,953.35

Billing Contact Information:

Name: _____

Title: _____

Signature: _____

Phone number: _____

[Email:](#) _____

(Subrecipient Name)

MOU Number:

TAACCT GRANT QUARTERLY EXPENSE REPORT-YEAR 1

YEAR 1 Allocation \$326,552

Exhibit 3

INVOICE NUMBER:

INVOICE DATE:

DESCRIPTION	Year 1 Original Bgt	First QTR Expenses Oct-Dec	Second QTR Expenses Jan-March	Third QTR Expenses April-June	Fourth QTR Expenses July-Sept	Total Expenses Total	Budget Balance
PERSONNEL:							
Site Coordinator (Proj Director)	81,900	20,475.00				20,475.00	61,425
Admin Asst (& Data Assistant)	46,769	11,692.25				11,692.25	35,077
Professional Experts	0	0.00				0.00	0
Adjunct Faculty	35,000	8,750.00				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
Mileage	1,500	500.00				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
Instructional supplies- course work	0	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:

E-mail:

Phone:

xxx-xxx-xxxx

Title:

TAACCCT Grant Employee Time Report

Exhibit 4 - Pg. 1

Employee:

Month/Year:

Salary charged to grant:

Activities Performed Per Week

Monday	Tuesday	Wednesday	Thursday	Friday	Week Total	% of Salary	
					0.00	0%	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total		
					0.00	0%	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total		
					0.00	0%	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total		
					0.00	0%	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total		
					0.00	0%	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total		
					0.00	0%	
				TOTAL	0.00	0%	

Employee Signature:

Date

TAACCCT Grant Employee Time Report

Employee: Ima Sample

Month/Year: October, 2014

Sample Time Report

Salary charged to grant:

66%

Activities Performed Per Week

Monday	Tuesday	Wednesday	Thursday	Friday	Week Total	% of Salary		
8.00	8.00	8.00	8.00	8.00	40.00	100%	Hiring Interviews, ACCE Conference - presentation including TAACCCT grant opportunities.	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total			
4.00	6.50	7.50	5.00	Holiday	23.00	72%	Final interviews, TAACCCT regional conference call, meet with City of Space regarding Extraterrestrial Building, Staff Grant meeting, apprenticeship programs review, phone calls, Instructional Aid selection meeting, Program planning meeting.	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total			
Holiday	5.00	0.00	8.00	8.00	21.00	66%	Machinist student meeting, summer schedule planning, biotech education phone call, Job training employer conference.	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total			
2.50	3.00	4.25	0.30	1.00	11.05	28%	Hiring Interviews, phone call, emails, meeting for IRTEC building, meet with grant evaluator.	
Monday	Tuesday	Wednesday	Thursday	Friday	Week Total			
x	x	x	x	x	x			
					TOTAL	95.05	66%	

Employee Signature:

Date

Agenda Item (VI-B-7)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-7)
Subject	Out-of-State Travel
College/District	District
Funding	n/a
Recommended Action	Recommended that the Board of Trustees approve the out-of-state travel.

Background Narrative:

Board Policy 6900 establishes procedures for reimbursement for out-of-state travel expenses; and the Board of Trustees must formally approve out-of-state travel beyond 500 miles.

Prepared By: Michael Burke, Ph.D., Chancellor
Kathy Tizcareno, Administrative Assistant

Attachments:

[021715_Out of State Travel](#)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel

Date: February 17, 2015

It is recommended that out-of-state travel be granted to:

Retroactive:

- 1) Mr. Derrick A. Johnson, athletic director, Riverside City College, to travel to Marco Island, Florida, January 22-25, 2015, to attend the National Association of Collegiate Directors of Athletics Mid-Winter Meeting. Estimated cost: \$2,268.76. Funding Source: general fund. (Travel request was not submitted in time for the January Board meeting. Therefore, the travel request could not be included in the Board report.)
- 2) Mr. Ervin Slavick, associate faculty, political science, Riverside City College, to travel to Rome, Italy, November 21-30, 2014, to attend the National Model United Nations Conference. Estimated cost: \$964.20. Funding source: Model United Nations general funds. (The travel request was not submitted by employee for the November 2014 Board report, as all costs were paid by the Model United Nations general funds. He was erroneously advised that he did not have to submit an out-of-state travel request, until such time that he submitted reimbursement for out-of-pocket travel expenses.)

Current:

Moreno Valley College:

- 1) Ms. Jaime Clifton, director, enrollment services/admissions, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the Ellucian Live 2015 Conference. Estimated cost: \$2,880.43. Funding source: general fund.
- 2) Mr. Nathaniel Finney, application support technician, student services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the Ellucian Live 2015 Conference. Estimated cost: \$2,556.30. Funding source: general fund.
- 3) Ms. Kerry Homotoff, adjunct faculty, health, human, and public services, to travel to Rolling Meadows, Illinois, March 13-19, 2015, to attend the Certified Medical Educators/Physician's Assistant Recertification Review Course. Estimated cost: \$2,556.30. Funding source: Song Brown grant fund.
- 4) Ms. Donna Lesser, associate professor, dental hygiene, to travel to Boston, Massachusetts, March 6-10, 2015, to attend the American Dental Education Association's Annual Session and Exhibits. Estimated cost: \$1,997.50. Funding source: general fund.
- 5) Ms. Linda Pratt, director, student financial services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the Ellucian Live 2015 Conference. Estimated cost: \$3,622.05. Funding source: Board of Financial Programs (restricted funds).

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel

Date: February 17, 2015

- 6) Ms. Luz Valenzuela, application support technician, student financial services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the Ellucian Live 2015 Conference. Estimated cost: \$3,106.79. Funding source: Board of Financial Programs (restricted funds).

Norco College:

- 1) Ms. Patti Brusca, matriculation program specialist, student services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the Ellucian Live 2015 Conference. Estimated cost: \$2,901.18. Funding source: general fund.
- 2) Ms. Ladylyn Dominguez, counselor, student services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the Ellucian Live 2015 Conference. Estimated cost: \$2,919.55. Funding source: general fund.
- 3) Dr. Koji Uesugi, dean, student services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the Ellucian Live 2015 Conference. Estimated cost: \$2,914.65. Funding source: general fund.

Riverside City College:

- 1) Mr. John Byun, associate professor, music/choral, to travel to Salt Lake City, Utah, February 24 through March 1, 2015, to attend the American Choral Directors Association National Conference. There is no cost to the District.
- 2) Mr. Gary Locke, associate professor music, performing arts, to travel to Dayton, Ohio, April 6-12, 2015, to accompany forty one (41) students participating in the Winter Guard International Championships for RCC Drumline. There is no cost to the District.
- 3) Ms. Shelia Locke, music specialist, performing arts, to travel to Dayton, Ohio, April 6-12, 2015, to accompany forty one (41) students participating in the Winter Guard International Championships for RCC Drumline. There is no cost to the District.
- 4) Ms. Rachel Nead, associate faculty, communication studies, to travel to Spokane, Washington, February 20-24, 2015, to attend the Western States Communications Association 2015 Conference. Estimated cost: \$1,045.12. Funding source: \$950.00 from Faculty Development; and \$95.12 paid by employee.
- 5) Ms. Toni Rangel, manager, early childhood education center manager, to travel to Chicago, Illinois, March 17-22, 2015, to attend the National Coalition for Campus Children's Centers 43rd

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Subject: Out-of-State Travel

Date: February 17, 2015

Annual Conference and Professional Institute: Making Connections to Cultivate a Community of Leaders. Estimated cost: \$2,356.58. Funding source: Perkins Title IC.

- 6) Mr. Charles Richard, professor of music, performing arts, to travel to Ciudad universitaria Rodrigo Facio Brenes, Costa Rica, March 5-12, 2015, to accompany three (3) students attending and performing at the Saxophone Conference/Festival. Estimated cost: \$2,166.33. Funding source: \$1,083.17 from Jazz Ensemble Trust and \$1,083.16 from general fund.

Riverside Community College District:

- 1) Mr. Chad Bommer, procurement specialist, to travel to Denver, Colorado, March 15-19, 2015, to attend the Association of Procurement Technical Assistance Spring 2015 Training Conference. Estimated cost: \$2,444.54. Funding source: Procurement Assistant Center grant funds.
- 2) Ms. Julie Ann Padilla, director, procurement assistance center, to travel to Denver, Colorado, March 15-19, 2015, to attend the Association of Procurement Technical Assistance Spring 2015 Training Conference. Estimated cost: \$2,669.66. Funding source: Procurement Assistant Center grant funds.
- 3) Mr. Scott Tracy, director of administrative applications, information services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the 2015 Ellucian Live Conference. Estimated cost: \$2,865.00. Funding source: general fund.
- 4) Theka (Beth) Watts, business systems analyst, information services, to travel to New Orleans, Louisiana, April 11-15, 2015, to attend the 2015 Ellucian Live Conference. Estimated cost: \$2,865.00. Funding source: general fund.

Agenda Item (VI-B-8-a)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-8-a)
Subject	Surplus Property
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees by unanimous vote: (1) declare the property on the attached list to be surplus; (2) find the property does not exceed the total value of \$5,000; and (3) authorize the property to be consigned to The Liquidation Company to be sold on behalf of the District.

Background Narrative:

Education Code Section 81450 permits the Board of Trustees to declare District property as surplus if the property is not required for school purposes; is deemed to be unsatisfactory or not suitable for school use; or if it is being disposed of for the purposes of replacement. Education Code section 81452 permits surplus property to be sold at private sale, without advertising, if the total value of the property does not exceed \$5,000. The District has determined that the property on the attached list does not exceed the total value of \$5,000. To help defray disposal costs and to generate a nominal amount of revenue, the staff proposes that we consign the surplus property identified in the attachment to The Liquidation Company for disposal.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Bill Bogle, Controller

Attachments:

[02172015_Surplus Property List](#)

**Surplus Property
February 17, 2015**

QUANTITY	BRAND	DESCRIPTION	MODEL #	SERIAL #	ASSET TAG #
1	JVC	MONITOR	TM-131SU	9202260	NONE
1	VIEWSONIC	MONITOR	VCDTS21532	AY01201981	NONE
1	SONY	VCR	EW-9000	NONE	20552
1	JVC	VCR	SR-V101US	060B0164	NONE
1	PANASONIC	VCR	7500A	G8TC00106	20342
1	PANASONIC	VCR	7500A	C8T00151	20340
1	PANASONIC	MONITOR	CT-130M	KA1630281	NONE
1	PANASONIC	MONITOR	CT-130M	KA1630190	NONE
1	PANASONIC	VHS CAMERA	AG-188	H0SA10733	17436
1	PANASONIC	VHS CAMERA	AG-188	NONE	18061
1	PANASONIC	VHS CAMERA	AG-188	GSVA10630	NONE
1	PANASONIC	VHS CAMERA	AG-188	HOSA10861	18058
1	PANASONIC	VHS CAMERA	AG-188	HOSA10954	18060
1	PANASONIC	VHS CAMERA	AG-188	H6VA10523	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D900NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D1000NTC	NONE	NONE
1	SONY	MINI DV PLAYER	GV-D1000NTC	NONE	NONE
1	MAXELL	VHS VIDEO TAPE	T-30	NONE	NONE
1	MAXELL	VHS VIDEO TAPE	T-30	NONE	NONE
1	MAXELL	VHS VIDEO TAPE	T-30	NONE	NONE
1	MAXELL	VHS VIDEO TAPE	T-30	NONE	NONE
1	MAXELL	VHS VIDEO TAPE	T-30	NONE	NONE
1	SONY	HI-8 VIDEO TAPE	HI-8	NONE	NONE
1	SONY	HI-8 VIDEO TAPE	HI-8	NONE	NONE
1	SONY	HI-8 VIDEO TAPE	HI-8	NONE	NONE
1	SONY	HI-8 VIDEO TAPE	HI-8	NONE	NONE
1	SONY	HI-8 VIDEO TAPE	HI-8	NONE	NONE
1	MAXELL	SVHS VIDEO TAPE	ST-120XRS	NONE	NONE
1	MAXELL	SVHS VIDEO TAPE	ST-120XRS	NONE	NONE
1	MAXELL	SVHS VIDEO TAPE	ST-120XRS	NONE	NONE
1	NONE	CHARGER	FC-1280	NONE	NONE
1	MAXELL	VHS VIDEO TAPE	T-30	NONE	NONE
1	APPLE	EXTERNAL FLOPPY	HDI-20	NONE	NONE
1	GATEWAY	LAPTOP	M465-E	NONE	34919
1	GATEWAY	LAPTOP	M465-E	NONE	34920
1	GATEWAY	LAPTOP	M465-E	NONE	34923
1	GATEWAY	LAPTOP	M465-E	NONE	33120
1	GATEWAY	LAPTOP	M465-E	NONE	42309
1	GATEWAY	LAPTOP	M275	NONE	26887
1	INFOCUS	LCD PROJECTOR	LP425Z	NONE	12671
1	INFOCUS	LCD PROJECTOR	LP425Z	NONE	12672

Agenda Item (VI-B-8-b)

Meeting	2/17/2015 - Regular
Agenda Item	Consent Agenda Action (VI-B-8-b)
Subject	Notices of Completion
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees 1) accept the projects listed on the attachment as complete, and 2) approve the execution of the Notices of Completion (under Civil Code Section 3093 – Public Works).

Background Narrative:

Facilities Planning & Development staff reports that the projects listed on the attachment is now complete.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Scott Zwart, Assistant Director, Facilities, Maintenance and Operations
Daniel Lambros, Broadcast Technician
Majd Askar, Purchasing Manager

Attachments:

[02172015_Notices of Completion](#)

COMPLETED PROJECTS

February 17, 2015

Project

Chiller Replacement at Landis Building and MLK Data Room HVAC Upgrades (RCC)
Stem Center AV Integration Project at Norco College

Contractor

Allison Mechanical, Inc.
Audio Associates of San Diego

RECORDING REQUESTED BY
Riverside Community College District
AND WHEN RECORDED MAIL TO:

Name **Aaron S. Brown**
Business and Financial Services
Street Address **1533 Spruce Street**
City & State **Riverside, CA 92507**

S	R	U	PAGE	SIZE	DA	MISC	LONG	RFD	COPY
M	A	L	465	426	PCOR	NCOR	SMF	NCHG	EXAM
						T:	CTY	UNI	

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

NOTICE OF COMPLETION

Notice is hereby given that:

- The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
- The full name of the owner is Riverside Community College District
- The full address of the owner is 1533 Spruce Street, Riverside, CA 92507
- The nature of the interest or estate of the owner is in fee.
Fee Simple
(if other than fee, strike "in Fee" and insert, for example, "purchaser under contract of purchase," or "lessee")
- The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

NAMES	ADDRESSES
<u>None</u>	
- A work of improvement on the property hereinafter described was completed on 02/17/2015. The work done was:
Chiller Replacement at Landis Building and MLK Data Room HVAC Upgrades
- The name of the contractor, if any, for such work of improvement was Allison Mechanical, Inc.
(if no contractor for work of improvement as a whole, insert "none")
- The property on which said work of improvement was completed is in the city of Riverside, County of Riverside, State of California, and is described as follows: Community College
- The street address of said property is 4800 Magnolia Avenue, Riverside, CA 92506
(if no street address has been officially assigned, insert "none")

Dated: 02/17/2015

Riverside Community College District
President, Board of Trustees

Signature of owner or corporate officer of owner
named in paragraph 2 or his agent

VERIFICATION

I, the undersigned, say: I am the Vice Chancellor, Business & Financial Services, Aaron S. Brown, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.
I declare under penalty of perjury that the foregoing is true and correct.

Executed on _____, 20____, at Riverside, California.
(Date of signature) (City where signed)

(Personal signature of the individual who is swearing that the contents of the notice of completion are true)

RECORDING REQUESTED BY
Riverside Community College District
AND WHEN RECORDED MAIL TO:

Name **Aaron S. Brown**
Business and Financial Services
Street Address **1533 Spruce Street**
City & State **Riverside, CA 92507**

S	R	U	PAGE	SIZE	DA	MISC	LONG	RFD	COPY
M	A	L	465	426	PCOR	NCOR	SMF	NCHG	EXAM
						T:	CTY	UNI	

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

NOTICE OF COMPLETION

Notice is hereby given that:

- The undersigned is owner or corporate officer of the owner of the interest or estate stated below in the property hereinafter described:
- The full name of the owner is Riverside Community College District
- The full address of the owner is 1533 Spruce Street, Riverside, CA 92507
- The nature of the interest or estate of the owner is in fee.
Fee Simple
(If other than fee, strike "in fee" and insert, for example, "purchaser under contract of purchase," or "lessee")
- The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:

NAMES	ADDRESSES
<u>None</u>	
- A work of improvement on the property hereinafter described was completed on 02/17/2015. The work done was:
Stem Center AV Integration Project
- The name of the contractor, if any, for such work of improvement was Audio Associates of San Diego
(If no contractor for work of improvement as a whole, insert "none")
- The property on which said work of improvement was completed is in the city of Norco, County of Riverside, State of California, and is described as follows: Community College
- The street address of said property is 2001 Third Street, Norco, CA 92860
(If no street address has been officially assigned, insert "none")

Dated: 02/17/2015

Riverside Community College District
President, Board of Trustees

Signature of owner or corporate officer of owner
named in paragraph 2 or his agent

VERIFICATION

I, the undersigned, say: I am the Vice Chancellor, Business & Financial Services, Aaron S. Brown, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge.

I declare under penalty of perjury that the foregoing is true and correct.

Executed on _____, 20____, at Riverside, California.

(Date of signature)

(City where signed)

(Personal signature of the individual who is swearing that the contents of the notice of completion are true)

Agenda Item (VII-A)

Meeting 2/17/2015 - Regular
Agenda Item Consent Agenda Information (VII-A)
Subject Monthly Financial Report
College/District District
Information Only

Background Narrative:

See the attached monthly Financial Report for the period July 1, 2014 through January 31, 2015.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Bill Bogle, Controller

Attachments:

[02172015_Monthly Financial Report](#)

MONTHLY FINANCIAL REPORT
JULY 1, 2014 – JANUARY 31, 2015

<u>General Funds</u>	<u>Page</u>
Resource 1000 - General Operating	2
Resource 1050 - Parking	3
Resource 1070 - Student Health Services	4
Resource 1080 - Community Education	5
Resource 1090 - Performance Riverside	6
Resource 1110 - Contractor-Operated Bookstore	7
Resource 1120 - Center for Social Justice and Civil Liberties	8
Resource 1170 - Customized Solutions	9
Resource 1180 - Redevelopment Pass-Through	10
Resource 1190 - Grants and Categorical Programs	11
<u>Special Revenue Funds</u>	
Resource 3200 - Food Services	12
Resource 3300 - Child Care	13
<u>Capital Projects Funds</u>	
Resource 4100 - State Construction & Scheduled Maintenance	14
Resource 4130 - La Sierra Capital	15
Resource 4170 - G. O. Bond Series 2010D Capital Appreciation Bonds	16
Resource 4180 - G. O. Bond Series 2010D Build America Bonds	17
<u>Internal Service Funds</u>	
Resource 6100 - Self-Insured PPO Health Plan	18
Resource 6110 - Self-Insured Workers Compensation	19
Resource 6120 - Self-Insured General Liability	20
<u>Expendable Trust and Agency Funds</u>	
Associated Students of RCCD	21
Student Financial Aid	22
RCCD Development Corporation	23

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Fund 11, Resource 1000 is the primary operating fund of the District. It is used to account for those transactions that, in general, cover the full scope of operations of the entire District. All transactions, expenditures and revenue are accounted for in the general operating resource unless there is a compelling reason to report them elsewhere. Revenues received by the District from state apportionments, county or local taxes are deposited in this resource.

Fund 11, Resource 1000 - General Operating - Unrestricted

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 140,475,722	\$ 146,269,247	\$ 146,284,247	\$ 88,532,230
Inter/Intrafund Transfer from				
Customized Solutions (Resource 1170)	14,124	53,283	53,283	0
District Bookstore (Resource 1110)	350,000	429,923	429,923	214,961
Total Revenues	\$ 140,839,846	\$ 146,752,453	\$ 146,767,453	\$ 88,747,191
Expenditures				
Academic Salaries	\$ 64,329,753	\$ 66,529,524	\$ 66,469,810	\$ 35,174,783
Classified Salaries	27,420,538	29,402,697	29,454,549	16,241,665
Employee Benefits	29,169,748	31,812,597	31,813,320	15,330,228
Materials & Supplies	1,594,602	2,196,383	2,112,503	723,027
Services	12,092,081	18,168,023	18,267,217	8,362,364
Capital Outlay	723,502	1,206,561	1,213,386	349,718
Intrafund Transfers For:				
DSP&S Program (Resource 1190)	858,796	665,157	665,157	332,580
Center for Social Justice and Civil Liberties (Resource 1120)	99,373	110,900	110,900	55,450
Federal Work Study (Resource 1190)	299,354	327,494	327,494	43,028
Veteran Services (Resource 1190)	4,842	4,842	4,842	4,842
ACA: Expansion of PA Training 1190)	34,650	0	0	0
General Fund Backfill (Resource 1190)	106,480	0	0	0
Interfund Transfer to:				
Resource 4130	1,270,000	1,270,000	1,270,000	635,000
Resource 6100	1,500,000	0	0	0
Total Expenditures	\$ 139,503,719	\$ 151,694,178	\$ 151,709,178	\$ 77,252,685
Revenues Over (Under) Expenditures	\$ 1,336,127	\$ (4,941,725)	\$ (4,941,725)	\$ 11,494,506
Beginning Fund Balance	11,407,409	12,743,536	12,743,536	12,743,536
Ending Fund Balance	\$ 12,743,536	\$ 7,801,811	\$ 7,801,811	\$ 24,238,042
Ending Cash Balance				\$ 27,679,726

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Parking was created to capture the financial activities of the parking operations at each campus. The primary revenue source is parking permit fees. Parking also receives revenue from parking meters and parking citations. Expenditures are for operational costs that are split between Parking and College Safety and Police, and 100% of capital outlay costs that directly benefit parking operations.

Fund 12, Resource 1050 - Parking

	Prior Year Actuals <u>7-1-13 to 6-30-14</u>	Adopted Budget <u>Budget</u>	Revised Budget <u>Budget</u>	Year to Date Activity <u>Activity</u>
Revenues	\$ 2,647,538	\$ 2,985,649	\$ 2,985,649	\$ 1,375,198
Expenditures				
Classified Salaries	\$ 1,412,148	\$ 1,539,754	\$ 1,539,824	\$ 876,391
Employee Benefits	559,233	608,898	608,827	291,218
Materials & Supplies	38,324	50,355	49,553	16,637
Services	556,559	655,014	666,822	329,501
Capital Outlay	<u>115,465</u>	<u>237,275</u>	<u>226,270</u>	<u>59,981</u>
Total Expenditures	\$ 2,681,729	\$ 3,091,296	\$ 3,091,296	\$ 1,573,728
Revenues Over (Under) Expenditures	\$ (34,191)	\$ (105,647)	\$ (105,647)	\$ (198,530)
Beginning Fund Balance	<u>197,366</u>	<u>163,175</u>	<u>163,175</u>	<u>163,175</u>
Ending Fund Balance	<u>\$ 163,175</u>	<u>\$ 57,528</u>	<u>\$ 57,528</u>	<u>\$ (35,355)</u>
Ending Cash Balance				<u>\$ 141</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Student Health Services was established to account for the financial activities of the student health programs at each of the District's three colleges.

Fund 12, Resource 1070 - Student Health Services

	Prior Year Actuals <u>7-1-13 to 6-30-14</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,395,125	\$ 1,396,346	\$ 1,396,346	\$ 815,724
Expenditures				
Academic Salaries	\$ 321,071	\$ 416,336	\$ 416,336	\$ 242,863
Classified Salaries	514,140	560,631	560,631	212,091
Employee Benefits	157,321	206,218	206,218	88,671
Materials & Supplies	51,445	94,750	94,750	51,222
Services	179,641	290,633	290,633	132,859
Capital Outlay	9,505	81,786	81,786	6,699
Total Expenditures	\$ 1,233,123	\$ 1,650,354	\$ 1,650,354	\$ 734,405
Revenues Over (Under) Expenditures	\$ 162,002	\$ (254,008)	\$ (254,008)	\$ 81,319
Beginning Fund Balance	1,886,834	2,048,836	2,048,836	2,048,836
Ending Fund Balance	\$ 2,048,836	\$ 1,794,828	\$ 1,794,828	\$ 2,130,155
Ending Cash Balance				\$ 2,074,769

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Community Education was established to account for the financial activities of the Community Education Program which serves the community at large by providing not-for-credit classes for personal growth and enrichment.

Fund 11, Resource 1080 - Community Education

	Prior Year Actuals <u>7-1-13 to 6-30-14</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 177,768	\$ 177,806	\$ 177,806	\$ 122,405
Expenditures				
Academic Salaries	\$ 4,350	\$ 4,308	\$ 4,308	\$ 2,492
Classified Salaries	123,089	100,021	100,021	65,567
Employee Benefits	37,310	24,620	24,620	12,810
Materials & Supplies	1,176	1,200	1,200	0
Services	80,822	98,733	98,733	49,177
Total Expenditures	\$ 246,747	\$ 228,882	\$ 228,882	\$ 130,046
Revenues Over (Under) Expenditures	\$ (68,979)	\$ (51,076)	\$ (51,076)	\$ (7,641)
Beginning Fund Balance	(163,395)	(232,374)	(232,374)	(232,374)
Ending Fund Balance	\$ (232,374)	\$ (283,450)	\$ (283,450)	\$ (240,015)
Ending Cash Balance				\$ (239,696)

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Performance Riverside is used to record the revenues and expenditures associated with Performance Riverside activities.

Fund 11, Resource 1090 - Performance Riverside

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 241,927	\$ 458,215	\$ 458,215	\$ 193,478
Intrafund Transfer from				
Performance Riverside (Resource 1090)	0	275,000	275,000	137,500
Total Revenues	<u>\$ 241,927</u>	<u>\$ 733,215</u>	<u>\$ 733,215</u>	<u>\$ 330,978</u>
Expenditures				
Academic Salaries	\$ 72,137	\$ 4,418	\$ 6,963	\$ 6,846
Classified Salaries	166,425	165,982	163,222	90,247
Employee Benefits	90,193	72,632	72,349	35,358
Materials & Supplies	12,412	6,200	8,701	5,076
Services	310,505	208,983	206,980	156,121
Total Expenditures	<u>\$ 651,672</u>	<u>\$ 458,215</u>	<u>\$ 458,215</u>	<u>\$ 293,648</u>
Revenues Over (Under) Expenditures	\$ (409,745)	\$ 275,000	\$ 275,000	\$ 37,330
Beginning Fund Balance	<u>(500,033)</u>	<u>(909,778)</u>	<u>(909,778)</u>	<u>(909,778)</u>
Ending Fund Balance	<u>\$ (909,778)</u>	<u>\$ (634,778)</u>	<u>\$ (634,778)</u>	<u>\$ (872,448)</u>
Ending Cash Balance				<u>\$ (864,218)</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Contractor-Operated Bookstore is used to record the revenues and expenditures associated with the District's contract with Barnes and Noble, Inc. to manage the District's Bookstore operations.

Fund 11, Resource 1110 - Contractor-Operated Bookstore

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 919,188	\$ 983,999	\$ 983,999	\$ 487,046
Expenditures				
Services	\$ 43,628	\$ 43,600	\$ 43,600	\$ 21,800
Interfund Transfer to				
Food Services (Resource 3200)	483,843	256,503	256,503	128,252
Riverside - Early Childhood Services (Resource 3300)	0	99,903	99,903	49,951
Intrafund Transfer to				
Performance Riverside (Resource 1090)	0	275,000	275,000	137,500
General Operating (Resource 1000)	350,000	429,923	429,923	214,961
Total Expenditures	\$ 877,471	\$ 1,104,929	\$ 1,104,929	\$ 552,464
Revenues Over (Under) Expenditures	\$ 41,717	\$ (120,930)	\$ (120,930)	\$ (65,418)
Beginning Fund Balance	90,378	132,095	132,095	132,095
Ending Fund Balance	\$ 132,095	\$ 11,165	\$ 11,165	\$ 66,677
Ending Cash Balance				\$ 66,677

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2015**

Contractor-Operated Bookstore is used to record the revenues and expenditures associated with the District's contract with Barnes and Noble, Inc. to manage the District's Bookstore operations.

Fund 12, Resource 1120 - Center for Social Justice and Civil Liberties

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 25,100	\$ 25,100	\$ 25,100	\$ 25,016
Intrafund Transfer from				
General Operating (Resource 1000)	99,373	110,900	110,900	55,450
Total Revenues	<u>\$ 124,473</u>	<u>\$ 136,000</u>	<u>\$ 136,000</u>	<u>\$ 80,466</u>
Expenditures				
Classified Salaries	\$ 36,390	\$ 74,875	\$ 74,875	\$ 43,677
Employee Benefits	21,635	42,414	42,414	20,224
Materials & Supplies	1,385	1,100	1,100	554
Services	34,511	38,136	35,261	23,252
Capital Outlay	926	0	2,875	2,875
Total Expenditures	<u>\$ 94,847</u>	<u>\$ 156,525</u>	<u>\$ 156,525</u>	<u>\$ 90,582</u>
Revenues Over (Under) Expenditures	\$ 29,626	\$ (20,525)	\$ (20,525)	\$ (10,116)
Beginning Fund Balance	<u>(5,383)</u>	<u>24,243</u>	<u>24,243</u>	<u>24,243</u>
Ending Fund Balance	<u>\$ 24,243</u>	<u>\$ 3,718</u>	<u>\$ 3,718</u>	<u>\$ 14,127</u>
Ending Cash Balance				<u>\$ 15,282</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Customized Solutions is used to record the revenues and expenditures associated with customized training programs offered to local businesses and their employees.

Fund 11, Resource 1170 - Customized Solutions

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 665,622	\$ 1,103,060	\$ 1,477,860	\$ 297,645
Expenditures				
Academic Salaries	\$ 44,971	\$ 77,603	\$ 69,782	\$ 11,261
Classified Salaries	123,073	144,187	145,162	83,606
Employee Benefits	59,241	75,536	75,959	33,657
Materials & Supplies	10,713	158,183	159,538	1,535
Services	505,269	600,426	980,294	207,163
Capital Outlay	0	500	500	0
Intrafund Transfer For:				
General Fund (Resource 1000)	14,124	53,283	53,283	0
Total Expenditures	\$ 757,391	\$ 1,109,718	\$ 1,484,518	\$ 337,222
Revenues Over (Under) Expenditures	\$ (91,769)	\$ (6,658)	\$ (6,658)	\$ (39,577)
Beginning Fund Balance	92,346	577	577	577
Ending Fund Balance	\$ 577	\$ (6,081)	\$ (6,081)	\$ (39,000)
Ending Cash Balance				\$ (112,856)

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Redevelopment Pass-Through receives a portion of tax increment revenues from various redevelopment projects within the boundaries of the District. Currently, expenditures are restricted to capital projects located in the redevelopment project areas generating the tax increment revenues.

Fund 12, Resource 1180 - Redevelopment Pass-Through

	Prior Year Actuals <u>7-1-13 to 6-30-14</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,544,508	\$ 1,431,800	\$ 1,431,800	\$ 825,659
Expenditures				
Materials & Supplies	\$ 5,275	\$ -	\$ 2,800	\$ 4,715
Services	231,767	324,207	326,105	130,539
Capital Outlay	<u>365,718</u>	<u>6,751,547</u>	<u>6,746,849</u>	<u>243,700</u>
Total Expenditures	\$ <u>602,760</u>	\$ <u>7,075,754</u>	\$ <u>7,075,754</u>	\$ <u>378,954</u>
Revenues Over (Under) Expenditures	\$ 941,748	\$ (5,643,954)	\$ (5,643,954)	\$ 446,705
Beginning Fund Balance	<u>7,410,310</u>	<u>8,352,058</u>	<u>8,352,058</u>	<u>8,352,058</u>
Ending Fund Balance	<u>\$ 8,352,058</u>	<u>\$ 2,708,104</u>	<u>\$ 2,708,104</u>	<u>\$ 8,798,763</u>
Ending Cash Balance				<u>\$ 8,798,763</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Grants and Categorical Programs is used to account for financial activity for each of the District's grant and categorical programs.

Fund 12, Resource 1190 - Grants and Categorical Programs

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 25,532,151	\$ 29,444,265	\$ 40,440,508	\$ 13,934,789
Intrafund Transfers from				
General Operating (Resource 1000)				
For DSP&S	858,796	665,157	665,157	332,580
For Federal Work Study	299,354	327,494	327,494	43,028
For Middle College High School	106,480	0	0	0
For Veteran Services	4,842	4,842	4,842	4,842
Total Revenues	\$ 26,801,623	\$ 30,441,758	\$ 41,438,001	\$ 14,315,239
Expenditures				
Academic Salaries	\$ 3,610,039	\$ 3,877,572	\$ 5,990,926	\$ 2,116,638
Classified Salaries	9,034,592	9,578,468	11,142,050	5,465,950
Employee Benefits	3,525,752	4,149,583	5,042,954	1,928,278
Materials & Supplies	1,598,058	2,440,308	2,810,805	499,659
Services	4,125,649	6,351,246	10,323,274	1,684,972
Capital Outlay	3,974,075	2,895,822	4,914,326	1,090,395
Student Grants (Financial, Book, Meal, Transportation)	933,458	1,148,759	1,213,666	230,420
Total Expenditures	\$ 26,801,623	\$ 30,441,758	\$ 41,438,001	\$ 13,016,312
Revenues Over (Under) Expenditures	\$ 0	\$ 0	\$ 0	\$ 1,298,927
Beginning Fund Balance	0	0	0	0
Ending Fund Balance	\$ 0	\$ 0	\$ 0	\$ 1,298,927
Ending Cash Balance				\$ 790,925

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Food Services is used to account for the financial activities for all food service operations in District facilities, except for the Culinary Academy on Spruce Street. It is intended to be self-sustaining.

Fund 32, Resource 3200 - Food Services

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenue	\$ 2,151,728	\$ 2,214,681	\$ 2,214,681	\$ 1,200,774
Interfund Transfers from Contractor-Operated Bookstore (Resource 1110)	483,843	256,503	256,503	128,252
Total Revenues	\$ 2,635,571	\$ 2,471,184	\$ 2,471,184	\$ 1,329,026
Expenditures				
Classified Salaries	\$ 830,381	\$ 893,621	\$ 893,621	\$ 517,775
Employee Benefits	302,670	321,430	321,430	164,014
Materials & Supplies	999,770	1,033,272	1,033,272	561,868
Services	165,725	188,160	188,160	93,566
Capital Outlay	28,989	73,483	73,483	41,853
Total Expenditures	\$ 2,327,535	\$ 2,509,966	\$ 2,509,966	\$ 1,379,076
Revenues Over (Under) Expenditures	\$ 308,036	\$ (38,782)	\$ (38,782)	\$ (50,050)
Beginning Fund Balance	371,990	680,026	680,026	680,026
Ending Fund Balance	\$ 680,026	\$ 641,244	\$ 641,244	\$ 629,976
Ending Cash Balance				\$ 618,225

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Child Care was established to manage the finances of the District's child care centers at all three colleges.

Fund 33, Resource 3300 - Child Care

	Prior Year Actuals <u>7-1-13 to 6-30-14</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 1,062,929	\$ 1,107,592	\$ 1,107,592	\$ 560,069
Interfund Transfer from Contractor-Operated Bookstore (Resource 1110)	0	99,903	99,903	49,951
Total Revenues	\$ 1,062,929	\$ 1,207,495	\$ 1,207,495	\$ 610,020
Expenditures				
Academic Salaries	\$ 590,109	\$ 607,128	\$ 607,128	\$ 277,605
Classified Salaries	213,259	182,990	182,990	89,901
Employee Benefits	116,681	129,786	129,786	51,474
Materials & Supplies	37,278	39,400	39,400	15,243
Services	39,828	68,517	68,517	25,907
Capital Outlay	26,607	42,304	42,304	24,268
Total Expenditures	\$ 1,023,762	\$ 1,070,125	\$ 1,070,125	\$ 484,398
Revenues Over (Under) Expenditures	\$ 39,167	\$ 137,370	\$ 137,370	\$ 125,622
Beginning Fund Balance	153,179	192,346	192,346	192,346
Ending Fund Balance	\$ 192,346	\$ 329,716	\$ 329,716	\$ 317,968
Ending Cash Balance				\$ 336,900

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

State Construction & Scheduled Maintenance was established to account for the financial activities of State-approved construction and maintenance projects. The funding sources are state funds and matching funds for Scheduled Maintenance from the District's General Obligation Bond Funded Capital Outlay Projects (Resource 4160). The State has suspended funding Scheduled Maintenance.

Fund 41, Resource 4100 - State Construction & Scheduled Maintenance

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 3,875,979	\$ 4,786,737	\$ 4,347,505	\$ 3,928,739
Intrafund Transfer from General Obligation Bond Funded Projects (Resource 4170)	<u>98,675</u>	<u>214,875</u>	<u>214,875</u>	<u>214,875</u>
Total Revenues	<u>\$ 3,974,654</u>	<u>\$ 5,001,612</u>	<u>\$ 4,562,380</u>	<u>\$ 4,143,614</u>
Expenditures				
Capital Outlay	<u>\$ 3,974,654</u>	<u>\$ 5,001,612</u>	<u>\$ 4,562,380</u>	<u>\$ 1,190,421</u>
Total Expenditures	<u>\$ 3,974,654</u>	<u>\$ 5,001,612</u>	<u>\$ 4,562,380</u>	<u>\$ 1,190,421</u>
Revenues Over (Under) Expenditures	\$ 0	\$ 0	\$ 0	\$ 2,953,193
Beginning Fund Balance	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Ending Fund Balance	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 2,953,193</u>
Ending Cash Balance				<u>\$ 2,737,684</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

La Sierra Capital is used to account for the revenues and expenses associated with the District's La Sierra Property.

Fund 41, Resource 4130 - La Sierra Capital

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 22,428	\$ 20,000	\$ 20,000	\$ 7,902
Inter/Intrafund Transfer from General Operating (Resource 1000)	1,270,000	1,270,000	1,270,000	635,000
Total Revenues	<u>\$ 1,292,428</u>	<u>\$ 1,290,000</u>	<u>\$ 1,290,000</u>	<u>\$ 642,902</u>
Expenditures				
Services	\$ 1,112	\$ 0	\$ 0	\$ 0
Capital Outlay	0	8,494,601	8,494,601	497,256
Interfund Transfer to General Operating (Resource 1000)	0	0	0	0
Total Expenditures	<u>\$ 1,112</u>	<u>\$ 8,494,601</u>	<u>\$ 8,494,601</u>	<u>\$ 497,256</u>
Revenues Over (Under) Expenditures	\$ 1,291,316	\$ (7,204,601)	\$ (7,204,601)	\$ 145,646
Beginning Fund Balance	<u>5,913,285</u>	<u>7,204,601</u>	<u>7,204,601</u>	<u>7,204,601</u>
Ending Fund Balance	<u>\$ 7,204,601</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 7,350,247</u>
Ending Cash Balance				<u>\$ 7,350,247</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

General Obligation Series 2010D Capital Appreciation Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

Fund 41, Resource 4170 - General Obligation Bond Series 2010D Capital Appreciation Bonds

	Prior Year Actuals <u>7-1-13 to 6-30-14</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 16,569	\$ 15,000	\$ 15,000	\$ 3,967
Expenditures				
Classified Salaries	\$ 323,007	\$ 624,550	\$ 624,550	\$ 165,677
Employee Benefits	134,574	312,891	312,891	66,420
Services	521,016	305,849	305,849	88,594
Capital Outlay	792,434	4,757,652	4,757,652	1,708,862
Intrafund Transfer For:				
State Construction & Scheduled Maintenance (Resource 4100)	98,675	214,875	214,875	214,875
Total Expenditures	\$ 1,869,706	\$ 6,215,817	\$ 6,215,817	\$ 2,244,428
Revenues Over (Under) Expenditures	\$ (1,853,137)	\$ (6,200,817)	\$ (6,200,817)	\$ (2,240,461)
Beginning Fund Balance	6,594,474	4,741,337	4,741,337	4,741,337
Ending Fund Balance	\$ 4,741,337	\$ (1,459,480)	\$ (1,459,480)	\$ 2,500,876
Ending Cash Balance				\$ 2,508,258

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

General Obligation Series 2010D Build America Bonds were established to account for General Obligation Bond proceeds and financial activities related to Board approved Measure C projects.

Fund 41, Resource 4180 - General Obligation Bond Series 2010D Build America Bonds

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 346,616	\$ 1,217,138	\$ 1,217,138	\$ 9,930
Expenditures				
Classified Salaries	\$ 9,201	\$ 0	\$ 0	\$ 0
Employee Benefits	1,630	0	0	0
Materials & Supplies	8,506	0	124	123
Services	3,588	0	0	86,352
Capital Outlay	18,786,992	93,880,004	93,879,880	8,957,018
Total Expenditures	\$ 18,809,917	\$ 93,880,004	\$ 93,880,004	\$ 9,043,493
Revenues Over (Under) Expenditures	\$ (18,463,301)	\$ (92,662,866)	\$ (92,662,866)	\$ (9,033,563)
Beginning Fund Balance	53,895,652	35,432,351	35,432,351	35,432,351
Ending Fund Balance	\$ 35,432,351	\$ (57,230,515)	\$ (57,230,515)	\$ 26,398,788
Ending Cash Balance				\$ 26,381,251

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Self-Insured PPO Health Plan is used to account for the revenues and expenditures of the District's health self-insurance program.

Fund 61, Resource 6100 - Self-Insured PPO Health Plan

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 4,548,876	\$ 4,978,000	\$ 4,978,000	\$ 3,191,899
Interfund transfer from General Operating (Resource 1000)	1,500,000	0	0	0
Total Revenue	<u>\$ 6,048,876</u>	<u>\$ 4,978,000</u>	<u>\$ 4,978,000</u>	<u>\$ 3,191,899</u>
Expenditures				
Academic Salaries	\$ 409	\$ 0	\$ 0	\$ 0
Classified Salaries	194,436	82,253	85,133	41,249
Employee Benefits	69,832	35,698	36,325	16,328
Materials & Supplies	3,310	-	-	-
Services	5,724,396	4,992,110	4,988,603	3,209,131
Capital Outlay	16,959	0	0	29,429
Total Expenditures	<u>\$ 6,008,933</u>	<u>\$ 5,110,061</u>	<u>\$ 5,110,061</u>	<u>\$ 3,296,137</u>
Revenues Over (Under) Expenditures	\$ 39,943	\$ (132,061)	\$ (132,061)	\$ (104,238)
Beginning Fund Balance	<u>460,042</u>	<u>374,682</u>	<u>374,682</u>	<u>374,682</u>
Ending Fund Balance	<u>\$ 499,985</u>	<u>\$ 242,621</u>	<u>\$ 242,621</u>	<u>\$ 270,444</u>
Ending Cash Balance				<u>\$ 1,335,188</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Self-Insured Workers' Compensation is used to account for the revenues and expenditures of the District's workers' compensation self-insurance program.

Fund 61, Resource 6110 - Self-Insured Workers' Compensation

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 2,526,037	\$ 2,552,847	\$ 2,552,847	\$ 1,440,309
Expenditures				
Academic Salaries	\$ 0	\$ 0	\$ 877	\$ 0
Classified Salaries	276,539	282,344	282,344	163,958
Employee Benefits	91,855	94,829	94,940	47,811
Materials & Supplies	2,834	6,000	6,000	565
Services	1,136,890	1,926,062	1,967,039	1,039,440
Capital Outlay	53,908	316,997	275,032	12,790
Total Expenditures	\$ 1,562,026	\$ 2,626,232	\$ 2,626,232	\$ 1,264,564
Revenues Over (Under) Expenditures	\$ 964,011	\$ (73,385)	\$ (73,385)	\$ 175,745
Beginning Fund Balance	2,831,950	3,795,961	3,795,961	3,795,961
Ending Fund Balance	\$ 3,795,961	\$ 3,722,576	\$ 3,722,576	\$ 3,971,706
Ending Cash Balance				\$ 5,046,448

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
MONTHLY FINANCIAL REPORT
FOR THE PERIOD ENDED JANUARY 31, 2015**

Self-Insured General Liability is used to account for the revenues and expenditures of the District's general liability self-insurance program.

Fund 61, Resource 6120 - Self-Insured General Liability

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 0	\$ 1,482,000	\$ 1,482,000	\$ 639,118
Expenditures				
Academic Salaries	\$ 0	\$ 0	\$ 877	\$ 0
Classified Salaries	0	108,594	108,594	63,958
Employee Benefits	0	36,473	36,584	18,477
Materials & Supplies	0	3,500	2,500	0
Services	0	1,118,866	1,233,378	666,874
Capital Outlay	0	117,500	3,000	0
Total Expenditures	\$ 0	\$ 1,384,933	\$ 1,384,933	\$ 749,309
Revenues Over (Under) Expenditures	\$ 0	\$ 97,067	\$ 97,067	\$ (110,191)
Beginning Fund Balance	0	124,894	124,894	124,894
Ending Fund Balance	\$ 0	\$ 221,961	\$ 221,961	\$ 14,703
Ending Cash Balance				\$ (110,191)

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2015**

Associated Students of RCCD is used to record the financial transactions of the student government, college clubs, and organizations of the District. Revenue includes student activity fees, interest income, payphone commissions and athletic ticket sales.

Associated Students of RCCD

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 947,187	\$ 895,000	\$ 895,000	\$ 541,725
Expenditures				
Materials & Supplies	\$ 749,677	\$ 895,000	\$ 895,000	\$ 406,913
Total Expenditures	\$ 749,677	\$ 895,000	\$ 895,000	\$ 406,913
Revenues Over (Under) Expenditures	\$ 197,510	\$ 0	\$ 0	\$ 134,812
Beginning Fund Balance	805,722	1,003,232	1,003,232	1,003,232
Ending Fund Balance	\$ 1,003,232	\$ 1,003,232	\$ 1,003,232	\$ 1,138,044
ASRCCD Trust Fund Ending Balance				\$ 1,249,381
Ending Cash Balance				\$ 2,356,284

** Note: Ending Cash Balnce includeds both ASRCCD Funds and Trust Funds for College and Students Organizations

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2015**

Student Financial Aid is used to record financial transactions for scholarships given to students from the Federal Pell and FSEOG Grant Programs as well as the State's Cal Grant Program.

Student Financial Aid

	Prior Year Actuals 7-1-13 to 6-30-14	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	<u>\$ 50,693,040</u>	<u>\$ 65,154,000</u>	<u>\$ 55,457,000</u>	<u>\$ 28,433,668</u>
Expenditures				
Other Scholarships and Grant Reimbursements	<u>\$ 50,666,043</u>	<u>\$ 65,154,000</u>	<u>\$ 55,457,000</u>	<u>\$ 27,658,841</u>
Total Expenditures	<u>\$ 50,666,043</u>	<u>\$ 65,154,000</u>	<u>\$ 55,457,000</u>	<u>\$ 27,658,841</u>
Revenues Over (Under) Expenditures	\$ 26,997	\$ 0	\$ 0	\$ 774,827
Beginning Fund Balance	<u>7,655</u>	<u>34,652</u>	<u>34,652</u>	<u>34,652</u>
Ending Fund Balance	<u>\$ 34,652</u>	<u>\$ 34,652</u>	<u>\$ 34,652</u>	<u>\$ 809,479</u>
Ending Cash Balance				<u>\$ 957,031</u>

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
 MONTHLY FINANCIAL REPORT
 FOR THE PERIOD ENDED JANUARY 31, 2015**

RCCD Development Corporation is used to account for financial transactions related to the Development Corporation. This Corporation currently has very little activity but remains operational should the District need to use it for future transactions related to property development. Revenues consist of interest income. Expenses are for tax filing fees paid to the State.

RCCD Development Corporation

	Prior Year Actuals <u>7-1-13 to 6-30-14</u>	Adopted Budget	Revised Budget	Year to Date Activity
Revenues	\$ 8	\$ 0	\$ 0	\$ 5
Expenditures				
Services	\$ 0	\$ 0	\$ 0	\$ 0
Total Expenditures	\$ 0	\$ 0	\$ 0	\$ 0
Revenues Over (Under) Expenditures	\$ 8	\$ 0	\$ 0	\$ 5
Beginning Fund Balance	<u>16,220</u>	<u>16,228</u>	<u>16,228</u>	<u>16,228</u>
Ending Fund Balance	<u>\$ 16,228</u>	<u>\$ 16,228</u>	<u>\$ 16,228</u>	<u>\$ 16,233</u>
Ending Cash Balance				<u>\$ 16,233</u>

Agenda Item (VII-B)

Meeting 2/17/2015 - Regular

Agenda Item Consent Agenda Information (VII-B)

Subject CCFS-311Q – Quarterly Financial Status Report for the 2nd Quarter Ended

College/District District

Information Only

Background Narrative:

See the attached CCFS-311Q – Quarterly Financial Status Report for the 2nd Quarter ended December 31, 2014.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Bill Bogle, Controller

Attachments:

[02172015_ CCFS-311Q \(2nd Quarter\)](#)

CCFS-311Q – Quarterly Financial Status Report Background Narrative December 31, 2014

Education Code Section 84040 specifies that financial information be periodically reported to the California Community Colleges Board of Governors. To comply with this requirement, the District prepares Form CCFS-311Q – Quarterly Financial Status Report each fiscal quarter for submission to the Chancellor's Office. The CCFS-311Q compares actual information for the prior three fiscal years to projected information for the current fiscal year. The Revenue, Expenditure and Fund Balance are the Unrestricted Funds of the General Fund. However the Cash Balance reflects both Unrestricted and Restricted Funds.

The General Fund consists of the following:

Fund 11 – Unrestricted

Resource 1000 – General Unrestricted

Resource 1080 – Community Education

Resource 1090 – Performance Riverside

Resource 1110 – Bookstore (Contractor Operated)

Resource 1170 – Customized Solutions

Fund 12 – Restricted

Resource 1050 – Parking

Resource 1070 – Student Health

Resource 1120 – Center for Social Justice and Civil Liberties

Resource 1180 – Redevelopment Pass-Through

Resource 1190 – Grants and Categorical Programs

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2014-2015

Quarter Ended: (Q2) Dec 31, 2014

District: (960) RIVERSIDE

Your Quarterly Data is Certified for this quarter.


Chief Business Officer

CBO Name: Aaron S. Brown

CBO Phone: 951-222-8789

CBO Signature:

Date Signed:

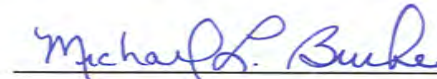


1-20-15

Chief Executive Officer Name: Michael L. Burke, Ph.D.

CEO Signature:

Date Signed:



1-20-15

Electronic Cert Date: 01/16/2015

District Contact Person

Name: Bill J. Bogle, Jr.

Title: Controller

Telephone: 951-222-8041

Fax: 951-222-8021

E-Mail: Bill.Bogle@rccd.edu

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4554
Sacramento, California 95814-6511

Send questions to:
Christine Atalig (916)327-5772 catalig@cccco.edu or Tracy Britten (916)323-6899 tbritten@cccco.edu

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2014-2015

Quarter Ended: (Q2) Dec 31, 2014

District: (960) RIVERSIDE

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2011-12	Actual 2012-13	Actual 2013-14	Projected 2014-2015
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	130,719,885	136,633,788	142,471,581	149,373,327
A.2	Other Financing Sources (Object 8900)	-176,023	272,935	-1,360,199	-1,099,593
A.3	Total Unrestricted Revenue (A.1 + A.2)	130,543,862	136,906,723	141,111,382	148,273,734
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	135,251,667	130,689,682	137,015,538	151,492,717
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,251,129	1,941,414	3,288,493	1,626,406
B.3	Total Unrestricted Expenditures (B.1 + B.2)	136,502,796	132,631,096	140,304,031	153,119,123
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-5,958,934	4,275,627	807,351	-4,845,389
D.	Fund Balance, Beginning	12,450,649	6,616,950	10,926,707	11,734,056
D.1	Prior Year Adjustments + (-)	125,235	34,130	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	12,575,884	6,651,080	10,926,707	11,734,056
E.	Fund Balance, Ending (C. + D.2)	6,616,950	10,926,707	11,734,058	6,888,667
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	4.8%	8.2%	8.4%	4.5%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	25,858	25,119	26,400	28,053
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III. Total General Fund Cash Balance (Unrestricted and Restricted)

As of the specified quarter ended for each fiscal year			
2011-12	2012-13	2013-14	2014-2015

	Year 3:						
b. BENEFITS:							
	Year 1:						
	Year 2:						
	Year 3:						

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **YES**
NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

FY 2014-2015

The State's adopted budget provides for a small COLA, Access and elimination of 86% apportionment deferrals. However, these modest revenue increases and deferral reductions were not sufficient to fully mitigate the impact of prior years' reductions the District is still dealing with.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT
GENERAL FUND REVENUE AND EXPENDITURE REPORT
FOR THE PERIOD ENDED DECEMBER 31, 2014**

Cash Position - Unrestricted and Restricted

	YTD Activity
Beginning Cash, July 1, 2014	\$ 13,544,880
Net Change in Accounts Receivables	22,856,681
Net Change in Accounts Payables	(11,373,763)
Revenue and Other Financial Sources	84,953,420
Expenditures and Other Outgo	(80,910,492)
Ending Cash, December 31, 2014	\$ 29,070,727

Budget and Actual Activity - Unrestricted

	Adopted Budget	Revised Budget	YTD Activity
Revenues			
Federal	\$ 188,321	\$ 188,321	\$ 7,406
State	103,900,716	103,900,716	52,697,628
Local	44,894,490	45,284,290	19,232,039
Total Revenues	148,983,527	149,373,327	71,937,073
Other Financing Sources	(1,099,593)	(1,099,593)	(425,502)
Total Revenues	147,883,934	148,273,734	71,511,571
Expenditures			
Academic Salaries	\$ 66,615,853	\$ 66,562,835	\$ 30,870,495
Classified Salaries	29,812,887	29,877,009	14,133,777
Employee Benefits	31,985,385	31,988,635	12,823,553
Materials & Supplies	2,361,966	2,272,110	617,515
Services	19,119,765	19,607,727	7,821,590
Capital Outlay	1,207,061	1,184,401	325,513
Total Expenditures	151,102,917	151,492,717	66,592,443
Other Outgo - Objects	1,626,406	1,626,406	810,703
Total Expenditures and Other Outgo	152,729,323	153,119,123	67,403,146
Revenues Over (Under)			
Expenditures	\$ (4,845,389)	\$ (4,845,389)	\$ 4,108,425
Beginning Fund Balances	11,734,056	11,734,056	11,734,056
Ending Fund Balances	\$ 6,888,667	\$ 6,888,667	\$ 15,842,481
Contingency			
Unrestricted	\$ 5,988,667	\$ 5,988,667	\$ 14,942,481
Reserve	900,000	900,000	900,000
Total Contingency/Reserve	\$ 6,888,667	\$ 6,888,667	\$ 15,842,481

Agenda Item (IX-A-1)

Meeting	2/17/2015 - Regular
Agenda Item	Administrative Reports (IX-A-1)
Subject	Amendment to Agreement for Employee Benefits Consulting Services with Keenan and Associates
College/District	District
Funding	Unrestricted General Fund and Self Insurance Fund
Recommended Action	It is recommended that the Board of Trustees approve the Employee Benefit Consulting Services Agreement Amendment with Keenan and Associates to extend the agreement from February 1, 2015 through April 30, 2017 in the amount of \$135,162.45 for the period of February 1, 2015 through April 30, 2016 and \$110,292.60 for the period of May 1, 2016 through April 30, 2017, with the total amount for entire contract period being \$245,455.05.

Background Narrative:

The extended Employee Benefits Consulting Services Agreement between the Riverside Community College District and Keenan and Associates, which was approved by the Board of Trustees on April 15, 2014, for a nine (9) month period, ended on January 31, 2015.

The attached amendment will extend the contract for twenty-seven (27) months. The monthly fee for the Renewal Term beginning February 1, 2015 through April 30, 2016 shall be at the current monthly rate totaling \$135,162.45 and the monthly fee for the Renewal Term beginning May 1, 2016 through April 30, 2017 shall be \$110,292.60 which represents a 2% increase. All other terms and conditions of the original agreement shall remain in full force and effect.

Prepared By: Sylvia Thomas, Interim Vice Chancellor, Diversity and Human Resources

Attachments:

[20150217_Employee Benefits Consulting Services Agreement Amendment 4_Backup](#)

RENEWAL AMENDMENT No. 4

This Amendment hereby amends the **Employee Benefits Consulting Services Agreement** (“Agreement”) dated **February 1, 2012** by and between Keenan & Associates and **Riverside Community College District (“Client”)** as follows (hereafter referred to collectively as “Parties”):

WHEREAS, the current term of the Agreement shall expire on **January 31, 2015**; and

WHEREAS, the Parties desire to continue their relationship subject to the terms and conditions outlined in the Agreement;

NOW, THEREFORE, the Parties agree as follows:

1. The Agreement is hereby renewed for an additional twenty seven (27) month term beginning on **February 1, 2015** and ending on **April 30, 2017** (“Renewal Term”).
2. Exhibit C Paragraph A is hereby deleted and replaced with the following:
 - A. (1) The monthly fee for the Renewal Term beginning **February 1, 2015** through **April 30, 2016** shall be payable fifteen (15) equal monthly installments of **\$9,010.83** commencing on **February 1, 2016**; and
 - (2) The monthly fee for the Renewal Term beginning **May 1, 2016** through **April 30, 2017** shall be payable in twelve (12) equal monthly installments of **\$9191.05** beginning on **May 1, 2016**.
3. All the remaining terms and conditions of the Agreement shall remain unchanged and in full force and effect and shall govern the conduct of the Parties during the Renewal Term.
4. The effective date of this Amendment is **February 1, 2015**.
5. Each person signing this Amendment to the Agreement on behalf of a Party represents and warrants that he or she has the necessary authority to bind such Party and that this Amendment is binding on and enforceable against such Party.

Signature Page Follows This Page

<u>Riverside Community College District</u>		<u>Keenan & Associates</u>	
<u>Signature:</u>		<u>Signature:</u>	
<u>By:</u>	Aaron S. Brown	<u>By:</u>	John Scatterday
<u>Title:</u>	Vice Chancellor, Business & Financial Services	<u>Title:</u>	Senior Vice President
<u>Address:</u>	1533 Spruce St.	<u>Address:</u>	1111 Broadway, Suite 2000
	Riverside, CA 92507		Oakland, CA 90647
<u>Attention:</u>	Aaron S. Brown	<u>Attention:</u>	Debra Yorba



Agenda Item (XII-A)

Meeting 2/17/2015 - Regular

Agenda Item Business From Board Members (XII-A)

Subject Update from Members of the Board of Trustees on Business of the Board.

College/District District

Information Only

Background Narrative:

Members of the Board of Trustees will briefly share information about recent events/conferences they attended since the last meeting, including any updates regarding the following assigned associations:

Association of Community College Trustees (ACCT)

Association of Governing Board of Universities and Colleges (AGB)

California Community College Trustees and Legislative Network (CCCT)

Community College League of California (CCLC)

Latino Trustees Association

Inland Valleys Trustees and CEO Association

African-American Organizations Liaison Riverside Branch - NAACP

Hispanic Chambers of Commerce: Corona, Moreno Valley, and Riverside

Chambers of Commerce: Corona, Moreno Valley, and Norco

Riverside County School Board Association

Riverside County Committee on School District Organization

Alvord Unified School District Ad-Hoc Committee

Prepared By: Chris Carlson, Chief of Staff & Facilities Development

Attachments:

Agenda Item (XIII-A)

Meeting	2/17/2015 - Regular
Agenda Item	Closed Session (XIII-A)
Subject	Conference with Legal Counsel – Existing Litigation [Paragraph (1) of Subdivision (D) of Government Code Section 54956.9 – Garcia v. Riverside Community College District, Barry Meier, and Does 1 through 20, Inclusive.
College/District	District
Funding	N/A
Recommended Action	Recommended Action to be Determined.

Background Narrative:

None.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Ruth Adams, General Counsel

Attachments:

Agenda Item (XIII-B)

Meeting	2/17/2015 - Regular
Agenda Item	Closed Session (XIII-B)
Subject	Pursuant to Government Code Section 54957, Public Employee Discipline/Dismissal/Release
College/District	District
Funding	n/a
Recommended Action	Recommended Action to be Determined.

Background Narrative:

None.

Prepared By: Michael Burke, Ph.D., Chancellor

Attachments: