

Inland Empire/Desert Regional Consortium

Strong Work**Force**

Project Investments



CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™

FOR JOBS AND THE ECONOMY

A.C.E (Accelerated, Career, and Employment Program)

Cost: **\$1,060,000**

Number of colleges participating: **4**

Lead college: Norco, Jesse Lopez, jesse.lopez@norcollege.edu

Colleges: Chaffey, Mt. San Jacinto, Norco, Riverside City

Sectors: Advanced Manufacturing, Health, ICT/Digital Media, Small Business

- Program TOPS Codes: Business Administration (050500), Computer Information Systems (070200), Digital Media (061400), Electrical (095220), Industrial Systems Technology And Maintenance (094500), Machining And Machine Tools (095630), Manufacturing And Industrial Technology (095600), Welding Technology (095650)
- Metrics: Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Job Closely Related To Field Of Study, Change In Earnings, Job Closely Related to Field of Study, Change in Earnings, Attained a Living Wage

Brief Narrative: Offer short-term, accelerated CTE programs. Participating colleges will select which of their existing programs they will offer in the accelerated format and will ensure their students receive the support and resources necessary to complete their CTE training in an accelerated format. Programs will be supported by industry partners who commit to hiring qualified graduates from the ACE programs. ACE programs may include credit, not-for credit, and contract education coursework but all will result in a certificate or industry recognized credential. Additionally, these accelerated training programs may provide training to both entry-level students and incumbent workers. Colleges will conduct coordinated regional Information Sessions to market ACE programs.

Mechatronics Technician Training Pathway

Cost: **\$513,250**

Number of colleges participating: **3**

Lead college: Chaffey, Ken Eaves, Kenneth.eaves@chaffey.edu

Colleges: Chaffey, Norco, San Bernardino Valley

Sector: Advanced Manufacturing

- Program TOPS Codes: Electronics and Electric Technology (093400), Manufacturing and Industrial Technology (095600)
- Metrics: Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Job Closely Related to Field of Study, Change in Earnings

Brief Narrative: With the rapid technology shift in advanced manufacturing and other industries, there is a demand for skilled mechatronics technicians. The project will establish a pathway for entry-level workers, for all sizes of industry, that will be designed along the "learn and earn" model. It will meet industry needs and assist with succession planning. This project aligns well with WIOA and adult education efforts to increase industry recognized certificates and apprenticeship programs in the region.

Nursing Placement and Clinical Site Coordination

Cost: **\$585,000**

Number of colleges participating: **8**

Lead college: College of the Desert, Carol Scobie, cscobie@collegeofthedesert.edu

Colleges: Chaffey, College of the Desert, Copper Mountain, Mt. San Jacinto, Palo Verde, Riverside City, San Bernardino Valley, Victor Valley

Sector: Health Sector

- Program TOPS Codes: Licensed Vocational Nursing (123020), Registered Nursing (123010)
- Metrics: Enrollments, Students Who Earn a Degree or Certificate, Job Closely Related to Field of Study

Brief Narrative: Clinical rotations are a required part of the nursing education program. Lack of clinical site placements is a barrier to increasing capacity in nursing programs as well as other allied health programs. A regional coordination and collaboration model for clinical placement will be deployed that coordinates hospital and skilled nursing facility/long term care placements for nursing students. Regional placement coordinators will communicate with each other to ensure that there is no overlapping of students from different institutions on a single ward in a hospital and will also be responsible for exploring other potential clinical and community sites. This model may be replicated and expanded to include other allied health programs in the future, if funding is available.

Regional and District Job Developers

Cost: **\$1,915,000**

Number of colleges participating: **8**

Colleges: Barstow, College of the Desert, Copper Mountain, Crafton Hills, Moreno Valley, Palo Verde, San Bernardino Valley, Victor Valley

Sector: Across all CTE TOPS and Sectors

- Metrics: Enrollments, Employed 2 Quarters After Exit, Employed 4 Quarters After Exit

Brief Narrative: This project will provide a collaborative regional approach to job development and placement for students within the region. Regional job developers will be primarily responsible for seeking out jobs in their respective college areas for their college's CTE graduates. They will also identify jobs that may be available in areas where their college may not offer the CTE program, or where no qualified local college candidates can be identified, and will make referrals to other regional colleges where the CTE program is offered. Job developers will seek students with the identified industry skills to match to job openings and procure interviews or job placement with the companies identified. This effort will result in an increase in the number of students who are placed in jobs that are within their CTE certificate/degree skill set.

Sub-regional Business Incubator and Makerspace

Cost: **\$750,000**

Number of colleges participating: **4**

Lead college: San Bernardino CCD, Ashley Gaines, againes@sbccd.cc.ca.us

Colleges: Crafton Hills, Mt. San Jacinto, Moreno Valley, San Bernardino Valley

Sector: Small Business/Entrepreneurship

- Program TOPS Codes: Business Administration (050500), Business Management (050600), Computer Information Systems (070200), Computer Infrastructure And Support (070800), Computer Networking (070810), Computer Support (070820), Health Information Technology (122300), Machining And Machine Tools (095630), Marketing And Distribution (050900)
- Metrics: Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit

Brief Narrative: Only 66% of new businesses survive their first year, and only 50% survive at least five years. Business incubators and makerspaces are critical in helping new businesses survive because they help entrepreneurs stay on track through mentoring and leadership development. This project will expand students' knowledge and skills necessary to be successful entrepreneurs and will provide the space and tools they need to explore and develop their product ideas and grow their businesses.

Updating Automotive Labs - Electric Vehicle (EV) & Hybrid Instruction

Cost: **\$991,000**

Number of colleges participating: **9**

Lead college: College of the Desert, Larry McLaughlin, lmclaughlin@collegeofthedesert.edu

Colleges: Barstow, Chaffey, College of the Desert, Copper Mountain, Mt. San Jacinto, Palo Verde, Riverside City, San Bernardino Valley, Victor Valley

Sector: Advanced Transportation and Renewable Energy

- Program TOPS Codes: Automotive Technology (094800)
- Metrics: Enrollments, Students Who Earn a Degree or Certificate

Brief Narrative: The transportation sector is an important sector for economic growth in the region. The project will integrate EV & Hybrid systems instruction by acquiring the necessary equipment and continuing faculty professional development and completes a program development process that began almost two years ago. The region's automotive faculty are all in agreement about the need for this curriculum component and have already participated in many hours of training and collaborated on curriculum development, including participation in the state-level C-ID process. The only pieces remaining are to acquire the necessary equipment and implement the courses.

Feasibility Study: Tractor Trailer Operator (Commercial Truck Driver)

Cost: **\$60,000**

Number of colleges participating: **TBD**

Lead College: **Copper Mountain College, Zachary Ginder, Zachary.Ginder@cmccd.edu**

Sector: **Global Trade / Logistics**

- Program TOPS Codes: Truck and Bus Driving (094750)

Brief Narrative: The heavy and tractor-trailer truck driver occupation continues to grow, with an anticipated 3,278 new job openings between 2015 and 2020 (excluding replacement jobs for those leaving the workforce). Currently, the statewide marketplace for occupational training in this area appears to belong primarily to for-profit and/or private driving schools. Further, it appears that very few, if any, community colleges within the California Community College system offer commercial driving, bus driving, or tractor-trailer operator certificate programs. This provides an exceptional opportunity for the region to meet local and statewide demand through the offering of an industry recognized credential at an affordable cost to students.

Pilot Project: Regional and Sub-regional CTE Advisory Program

Cost: **\$300,000**

Number of colleges participating: **12**

Lead district: **San Bernardino CCD, Susanne Mata, smata@sbccd.cc.ca.us**

Sector: **Across all CTE TOPS and Sectors**

- Metrics: Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Employed 4 Quarters After Exit

Brief Narrative: Currently, each educational entity in the region manages and facilitates advisories to support their individual CTE programs. The demand for business partner engagement far exceeds the available supply of quality business partners. Limited resources (including time, money, and personnel) impact regional business partners and make it difficult to meet the growing demand in the region. The project will develop regional and sub-regional advisory committee(s) that will serve both community colleges and K-12 feeder schools. The project will collaborate with the IEEP to convene and facilitate advisory meetings and strengthen industry-education relationships. The project will also promote concurrent curriculum revisions (when needed) and help ensure that programs accurately predict skill requirements to develop a workforce that will meet the future needs of industry.

Regional Marketing and Outreach

Cost: **\$1,144,129**

Number of colleges participating: **12**

Lead College: **TBD – Ad hoc regional committee will coordinate project**

Sector: **Across all CTE TOPS and Sectors**

- Metrics: Enrollments, Students Who Earn a Degree or Certificate, Employed 2 Quarters After Exit, Employed 4 Quarters After Exit

Brief Narrative: The project will develop a multi-pronged approach to marketing CTE programs regionally and will leverage regional efforts with statewide "projects in common" efforts related to branding and outreach to students and to employers. The statewide branding and outreach effort is already underway. The regional consortium will conduct research (phase 1) to gain a solid understanding of opportunities for developing a strategic approach and plan for communications within the four main stakeholder groups – students, colleges, third-party workforce development partners, and business and industry employers. Phase 1 will produce a comprehensive Communications Assessment, which will inform future phases of the regional marketing and outreach project.

Please contact Julie.Pehkonen@rcc.edu, IE/DRC Chair, for more information.



Regional **Resources**

Available through the Inland Empire/Desert Regional Consortium of community colleges



CALIFORNIA COMMUNITY COLLEGES

Doing What MATTERS™
FOR JOBS AND THE ECONOMY

www.desertcolleges.org



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Doing What MATTERS for Jobs and the Economy

THE STRATEGY:

The California Community Colleges system, with its strong career technical education mission, is focused on closing the skills gap and supporting the growth of California's regional economies. One way it does this is through the Doing What MATTERS for the Jobs and Economy framework, consisting of four themes:

1. Give Priority for What MATTERS for Jobs and the Economy
2. Make Room for What MATTERS for Jobs and the Economy
3. Promote What MATTERS for Student Success
4. Innovate What MATTERS for Jobs and the Economy



GOALS:

To supply in-demand skills for employers, create relevant career pathways and stackable credentials, promote student success and get Californians into open jobs.

PRIORITY SECTORS AND REGIONAL INFRASTRUCTURE

The Doing What MATTERS for Jobs and the Economy framework focuses on industry sectors that are essential to the state's economic growth. The six sectors identified as a priority or emerging industry for the Inland Empire/Desert Region include:

- * Advanced Manufacturing
- * Advanced Transportation & Renewable Energy
- * Global Trade & Logistics
- * Health
- * Information Communication Technologies (ICT) / Digital Media
- * Small Business

Additional, efforts in the Inland Empire/Desert Region focus on:

- * Prop 39 Clean Energy Workforce Program

Industry-specific initiatives are coordinated by Sector Navigators (statewide industry experts) and Deputy Sector Navigators (regional industry experts) who align community college and other workforce development resources with the needs of industry sectors and occupational clusters through a regional focus.

Find out more about Doing What Matters for Jobs and Economy as well as the status of the Taskforce on Workforce, Job Creation and a Strong Economy recommendations by visiting the following website:

<http://doingwhatmatters.cccco.edu/>

Resources

INLAND EMPIRE/DESERT REGIONAL CONSORTIUM

The Desert Regional Consortium consists of 12 community colleges and two community college districts in Riverside and San Bernardino counties. It serves as a regional framework to communicate, coordinate, collaborate, promote and plan career and technical education and workforce and economic development in the Inland Empire/ Desert Region.

VISION:

Premier source for facilitating quality educational and training opportunities for the Inland Empire/ Desert Region.

MISSION:

To:

- Communicate
- Collaborate
- Coordinate
- Promote and plan

Career and technical education and workforce and economic development in the Inland Empire/Desert Region.

PARTICIPATING COLLEGES:

Barstow College
Chaffey College
College of the Desert
Copper Mountain College
Crafton Hills College
Moreno Valley College
Mt. San Jacinto College
Norco College
Palo Verde College
Riverside City College
San Bernardino Valley College
Victor Valley College

Julie Pehkonen serves as chair of the Inland Empire/ Desert Regional Consortium. As chair, Julie manages all aspects of the regional consortium, including management of the Perkins Leadership grant that supports regional activities, strategic planning, meeting logistics and facilitation, professional development, and communications. Additionally, she has been responsible for developing and implementing the Strong Workforce Planning for the region, reviewing and endorsing new CTE programs, and convening various regional workgroups.

Julie is Director of CTE Projects at Riverside Community College District, where she has worked since 1993. She also teaches computer applications part-time at Moreno Valley College, where she was selected by the Associated Students of Moreno Valley College as Adjunct Faculty Member of the Year in 2011-2012.

Julie received a Bachelor of Science degree from Southern Illinois University in Workforce Education and Development. She is also a proud graduate of Riverside Community College. In her spare time, Julie enjoys spending time with her family, including seven grandchildren, and riding her 2015 Harley Davidson motorcycle.



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Regional

CENTER OF EXCELLENCE

The Centers of Excellence support community colleges by providing customized data on high growth, emerging, and economically-critical industries and occupations and their related workforce needs. They study the regional economy and produce industry-validated environmental scan reports designed to enable community colleges to remain relevant and responsive in their offerings.

Whether you are a community college, workforce or economic development professional, their products and services can assist you in your mission to support California's businesses.

- **INFORM** – through real-time regional and local labor market research and data validated by industry partners
- **CONNECT** – business and industry with community colleges, and workforce and economic development professionals who are committed to developing an outstanding workforce
- **ADVANCE** – the economic and workforce development mission of California's community colleges in partnering with employers and preparing the workforce to succeed in the future

Michael Goss is the Director of the Center of Excellence (COE) for Labor Market Research (coeccc.net) serving community colleges in Riverside and San Bernardino counties. This Center is one of the seven COEs funded by the California Community College Chancellor's Office. Under the framework of the Doing What Matters for Jobs and the Economy Initiative, the regional COE provides technical assistance to community colleges in the Inland Empire in order to support their programmatic decision making. As a technical assistance provider, the COE Director collaborates with the region's key talent and produces a variety of labor market data, workforce research, employer surveys, and gap analyses on the regional priority and emerging sectors.

Mr. Goss joined the Center of Excellence after working for the Employment Development Department's Labor Market Information Division. He was the Labor Market Consultant covering both Riverside and San Bernardino Counties. During his tenure, he served on several advisory panels and developed state-wide training programs. Mr. Goss graduated from California State University, Fullerton.



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CENTERS OF EXCELLENCE
Inform Connect Advance

Resources

ADVANCED MANUFACTURING

Advanced Manufacturing is a new way of accomplishing the “how to” of production, where the emphasis is on customization and scalability, while advancing the technologies necessary to improve capabilities. This involves both new ways to manufacture existing products, and the manufacture of new products emerging from new advanced technologies.

The manufacturing sector is critical to California’s economy. For every one job created in manufacturing, at least two and a half jobs are created to support the sector. Further, manufacturing firms create regional wealth by producing a product that is exported across the state, nation and/or world.

Alan Braggins is the Deputy Sector Navigator (DSN): Advanced Manufacturing Sector, for the Inland Empire/Desert Community College Region, hosted at Chaffey College. He is a skilled and knowledgeable educator and business professional specializing in Technology Implementation, Manufacturing and Supply Chain Logistics Operations. He is an accomplished corporate instructor, extremely analytical and very strong in identifying and successfully obtaining cost reductions across the entire supply chain. He holds a Master of Business Administration from the University of La Verne.

Alan spent the bulk of his career in the private sector at Storage Technology Corporation (StorageTek) working as a Computer Engineer, Corporate Trainer, Customer Service Manager, and helping develop the service logistics organization. Alan worked for two dot-com companies, was a substitute High School teacher, the Transportation Manager at both the Gillette Company (now a division of Proctor and Gamble) and Toyo Tires USA Corporation.

Alan began his public service career in 1973 with the City of Covina Public Works Department while working on his undergraduate degree. He continued on to the State of California Employment Development Department where he administered unemployment claims and taught job search workshops. In 2010 Alan returned to the public sector as the Logistics Technology Manager for San Bernardino Community College District Economic Development and Corporate Training Division, and became the DSN: Information Communications Technology/Digital Media under the Doing What Matters for Jobs and the Economy Framework. This year he transitioned to the DSN: Advanced Manufacturing hosted at Chaffey College where he is committed to developing and educating our future workforce.



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QUICK FACTS ABOUT MANUFACTURING:

- * *There are about 47,000 manufacturing businesses in California.*
- * *Manufacturing sector accounts for 1.4 million jobs in California.*
- * *The sector is showing signs of economic improvement, it added over 15,400 jobs from 2010-2011.*
- * *Growth has been led by firms engaged in computer and electronic product manufacturing, metal product manufacturing, and machinery manufacturing.*
- * *Average 2011 sector earnings per worker were \$90,935, which is 54% more than an average across all sectors in California.*





Regional

ADVANCED TRANSPORTATION AND RENEWABLE ENERGY

The Advanced Transportation and Renewable Energy Sector represents two industries that are experiencing significant growth within our region. The focus in this sector is to ensure that a highly skilled workforce exists as these emerging, innovation-driven industries grow, create jobs, and advance California as the world leader in clean energy technologies.

The Inland Empire/Desert region is becoming a national center of renewable energy development. Two of the three major California wind resource areas are located within the region, where new and updated wind turbines are being built along-side the country's longest standing wind farms. With numerous projects under construction or in the permitting pipeline, the desert area of Riverside and San Bernardino counties is rapidly becoming home to the largest number of utility-scale solar energy projects in the world. As the Inland Empire resumes its rate of residential and commercial growth, it will become a significant market for small and mid-scale distributed solar installations.

The adoption of advanced transportation technologies is also growing. Three of the major Southern California transit systems serve the region with clean natural gas, electric, and hybrid vehicles. More and more government, corporate, and rental fleets are purchasing electric vehicles and electric charging systems in order to lower transportation costs as well



Automotive faculty from the region participated in training to incorporate electric and hybrid vehicle instruction into their programs.

as reduce their impact on the environment. The Inland Empire is also becoming a home for alternative fuel vehicle up-fitting and engine manufacturing, as well as for use in logistics and warehouse operations. In the future, high speed rail projects are expected to bring jobs to the construction and operations workforce of the region. The future is clean and bright for careers in the region's advanced transportation and renewable energy sector.

Larry McLaughlin is Deputy Sector Navigator, Advanced Transportation and Renewable Energy, for the Inland Empire/Desert Region. Mr. McLaughlin's role is to focus on educational curriculum and pathway development for the emerging transportation and renewable energy industries and to assist consortium member colleges in aligning related programs with industry sector needs. Mr. McLaughlin has worked in university and community college settings for 32 years, overseeing the development and implementation of technical education, research dissemination, and professional development programs. He holds a Master's Degree in Technology Education from West Virginia University.

Examples of work being performed in the region include developing career pathways and foundational skills curricula for energy technologies, managing collaboration between colleges and solar industry contractors to facilitate employment for students in the region, and assisting college and high school automotive faculty with professional development and shared curriculum materials for electric vehicle instruction.



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Resources

GLOBAL TRADE AND LOGISTICS

Although the Inland Empire, comprised of Riverside and San Bernardino counties, is located east of Los Angeles and away from major import/export areas, according to a study by the Brookings Institution, the region ranks 24th in the nation in export-supported jobs; and its export-related jobs are expanding at the rate of 11.5% per year, a much higher rate than the 8.7% average for the 100 largest metro areas. Key merchandise export categories include computer and electronic products, transportation equipment, machinery, chemicals, and miscellaneous other manufactured items. Trade and transportation are vital components of the region's successful logistics economy and provide close to 340,000 jobs for area residents.

The Global Trade and Logistics grant will lead regional efforts in identifying opportunities, establishing collaborative systems and structures that involve regional secondary and post-secondary schools and industry partners, and integrate resources to design and deliver workforce training and business development services into regional projects that advance and sustain California's economic growth and increase jobs through global trade.

Robert Corona is Deputy Sector Navigator, Global Trade and Logistics, for the Inland Empire/Desert Region. Mr. Corona is also the Director for Riverside Community College District's Center for

International Trade Development (CITD), where he provides counsel to companies seeking export and import assistance. In this role he is responsible for positioning the CITD brand within the business community through various Federal, State, and local partners.

Mr. Corona has over five years of administrative management experience in financial planning and analysis, budget, grant and contract development and administration, development of organizational policies and procedures, and researching and conducting complex administrative projects. Working with the California-Mexico Trade Assistance Center (CMTAC) has provided Mr. Corona first-hand insight on business activities in Mexico and the NAFTA. Mr. Corona is bilingual and provides training and consulting in both English and Spanish.

Previously, Mr. Corona worked as the international sales manager with International Cosmetics Development, located in Upland, CA. He also worked for several years as an international business consultant with the Inland Empire Economic Partnership, where he was instrumental in assisting various companies in expanding their international market share.

Mr. Corona holds a B.S. in Business Management and an MBA from CSUSB.



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Regional

HEALTH WORKFORCE INITIATIVE

Healthcare continues to be one of the fastest growing industries in California and faces unprecedented challenges to its delivery systems. The California Community College Chancellor's Office and its Economic and Workforce Development Program established the California Community College Chancellor's Office Health Workforce Initiative (HWI) to provide education and training programs to meet these emerging demands for health care delivery.

The purpose of the Health Workforce Initiative is to provide education and training programs to meet emerging demands for health care industry workers; to determine needs, facilitate development of innovative solutions and to locate resources to implement planned responses; and to evaluate and initialize health-related educational programs.

Avanté Simmons is Deputy Sector Navigator, Health, for the Inland Empire/Desert Region and Regional Director of the Health Workforce Initiative. She has over 15 years' experience in secondary and post-secondary career technical education and five years in education management. Her priorities include a focus on ensuring better preparation of students for entry level allied health occupations and providing technical assistance to the region's colleges to advocate for and to promote interest in and support for occupational education and workforce and economic development. Over the past decade, Ms. Simmons has successfully managed state and federal grants, has honed skills grounded in the science of managing collaborative efforts to develop and improve career and technical education, has developed a deep understanding of the different institutions' priorities and cultures, and commonly implements priority discussions related to training,



IE Men in Nursing Seminar – September 2014

communication, performance measures, and program resources and funding.

Ms. Simmons's higher education degrees include a Master's degree in Organization Leadership, with a minor in Business and a Bachelor's degree in Organizational Leadership, with a minor in Business Ethics, both from Azusa Pacific University, and an Associate of Science degree in Health Sciences/Respiratory Therapy from Crafton Hills College.

Ms. Simmons also holds several nationally recognized and specialized certifications, including:

- CTE/EWD Master Leadership, a resource for community colleges practices
- DACUM Master Facilitator, a resource for occupational analysis
- McNellis Compression Planning Facilitator/Trainer, a resource for strategic planning



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*Inland Health Professionals Coalition
Teacher Resource Day – 2016*

Resources

INFORMATION AND COMMUNICATIONS TECHNOLOGIES (ICT)/DIGITAL MEDIA

Information and Communications Technologies (ICT) encompasses all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, internet, programming, information systems and digital media technologies. It is an umbrella or superset term that includes many different competing subset terminologies. ICT is a comprehensive framework for organizing these interrelated, interdependent, and rapidly changing technologies and high-tech fields and for organizing the ICT workforce, which spans across organizations of all sizes and in all industries. The ICT term and framework are widely used outside the United States, by institutions including the United Nations, European Union, World Bank, International Telecommunications Union, and others. ICT is recognized in many global economies as a strategically important industry and employment sector that is a major driver of economic growth.

Susanne Mata is the Interim Deputy Sector Navigator, Information Communications Technologies/Digital Media, for the Inland Empire/Desert Region. She is looking forward to the new opportunity to engage with faculty and students through ICT and Digital Media, especially the Cyber Patriot program.

Prior to her current role, Ms. Mata was the CTE Pathways Program (SB 1070) Project Director for Mt. San Jacinto College working to bring systems alignment to the CTE pathways programs and

services offered by the region's 12 community colleges and their high school partners. She worked extensively on high school articulation, dual enrollment, concurrent enrollment, and pathway development. Additional roles at Mt. San Jacinto include Coordinator of Special Programs in the CTE Department where she managed the District's Perkins and CTE Transitions grants and facilitated dozens of workshops, trainings and presentations. Over the past several years, Susanne has successfully managed multiple federal and state grants totaling nearly \$2 million. She has expertise in grant writing, program development, data collection and reporting, program design, budget development, high school articulation and Get Focused...Stay Focused™!

Susanne has a Bachelor's degree from Cal State San Marcos. She lives in Temecula with her husband and two children. They enjoy traveling, especially cruising to exotic places. They also spend time cheering-on their favorite football teams - the Denver Broncos and their son's high school team.



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AFA CyberCamp for potential CyberPatriot competitors and mentors held in July at San Bernardino Valley College.



Regional

SMALL BUSINESS SECTOR

The mission of the Small Business Sector is to work together with industry and education to improve and expand business and entrepreneurial curriculum so that community colleges better deliver a job-ready workforce and entrepreneurial leaders to ensure California's economic growth and global competitiveness.

Due to its vast area and unique diversity, small business is especially vital to the development of the region.

According to the Kauffman Foundation, California's small businesses comprise 98% of all businesses in the state and support 87% of total private sector jobs. With so many entrepreneurs and small businesses driving our economy, it is crucial that California Community Colleges prepare the workforce with 21st century skills necessary to support the needs of small businesses and future independent contractors across all sectors.

Lisa Kiplinger-Kennedy is Deputy Sector Navigator, Small Business, for the Inland Empire/Desert Region. The deputy sector navigator's role is to partner with regional employers, community colleges, high schools, regional occupation centers and programs, county agencies, and additional stakeholders to align, articulate, expand, replicate, and develop curriculum related to the small business industry. She helps ensure that educational pathways offered to students are on pace with innovative business models by assisting community colleges, faculty, and small business administrators throughout the region.

Lisa works with regional community colleges, local small businesses, public agencies, and the Centers of Excellence, to obtain timely and accurate data related to the training needs of existing businesses. Through professional networks she has established throughout the region, Lisa is helping to increase the visibility of career and technical education and economic development opportunities throughout the region.

Knowing the significance of small businesses to local communities and our region, Lisa is eager to assist them in increasing productivity and success.

With over 25 years of business experience, Lisa owns and has been involved with the start-up of three small businesses, has been in top management positions for several other small corporations in the Inland Empire, and was an adjunct faculty in the Business program at Victor Valley College. This experience and knowledge gives her a broad understanding of the challenges facing entrepreneurs and existing business owners.

Lisa earned a Bachelor's degree in Business Management from California State University, San Bernardino and Master's degree in Business Administration from the University of La Verne. She lives in Apple Valley with her husband and two sons.



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Winners of the Small Business and Entrepreneurship
Summer Camp business pitch competition

Resources

PROP 39 CLEAN ENERGY WORKFORCE PROGRAM

The mission of the Proposition 39 Clean Energy Workforce Development Program is to contribute to the State's job growth and economic vitality through regional training programs resulting in the measurable and successful transition of CTE students from community colleges to careers in the Energy Efficiency and Utilities sector.

The Inland Empire/Desert and San Diego/Imperial Region are partners in a joint non-competitive grant to support program improvement in energy related programs, including supplies, equipment, faculty professional development activities, and/or curriculum or program development. Currently, this funding is not intended to develop new programs.

Jon Caffery is the project director for Prop39 for the Inland Empire/Desert Region.

In a previous life, Jon was the founder and owner of Caffery Electric Inc. and First Priority Mortgage, Inc. He owned both business from 1985 to 2007. After originating real estate loans for 17 years,

the mortgage industry fell into disarray and Jon reinvented himself as a grants consultant. He began consulting work for College of the Desert in Palm Desert, which blossomed into a new career. He then moved his family to Hawaii and began working for the University of Hawaii as a grants administrator.

Jon earned his bachelor's degree in business administration from Colorado Christian University, and his master's degree in education from Auburn University. He is currently pursuing a doctoral degree in education administration from Capella University.



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Zero Net Energy collaborative brain trust.



Regional

DID YOU KNOW?

- 9 of our 12 community colleges in Riverside and San Bernardino counties are using CATEMA for high school articulation management
- The Inland Empire/Desert regional community colleges have over 500 articulation agreements resulting in more than 3,000 students receiving college credit each year
- Thousands of Inland Empire students are being exposed to the Get Focused...Stay Focused!™ curriculum model and learning valuable life skills like critical thinking, problem solving and decision making

HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION CONTACTS

Articulation of credit allows students to earn college credit in their high school CTE courses. An agreement is developed by the college and high school/ROP teachers if the skills and competencies acquired by students in a high school course are the same skills and competencies acquired in an equivalent community college course.

Barstow Community College	James Lee jlee@barstow.edu
Chaffey College	Laura Myers act.staff@chaffey.edu
College of the Desert	Christyann Anderson chanderson@collegeofthedesert.edu
Copper Mountain College.....	Melynie Schiel mschiel@cmccd.edu
Crafton Hills College	Kevin Anderson kevin.anderson@southsequoia.com
Mt. San Jacinto College.....	Renee Jones articulation@msjc.edu
Riverside Community College District (Moreno Valley, Norco and Riverside City)	Sheryl Plumley cte-info@rccd.edu
San Bernardino Valley College	Albert Maniaol amaniaol@sbccd.cc.ca.us
Victor Valley College	Lee Bennett lee.bennett@vvc.edu

Resources

CAREER AND TECHNICAL EDUCATION (CTE) DEANS BY COLLEGE

Barstow College.....	Sandi Thomas sthomas2@barstow.edu
Chaffey College	Joy Haerens joy.haerens@chaffey.edu
College of the Desert	Zerryl Becker zerryl@collegeofthedesert.edu
Copper Mountain College.....	Zachary Ginder zginder@cmccd.edu
Crafton Hills College	June Yamamoto jyamamoto@craftonhills.edu
Moreno Valley College	Melody Graveen melody.graveen@mvc.edu
Public Safety	Art Turnier arthur.turnier@mvc.edu
Mt. San Jacinto College.....	Joyce Johnson jajohnso@msjc.edu
Norco College	Kevin Fleming kevin.fleming@norcocollege.edu
Palo Verde College	Scott Peterson scott.peterson@paloverde.edu
Riverside City College.....	Kristine DiMemmo kristine.dimemmo@rcc.edu
San Bernardino Valley College	Albert Maniaol amaniaol@sbccd.cc.ca.us
Victor Valley College	Ron Graham ronald.graham@vvc.edu



Regional

CUSTOMIZED TRAINING AND EMPLOYER CONTRACT EDUCATION

The purpose of Contract Education is to provide assistance and customized training support to employers who seek to maintain and increase the productivity of their workforce.

Contract education is the delivery system used by community colleges to deliver customized training, assessment, and consulting services to employers. Customized training through Contract Education provides local businesses with employee education and training designed to meet specific and immediate needs. Educational opportunities range from: Short-term training seminars to long-term training programs. Instruction can take place either at the workplace or in classrooms, labs, or in the field.

BENEFITS OF CONTRACT EDUCATION

- Contract Education can serve those individuals not already using the college
- Contract Education can extend the reach of the college into the community
- Business partnerships can lead to student internships, apprenticeships, and faculty tours
- As a bridge to industry, local area employers reciprocate as curriculum advisors
- Stackable and industry-recognized certificates can be delivered to off-site locations
- Can enable the college to assist local businesses in retaining jobs or expand operations both of which reduce layoffs and plant closures
- A newly proposed for-credit module can be quickly beta tested in a not-for-credit format
- Customized not-for-credit training is particularly useful when the training is of a one-time nature
- Creative and versatile. Not-for-credit can be quickly adapted to the unique needs of an employer. Variables such as content, length, hours per day can all be modified to meet the needs of the employer and workforce.

Barstow College.....Sandi Thomas
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Chaffey College Debbie Smith
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College of the Desert Pam Hunter
phunter@collegeofthedesert.edu

Mt. San Jacinto College..... Teri Safranek
tsafranek@msjc.edu

Riverside CCD Robert Grajeda
robert.grajeda@rccd.edu

San Bernardino CCD Robert Levesque
rlevesqu@sbccd.edu

Victor Valley College Frank Castanos
frank.castanos@vvc.edu

Resources

ADULT EDUCATION CONSORTIA/BLOCK GRANT PROGRAMS

The 2016-2017 State Budget appropriated \$500 million to the California Community College Chancellor's Office and the California Department of Education to allocate funding for adult education. The funds will be provided to eligible consortia for the purpose of implementing regional plans for adult education. The intent of the Adult Education Block Grant is to expand and improve the provision of adult education via these consortia.

Barstow Area Regional Consortium for Adult Ed Sonya Smith
sonya_smith@busdk12.com

West End Corridor Chaffey Regional Adult Education Consortium.....Todd Haag
todd.haag@cjuhsd.net
(909) 391-5365, ext. 2800
www.westendcorridor.org

Desert Regional Adult Education Consortium Pam Hunter
phunter@collegeofthedesert.edu

Morongo Basin Adult Education Consortium David Norton
dnorton@cmccd.edu
(760) 366-5249

Southwest Riverside County Adult Education Regional Consortium Joyce Johnson
jajohnso@msjc.edu

Palo Verde Consortium..... Lale Cilenti
lale.cilenti@paloverde.edu
(760) 326-5021

About Students Adult Education Regional Consortium JoDee Slyter
jslyter@cnusd.k12.ca.us
(951) 736-7128

San Bernardino Community College District Consortium Emma Diaz
ediaz@sbccd.cc.ca.us
(909) 384-8611
www.inlandaebg.org

Victor Valley Adult Education Consortium Martha Mendez
martha.mendez@vvc.edu
(760) 245-4271, ext. 2685



Regional

CALIFORNIA CAREER PATHWAYS TRUST (CCPT)

California Assembly Bill 86 (AB 86) allocated funding implementation grants to regional consortia comprised of community college districts and their K-12 counterparts to develop robust career and college pathways supported by transitional services, industry and four-year college aligned career and college education, and work-based learning experience. <http://www.cde.ca.gov/ci/ct/pt/>.

RAMP UP (Ready to Accelerate My Pathway)

Participating Regional Colleges: Barstow, Crafton Hills, San Bernardino Valley, and Victor Valley

Victor Valley College was awarded \$15M to engage in collaborative work with their sister colleges from San Bernardino to Antelope Valley, and with 22 K-12 partners. Their work as a consortium focuses on three important areas: transitions, career and college pathways, and work-based learning.

Contact:

Victor Valley College
Amber Allen
amber.allen@vvc.edu
(760) 245-4271, ext. 2934

CAREER READINESS THROUGH EDUCATION AND STRATEGIC TRAINING (CREST)

Participating Colleges: Moreno Valley, Mt. San Jacinto, Norco, and Riverside City

The overarching goal of the CCPT is to build robust partnerships between employers, school districts, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment. These partnerships will develop and integrate 18 standards-based CTE pathways with a career-relevant, sequenced curriculum following industry-themed pathways. Over 16,000 students will be served through these pathways in the first three years of the grant. Some of the first year activities included: articulation meetings, IBEW boot camp, Robotics boot camp, Student Health Conference, internships, staff development, pathway development, guest speakers, outreach to middle school on careers, and program equipment.

Each pathway shall be aligned to high-skill, high-wage, high-growth jobs, in three emerging regional economic sectors:

1. Information and Communications Technologies
2. Manufacturing and Product Development/Advanced Manufacturing
3. Health Science and Medical Technology

Contact:

Norco College
Maureen Sinclair
Project Director
maureen.sinclair@norcollege.edu
(951) 738-7746

Resources



INDUSTRIAL TECHNICAL LEARNING CENTER

A U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) Regional Project

Chaffey College and the Inland Empire Regional Training Consortium received nearly \$15 million to improve manufacturing training in the Inland Empire. Funded by this TAACCCT grant, the Industrial Technical Learning Center (InTech) provides the critical skills necessary for modern industry, focusing on learning and skill development for advanced manufacturing, advanced transportation and renewables (logistics), energy and utilities, as well as information and communications technologies/digital media. Programs include industrial maintenance, mechanical and electrical technology, automated systems maintenance, machining and CNC technology, welding, HVAC service, quality assurance and cloud computing. Training courses vary in length and are typically shorter than a traditional semester. They are designed to provide rapid delivery, allowing workers to complete courses and certifications quickly. The InTech Center is located in Fontana, on property owned by California Steel Industries. Partner institutions also offer training programs that can be mixed and matched in a coordinated effort to facilitate a broader depth of learning at training locations throughout the Inland Empire. This adds additional expertise and equipment labs allow for wider hands-on opportunities and greater skill attainment for students.

CONTACTS:

Chaffey College

Kathy Dutton
TAACCCT Project Director
kathy.dutton@chaffey.edu

Rebecca Elmore
TAACCCT Project Coordinator
rebecca.elmore@chaffey.edu

Jennifer Poe
Lead Data Manager, TAACCCT
jennifer.poe@chaffey.edu

Regional College Grant Lead

Barstow College

James Lee
Industrial Maintenance & Technology and Welding Technology Programs
jlee@barstow.edu
<http://www.barstow.edu/Career-Technical-Education.html>

College of the Desert

Jon Caffery
HVAC and Zero Net Energy Programs
jcaffery@collegeofthedesert.edu
<http://www.collegeofthedesert.edu/community/pace/Pages/TAACCCT.aspx>

Crafton Hills College

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msnowhit@sbccd.cc.ca.us

Mt. San Jacinto College

Joyce Johnson
Project Lead the Way - Engineering Technology
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www.msjc.edu/cte

Norco College

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ACE Program
jesse.lopez@norcolleage.edu
www.norcolleage.edu/ACE

Riverside City College

Kristi DiMemmo
Quality Assurance and Cyber Security
kristine.dimemmo@rcc.edu

San Bernardino Valley College/SBCCD

Deanna Krehbiel
Welding and Mechanical Craft
dtrussel@sbccd.cc.ca.us

Victor Valley College

Troy Kuhns
troy.kuhns@vvc.edu



Regional

STRONG WORKFORCE PROGRAM

The 2016-17 budget established the Strong Workforce Program to improve the quality and increase the quantity of career technical education (CTE) provided by our system. The state will invest \$200M every year. A corresponding trailer bill required the Chancellor's Office to allocate at least 95% of these funds to regions and districts based on the following allocation model:

- ◆ Unemployment rate
- ◆ Projected job openings
- ◆ Proportion of CTE FTEs
- ◆ Successful workforce outcomes

WHAT DOES THIS MEAN FOR THE INLAND EMPIRE/DESERT REGION?

- In year one, 2016/2017, \$11.5 million will go directly to the region's 12 colleges for local investment.
- \$7.7 million will go to the region to implement the regional Strong Workforce plan.

PERFORMANCE METRICS

Per the Strong Workforce Program legislation, performance accountability measures will be data driven and shall "to the extent possible, align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128)."

- ◆ Enrollments
- ◆ Transfer
- ◆ Employment in field of study
- ◆ Median change in earnings
- ◆ Completion
- ◆ Employment
- ◆ Second quarter earnings
- ◆ Proportion of students who attained living wages

To avoid duplication of effort, activities funded under the Strong Workforce Program shall be informed by, aligned with, and expand upon the activities of existing workforce and education regional partnerships, including those partnership activities that pertain to regional planning efforts established pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128), adult education block grant consortia, and K-12 career technical education programs.

GOVERNANCE

The governance structure and decision-making authority granted to councils and committees of the IE/DRC is under the purview of the regional community college presidents and district chancellors (CEOs). The CEOs will: appoint executive council, stay informed of potential action items and issues, and review the governance structure annually.

Resources

WHY WORK REGIONALLY?

Regional delivery of career technical education and workforce development services can result in effective practices that braid multiple resources to meet student and employer needs. The Inland Empire/Desert region includes all of Riverside and San Bernardino counties. It is a vast geographic area covering 27,263 square miles with over 4 million residents. There are 12 community colleges, 56 school districts, and more than 140 high schools.

A STRONG CTE REGIONAL FRAMEWORK SHOULD BE DESIGNED TO DO THE FOLLOWING:

- ★ Designate labor market driven priority and emerging sectors in coordination with employers, workforce boards and economic development entities.
- ★ Coordinate colleges within the region to meet business and industry needs.
- ★ Convene discussions about development of common CTE entry pathways and industry-valued credentials based on regional needs.
- ★ Share best practices on regional coordination, communication, and decision-making.
- ★ Conduct joint marketing and facilitate asset and equipment sharing.
- ★ Support joint professional development of faculty to respond to evolving skill needs of industry sectors.

WHO BENEFITS?

- ★ Students
- ★ Colleges
- ★ Employers
- ★ Community
- ★ Economy

This project was funded fully or in part by Carl D. Perkins CTE Act of 2006 grant no. 16-150-006 awarded to Riverside Community College District (RCCD) and administered by the California Community Colleges Chancellor's Office. RCCD complies with all federal and state rules and regulations. RCCD does not discriminate, and harassment of any employee or student is strictly prohibited, 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, military or veteran status, 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. This holds true for all students interested in participating in education programs, including career and technical education programs, and/or extracurricular school activities. Limited English speaking skills will not be a barrier to admission or participation in any programs. Harassment of any employee or student of RCCD 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, military or veteran status, 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. For inquiries regarding compliance or grievance procedures, contact the District's Title IX Officer/Section 504/ADA Coordinator, 3801 Market St., Riverside, CA 92501. (951) 222-8039. For alternate formats of this material for individuals requiring disability accommodation, contact Julie Pehkonen at (951) 222-8026.

MEMBER COLLEGES:

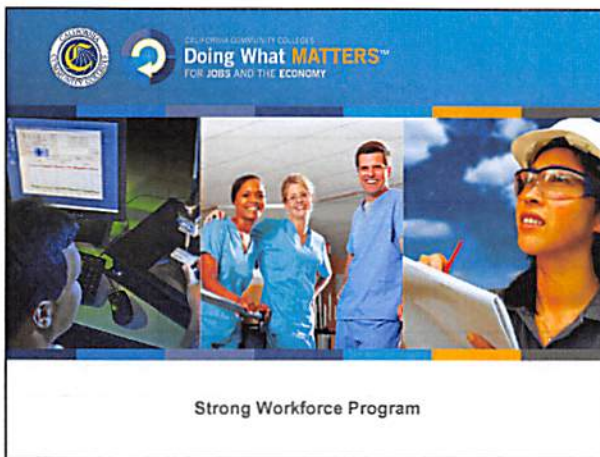
Barstow College
Chaffey College
College of the Desert
Copper Mountain College
Crafton Hills College
Moreno Valley College
Mt. San Jacinto College
Norco College
Palo Verde College
Riverside City College
San Bernardino Valley College
Victor Valley College

PRIORITY SECTORS:

Advanced Manufacturing
Advanced Transportation & Renewable Energy
Global Trade & Logistics
Health
Information Communication Technologies (ICT) / Digital Media
Small Business

ADDITIONAL EFFORTS:

Prop 39 Clean Energy Workforce Program



Strong Workforce Program Funding

- \$200 million in annual CTE funding
- Focused on expanding and improving CTE programs through regional collaboration and by preparing more students for high-demand, high-wage jobs
- Aim to fill the gap of 1 million people trained for middle-skills jobs
- 60% of funds go to districts, 40% of funds go to regions (after 5% goes to state leadership)

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Round 1 Regional Funding

40% Regional
\$7,703,557

60% Local
\$11,555,335

60% Local

Victor Valley - \$1,215,020

Barstow - \$204,128
Chaffey - \$2,172,129
Copper Mountain - \$144,525
Crafton - \$562,772
Desert - \$1,083,030
Mt. San Jacinto - \$1,813,511
Palo Verde - \$234,242
Riverside - \$2,918,223
SB Valley - \$1,205,023

4



Round 2 Regional Funding

83% Allocations*

40% Regional
\$8,133,740

60% Local
\$12,200,609

60% Local

Victor Valley - \$1,273,644

Barstow - \$225,976
Chaffey - \$2,174,521
Copper Mountain - \$171,652
Desert - \$1,204,569
Mt. San Jacinto - \$1,836,608
Palo Verde - \$272,193
Riverside CCD - \$3,160,555
SBBCCD - \$1,880,890

*17% Incentive Funds to be
allocated in January 2018

5



Round 2 Regional Priorities

Existing DWM Priority and Emerging Sectors:

- Advanced Manufacturing
- Health
- Global Trade and Logistics
- Advanced Transportation & Renewables
- Information & Communications Technology and Digital Media
- Small Business & Entrepreneurship

Other Sectors:

- Energy, Construction and Utilities
- Public Safety / Protective Services
- Retail / Hospitality / Tourism

Additional Regional Priorities:

- Data and Analytics
- Career Exploration
- Employability / Soft Skills
- Pathways
- Marketing

6



Round 2 Timeline / Process

- Planning for TWO allocation years (17-18 and 18-19).

- May/Early September: Information meetings, identify information/data contributors (like employers), brainstorm potential gaps, identify data that needs to be collected/reviewed.

Leads and sector champions gather feedback from employers, review data.

Narrow proposal ideas down to two (possibly more) per sector/priority funding area.

- Mid-September/October: Develop formal proposals.


Finalize partner commitments and budgets, prepare 3-minute video, submit proposals.

- November/Early December: Funding decisions made by Steering Committee and approved by Executive Council


- January 2018 – December 2019: Implementation of 17/18 Allocation projects.


June 2018 – December 2020: Implementation of 18/19 Allocation projects.

7




Transparency and Accountability?







8





Transparency and accountability

- Annual progress will be made visible on the LaunchBoard Strong Workforce Program tab
- Colleges and regions will update their plans each year to ensure that investments help students attain the Strong Workforce Program outcomes
- Colleges and regions will use labor market information and set nonbinding projections for program-level outcomes as part of the planning process







9






Doing What MATTERS™
FOR JOBS AND THE ECONOMY

What is progress and how are we measuring it?



10



Doing What MATTERS™
FOR JOBS AND THE ECONOMY

Measures results for all CTE programs

- Local outcomes will be tracked for all CTE students within college districts, regardless of specific program, to incentivize strong overall CTE portfolios
- Regional outcomes will be tracked for all CTE students at every college in the region to encourage collaboration across institutions

11






Doing What MATTERS™
FOR JOBS AND THE ECONOMY



Strong Workforce Program Metric List

Progress

- the number of students who attained 12 credit units in CTE
- the number of students who attained 48 noncredit CTE instructional contact hours
- the number of students who earned a locally-issued certificate, Chancellor's Office approved certificate, or degree
- The number of students who transferred to a four-year institution

12

Doing What MATTERS™
FOR JOBS AND THE ECONOMY



Strong Workforce Program Metric List

Employment

- the number of CTE students who were employed in the second fiscal quarter after exiting the community college system
- the number of CTE students who were employed in the fourth fiscal quarter after exiting the community college system
- the rate at which CTE students report they were employed in a job closely related to their field of study

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13

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FOR JOBS AND THE ECONOMY



Strong Workforce Program Metric List

Earnings

- the median earnings in the second fiscal quarter among CTE students who exited the community college system
- the number of CTE students who exited the community college system and improved their earnings
- the number of CTE students who earned a certificate or degree, or were identified as skills-builder students, who attained the regional living wage

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14

Doing What MATTERS™
FOR JOBS AND THE ECONOMY

How can Adult Ed providers align services to give students pathways into the college CTE program areas?

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15



Inland Empire/Desert Regional Consortium Strong Workforce Planning – Round 2

Industry Sectors

Current Priority and Emerging – Deputy Sector Navigators

1. Advanced Manufacturing, Alan Braggins, alan.braggins@chaffey.edu
2. Advanced Transportation and Renewables, Larry McLaughlin, lmclaughlin@collegeofthedesert.edu
3. Global Trade and Logistics, Robert Corona, robert.corona@rccd.edu
4. Health, Avante Simmons, asimmons@collegeofthedesert.edu
5. ICT/Digital Media, Susanne Mata, smata@sbccd.cc.ca.us
6. Small Business, Lisa Kiplinger-Kennedy, lisak.kennedy@vvc.edu

Additional Sectors under Investigation

1. Energy, Construction, Utilities, Jon Caffery, jcaffery@collegeofthedesert.edu
2. Public Safety, Art Turnier, arthur.turnier@mvc.edu
3. Retail, Hospitality, Tourism, Zerryl Becker, zbecker@collegeofthedesert.edu

Across All Sectors

1. Data and Analytics, Melody Graveen, melody.graveen@mvc.edu
2. Early Career Exploration, Susanne Mata and Lori Benson, smata@sbccd.cc.ca.us
3. Employability/Soft Skills, Robert Levesque, rlevesqu@sbccd.cc.ca.us
4. Marketing, Regional Ad-Hoc Committee Chair, Jon Caffery, jcaffery@collegeofthedesert.edu
5. Pathways, Joyce Johnson, jaohnso@msjc.edu

Lead Regional Conveners/Facilitators for Small Workgroup Planning:

- Alan Braggins, alan.braggins@chaffey.edu
- Lisa Kiplinger-Kennedy, LisaK.Kennedy@vvc.edu

For more information, please contact:

- Julie Pehkonen, Regional Chair, Julie.Pehkonen@rcc.edu
- Visit our regional Strong Workforce Planning web page at <https://desertcolleges.org/swp/index.php>



CALIFORNIA COMMUNITY COLLEGES

STRONG WORKFORCE

FOR JOBS AND THE ECONOMY

9/8/17: IE/DRC SWP Round 2 Planning Session 1

8-11 a.m. Welcome/Introduction - Morning Sessions

- Advanced Transportation & Renewable Energy
- Employability/Soft Skills
- Public Safety
- Retail/Hospitality/Tourism

12-3 p.m. Welcome/Introduction - Afternoon Sessions

- Data/Analytics
- Global Trade/Logistics
- Small Business

**Lunch will
be provided
11:00 to noon!**
For both sessions

RSVP: <https://iedrc-swp-round2-planningsession1.eventbrite.com>

9/15/17: IE/DRC SWP Round 2 Planning Session 2

8-11 a.m. Welcome/Introduction - Morning Sessions

- Advanced Manufacturing
- Early Career Exploration
- Health

12-3 p.m. Welcome/Introduction - Afternoon Sessions

- Energy/Construction/Utilities
- ICT/Digital Media
- Pathways



RSVP: <https://iedrc-swp-round2-planningsession2.eventbrite.com>



Save the Date: 10/20/17

**IE/DRC SWP Final Planning Session
All Sectors**