



The following survey is intended to solicit your interest and capacity. A multi-college Letter of Interest is highly encouraged although single-college applicant is welcomed. Please submit a separate Section B for EACH interested community college associated with the lead applicant. Only community college districts are eligible. All letters received will be posted on the web page associated with this Solicitation. Colleges may still participate in the RFA without submitting a Letter of Interest, although submission of a Letter of Interest in highly encouraged.

Please direct any question to: innovationmaker@cccco.edu

Thank you!

SECTION A

Lead Applicant	State Center CCD
District/College:	
Address:	1525 E. Weldon Ave., Fresno, CA 93704

Chief Executive Officer			
Dr. Dale Paul Parnell			
Name			
Primary Project Contact			
David Clark		Dean of Instruction, CTE (Reedley College)	
Name		Title	
(559) 638-0310	(559) 637-2507	3/16/16	
Phone	Fax	Date	
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Email			

SECTION B – ***Below, please find responses from seven current participating institutions.***

Please respond to the following questions so we can better understand the demand level:

0	Name of College:	Reedley College (Lead Institution)
1	Describe where your college stands in the process <i>(please check your stage of adoption)</i>	
	Our college has interest in exploring or is in the process of exploring how better to connect to the Maker movement.	YES
	Our college has already explored and has made a commitment to the Maker movement through formal action (e.g., resource commitment, Trustee vote, etc.).	YES
	Our college has explored, committed to, and has already set up a Makerspace.	NO
	Our college has a team consisting of at least a STEAM/STEAM faculty paired with a CTE faculty to champion this program on our campus.	YES
	Other: <i>The Reedley College (RC) President has agreed for the campus to serve as the lead institution and has identified the CTE Dean of Instruction to serve as the contact person. The CTE Dean served as the lead in the Ag/Manufacturing sector for the</i>	

	<i>Department of Labor TAACCCT grant with 11 colleges in the Central/Mother Lode Region. Reedley College has strong CTE and STEM faculty that will work together to accomplish the goals of this grant. The campus has a proven track record of providing dedicated facilities such as the Math Tutorial Center and the Entrepreneurship Center and is exploring the needs of a Makerspace location. Reedley College is interested in serving as the lead in exploring how better to connect to the Makers movement.</i>	
2	Expertise You Can Contribute to the Community-of-Practice (please check all that applies)	
	My college can help others explore, commit to, and set up a Makerspace.	
	My college can help others develop partnerships with industry/business/iHubs in order to 1) generate work-based learning opportunities for students and/or 2) secure financial support.	YES
	My college can help others form/develop partnership with grade 9-12 institutions to facilitate early career exploration.	YES
	My college can help others consider instructional strategies, including but not limited to 4C skills as well as technical skills, and how those strategies relate to community college courses, certificates, and programs.	YES
	My college can help others bring together STEM/STEAM and CTE faculty to champion the program.	YES
	Other: <i>Reedley College (RC) has dedicated administration and staff to administer this grant. The RC CTE Dean of Instruction supervises many signature programs with dedicated faculty and staff. The RC STEM coordinator works with all STEM faculty and coordinates the Department of Education Hispanic-Serving Institutions Science, Technology, Engineering and Math grant. The RC Job Developer assists faculty with internship and job placement. The RC College and Transitions coordinator assists with dual enrollment opportunities for our high school students in our serve area. Reedley College is interested in bringing CTE and STEM faculty together with the 10+ colleges in our region to participate in the Maker movement.</i>	YES
3.	Please add any comments relevant to this intent survey --	
	<i>Reedley College has successfully received and implemented two Department of Education HSI STEM grants (\$2.6 and \$4.3 million) and has served as the lead college in the AG/Manufacturing sector for the Department of Labor TAACCCT grant (\$19.6 million). The college is a leader in the Central/Mother Lode Region creating dual enrollment opportunities for our high school students. Reedley College has MOUs with 18 high school districts serving 63 sections, a total of 1,290 students for spring 2016. The college has executive administrative support, a proven track record of accomplishing grants, strong CTE and STEM faculty and existing staff to administer this grant.</i>	

0	Name of College:	Bakersfield College
1	Describe where your college stands in the process (please check your stage of adoption)	
	Our college has interest in exploring or is in the process of exploring how better to connect to the Maker movement.	YES
	Our college has already explored and has made a commitment to the Maker movement through formal action (e.g., resource commitment, Trustee vote, etc.).	NO
	Our college has explored, committed to, and has already set up a Makerspace.	NO

	Our college has a team consisting of at least a STEAM/STEAM faculty paired with a CTE faculty to champion this program on our campus.	NO
	<p>Other:</p> <p><i>While Bakersfield College (BC) has not formally explored the possibility of establishing a Makerspace we do have many of the elements in place. In the Engineering & Industrial Technology department it is quite common to encounter students who are following a sequence of classes to materialize their ideas, rather than seeking employment. The EIT department at Bakersfield College is a learning that allow creative “hobbyist-entrepreneur” students to learn the technologies necessary to bring their ideas to life. The Engineering and Industrial Technology Department provides a bridge between STEM and CTE. Students learn the principles of design in engineering, industrial drawing, and architecture while learning production technologies in our machine tool, welding, woodworking, and electronics courses.</i></p>	
2	Expertise You Can Contribute to the Community-of-Practice (please check all that applies)	
	My college can help others explore, commit to, and set up a Makerspace.	YES
	My college can help others develop partnerships with industry/business/iHubs in order to 1) generate work-based learning opportunities for students and/or 2) secure financial support.	YES
	My college can help others form/develop partnership with grade 9-12 institutions to facilitate early career exploration.	YES
	My college can help others consider instructional strategies, including but not limited to 4C skills as well as technical skills, and how those strategies relate to community college courses, certificates, and programs.	YES
	My college can help others bring together STEM/STEAM and CTE faculty to champion the program.	YES
	<p>Other:</p> <p><i>Becoming part of a Makerspace Community-of-Practice would add a new, creative dimension to how BC would utilize the resources of the Engineering and Industrial Technology department to meet the needs of the community. Adding to EIT’s long history of training for local industry, the Community-of-Practice would provide the opportunity to teach students to apply their technical skills creatively and entrepreneurially.</i></p>	
3. Please add any comments relevant to this intent survey --		

0	Name of College:	Clovis Community College
1	Describe where your college stands in the process (please check your stage of adoption)	
	Our college has interest in exploring or is in the process of exploring how better to connect to the Maker movement.	YES
	Our college has already explored and has made a commitment to the Maker movement through formal action (e.g., resource commitment, Trustee vote, etc.).	YES
	Our college has explored, committed to, and has already set up a Makerspace.	NO
	Our college has a team consisting of at least a STEAM/STEAM faculty paired with a CTE faculty to champion this program on our campus.	YES

	<p>Other: <i>The Clovis Community College President has directed campus staff and administration to begin coordination for project development with the lead institution (Reedley College) and campus stakeholders. Dr. Linda Thomas, Dean of Instruction, CTE & STEM, has experience directing interdivision partnership and can access the wide variety of support services available at the college on behalf of Makerspace development and faculty coordination.</i></p>	
2	Expertise You Can Contribute to the Community-of-Practice (please check all that applies)	
	My college can help others explore, commit to, and set up a Makerspace.	YES
	My college can help others develop partnerships with industry/business/iHubs in order to 1) generate work-based learning opportunities for students and/or 2) secure financial support.	YES
	My college can help others form/develop partnership with grade 9-12 institutions to facilitate early career exploration.	YES
	My college can help others consider instructional strategies, including but not limited to 4C skills as well as technical skills, and how those strategies relate to community college courses, certificates, and programs.	YES
	My college can help others bring together STEM/STEAM and CTE faculty to champion the program.	YES
	<p>Other: <i>Clovis Community College (CCC) has long standing and well established connections to local industry and business which can be leveraged in order to provide a variety of work based learning opportunities to students. CCC has extensive connections to CTE programs at local Unified School Districts which have already lead to extensive pedagogical and curricular alignments between institutions.</i></p>	
3. Please add any comments relevant to this intent survey --		

0	Name of College:	Columbia College
1	Describe where your college stands in the process (please check your stage of adoption)	
	Our college has interest in exploring or is in the process of exploring how better to connect to the Maker movement.	YES
	Our college has already explored and has made a commitment to the Maker movement through formal action (e.g., resource commitment, Trustee vote, etc.).	NO
	Our college has explored, committed to, and has already set up a Makerspace.	NO
	Our college has a team consisting of at least a STEAM/STEAM faculty paired with a CTE faculty to champion this program on our campus.	YES
	<p>Other: <i>Several collaborative efforts are currently in place between A/S & CTE.</i></p>	
2	Expertise You Can Contribute to the Community-of-Practice (please check all that applies)	
	My college can help others explore, commit to, and set up a Makerspace.	YES

	My college can help others develop partnerships with industry/business/iHubs in order to 1) generate work-based learning opportunities for students and/or 2) secure financial support.	YES
	My college can help others form/develop partnership with grade 9-12 institutions to facilitate early career exploration.	YES
	My college can help others consider instructional strategies, including but not limited to 4C skills as well as technical skills, and how those strategies relate to community college courses, certificates, and programs.	YES
	My college can help others bring together STEM/STEAM and CTE faculty to champion the program.	YES
3. Please add any comments relevant to this intent survey --		
<i>Columbia College is looking forward working with partners and others on this project.</i>		

0	Name of College: Fresno City College	
1	Describe where your college stands in the process <i>(please check your stage of adoption)</i>	
	Our college has interest in exploring or is in the process of exploring how better to connect to the Maker movement.	YES
	Our college has already explored and has made a commitment to the Maker movement through formal action (e.g., resource commitment, Trustee vote, etc.).	YES
	Our college has explored, committed to, and has already set up a Makerspace.	NO
	Our college has a team consisting of at least a STEAM/STEAM faculty paired with a CTE faculty to champion this program on our campus.	YES
	Other: <i>The Interim Vice President of Instruction for Fresno City College (FCC) has agreed that FCC will participate fully in the InnovationMakers grant.</i>	
2	Expertise You Can Contribute to the Community-of-Practice <i>(please check all that applies)</i>	
	My college can help others explore, commit to, and set up a Makerspace.	YES
	My college can help others develop partnerships with industry/business/iHubs in order to 1) generate work-based learning opportunities for students and/or 2) secure financial support.	YES
	My college can help others form/develop partnership with grade 9-12 institutions to facilitate early career exploration.	YES
	My college can help others consider instructional strategies, including but not limited to 4C skills as well as technical skills, and how those strategies relate to community college courses, certificates, and programs.	YES
	My college can help others bring together STEM/STEAM and CTE faculty to champion the program.	YES
	Other: <i>The FCC Job Developer assists faculty with internship and job placement. The Dual Enrollment Coordinator works to expand opportunities for our high school students in our serve area. FCC is interested in bringing CTE and STEM faculty together within our service region to participate in the Maker movement.</i>	

3. Please add any comments relevant to this intent survey --

Since 2010, Fresno City College has been leading an international interdisciplinary collaborative between the United Kingdom and California. The competition is based upon innovation and entrepreneurship. The BritCa program is an International Business Entrepreneur’s Challenge where collaborative project teams between Californian and British Community College students and their faculty mentors create an innovative food-related product and ground-breaking culinary process. Teams must take a concept from design to producing a prototype. This Farm to Fork initiative brings together multiple disciplines including agriculture/farming, business/ entrepreneurship CAD/CAM, culinary arts, graphic design, and manufacturing. Project partners include Bakersfield, Fresno, and Reedley Colleges, CSU Fresno, the Westminster Kingsway College in the UK. The competitions also involve industry participation for site visits, interactions/guidance for teams, and partners serve as judges. Competitions are held each year and alternate back-and-forth between the US and the UK. FCC believes that this experience will significant aid in connecting with the Maker Movement.

0	Name of College:	West Hills College Lemoore
1	Describe where your college stands in the process <i>(please check your stage of adoption)</i>	
	Our college has interest in exploring or is in the process of exploring how better to connect to the Maker movement.	YES
	Our college has already explored and has made a commitment to the Maker movement through formal action (e.g., resource commitment, Trustee vote, etc.).	NO
	Our college has explored, committed to, and has already set up a Makerspace.	NO
	Our college has a team consisting of at least a STEAM/STEAM faculty paired with a CTE faculty to champion this program on our campus.	YES
	Other: <i>Several collaborative efforts are currently in place between A/S & CTE.</i>	
2	Expertise You Can Contribute to the Community-of-Practice <i>(please check all that applies)</i>	
	My college can help others explore, commit to, and set up a Makerspace.	YES
	My college can help others develop partnerships with industry/business/iHubs in order to 1) generate work-based learning opportunities for students and/or 2) secure financial support.	YES
	My college can help others form/develop partnership with grade 9-12 institutions to facilitate early career exploration.	YES
	My college can help others consider instructional strategies, including but not limited to 4C skills as well as technical skills, and how those strategies relate to community college courses, certificates, and programs.	YES
	My college can help others bring together STEM/STEAM and CTE faculty to champion the program.	YES
3.	Please add any comments relevant to this intent survey --	
	<i>West Hills College Lemoore is looking forward to partnering with other colleges in our region for this effort.</i>	

0	Name of College:	West Hills College Coalinga
1	Describe where your college stands in the process <i>(please check your stage of adoption)</i>	
	Our college has interest in exploring or is in the process of exploring how better to connect to the Maker movement.	YES
	Our college has already explored and has made a commitment to the Maker movement through formal action (e.g., resource commitment, Trustee vote, etc.).	NO
	Our college has explored, committed to, and has already set up a Makerspace.	NO
	Our college has a team consisting of at least a STEAM/STEAM faculty paired with a CTE faculty to champion this program on our campus.	YES
	Other: <i>Several collaborative efforts are currently in place between A/S & CTE.</i>	
2	Expertise You Can Contribute to the Community-of-Practice <i>(please check all that applies)</i>	
	My college can help others explore, commit to, and set up a Makerspace.	YES
	My college can help others develop partnerships with industry/business/iHubs in order to 1) generate work-based learning opportunities for students and/or 2) secure financial support.	YES
	My college can help others form/develop partnership with grade 9-12 institutions to facilitate early career exploration.	YES
	My college can help others consider instructional strategies, including but not limited to 4C skills as well as technical skills, and how those strategies relate to community college courses, certificates, and programs.	Yes
	My college can help others bring together STEM/STEAM and CTE faculty to champion the program.	YES
3.	Please add any comments relevant to this intent survey --	
	<i>West Hills College Coalinga is looking forward to partnering with other colleges in our region for this effort. We believe we will bring a unique rural perspective to this effort that can't be understated.</i>	