

Central Mother Lode Regional Consortium



CRC SWP Regional Projects

(updated, 3/10/2017)

By Sector

ADVANCED MANUFACTURING

Bachelor of Science Industrial Automation Collaborative

Investment: \$704,900

Sector(s): Advanced Manufacturing Sector; Energy, Construction & Utilities Sector; & Global Trade & Logistics Sector

Lead College: Bakersfield College

Number of colleges participating: 7

Bakersfield College, Clovis Community College, College of the Sequoias, Fresno City College, Modesto Junior College, San Joaquin Delta College, Taft College

DESCRIPTION: Development of a regional collaborative group to align and articulate the lower division electronics courses required for admission to the Bachelor of Science degree in Industrial Automation at Bakersfield College. The group will meet regularly via conference calls and participate together in the Industrial Automation Advisory Committee meetings for the baccalaureate degree.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

The San Joaquin Valley has a large base of production and logistics facilities serving industry sectors ranging from agricultural, manufacturing, transportation to energy. All of these industry sectors utilize automated processes requiring a workforce trained in mechatronics or industrial automation. Thus, precipitating the need for a highly skilled automation workforce. Currently, the valley has 154 annual openings in positions requiring degrees or certificates in automation related fields.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

The region's labor market data indicates demand for automation related positions outweighs supply in the region. Strengthening the pathway via curricular alignment and articulation will increase the number of community college students earning certificates, associate degrees and baccalaureate degrees, subsequently preparing them for employment in automation related industries.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

To meet the workforce demand, this proposal will address building capacity for a cohesive academic pathway in industrial automation with a stackable design of certificates, associates degrees and baccalaureate degree. Planned activities include curricular alignment of lower division electronics or manufacturing technology programs, development of stackable certificates and the associate degree in industrial automation, articulation of the lower division technical courses required for the Bachelor of Science degree in Industrial Automation at Bakersfield College, and regional participation in the Industrial Automation Advisory Committee at Bakersfield College.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

The Advanced Manufacturing Sector, in which Industrial Automation is included, is designated as a priority by the Central Valley Region.

Advanced Manufacturing Pipeline & Partnership Development

Investment: \$20,003

Lead College: Fresno City College

Number of colleges participating: 7

Reedley College, Clovis Community College, College of the Sequoias, Merced College, Modesto Junior College, Bakersfield College, Fresno City College

DESCRIPTION: Advanced Manufacturing is a priority sector for the Central/Mother Lode Region. This project will focus on faculty curriculum and industry certification discussions for regional alignment; sub-regional industry meetings with employers to discuss manufacturing events and projects, internship and/or apprenticeship opportunities, and/or incumbent worker training needs; and support annual Manufacturing Summit and Manufacturing Day events.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

There are a number of educational/workforce partnerships that have developed in the region to address the Advanced Manufacturing sector. This project will be a focused effort by the regional colleges to collaborate with Workforce Development Boards (WDBs), industry associations such as the San Joaquin Valley Manufacturing Alliance and the Manufacturing Council of the Central Valley, and the California State Universities in the region (Stanislaus, Fresno, and Bakersfield) in order to advance manufacturing efforts in the region.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

2014-2015: Number of course enrollments: 26,189; Number of students who got a degree or certificate: 538.
2013-2014: Number of course enrollments: 29,326; Number of students who got a degree or certificate: 515; Number of students who transferred:; * Employed in the second fiscal quarter after exit: 65%; Employed in the fourth fiscal quarter after exit: 63%; Job closely related to field of study:; * Median earnings in the second fiscal quarter after exit: \$7,486; Median change in earnings: 27%; Attained a living wage: 47%.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

Alignment and scheduling of discussions, events, and projects to support the overall growth and development of the Advanced Manufacturing industry in the Central/Mother Lode region: 1) faculty regional/sub-regional curriculum, industry certifications, and/or industry event discussions and coordination; 2) collaborative sub-regional meetings with workforce development/educational partners in order to advance manufacturing efforts in the region; and 3) annual sponsorship and attendance at a regional meeting with industry and workforce development partners, also known as the Manufacturing Summit.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

Advanced Manufacturing is a priority sector for the Central/Mother Lode Region both from a credit/noncredit perspective as well as for not-for-credit offerings.

AGRICULTURE, WATER & ENVIRONMENTAL TECHNOLOGIES

Precision Ag & Irrigation Technology

Investment: \$339,614

Lead College: College of the Sequoias

Number of colleges participating: 2

College of the Sequoias, Modesto Junior College (also a local project for MJC)

DESCRIPTION: Utilize curriculum and best practices of the CTE Enhancement Regional Agriculture/Irrigation Project to expand and enhance Precision Agriculture and Irrigation Technology courses in the south valley, specifically College of the Sequoias. Activities will include 1) collaborative meetings with industry partners, Fresno State University and other regional or state schools; 2) development of a Precision Agriculture Lab and Irrigation Technology Lab; 3) working collaboratively with regional community colleges in creating interest in high school students to this highly technical field of work; 4) ensure connectivity and transfer of courses to 4-year institutions

WHAT NEED DOES THIS PROPOSAL ADDRESS?

Agriculture is a major economic force in the San Joaquin Valley. Increasing water use efficiency helps ensure a sustainable agro-economic region that supports employment and fiscal stability for those regions. Precision agriculture practices increase crop yields, reduce waste, and improve overall efficiency across all crop areas.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

Current Labor Market Information indicates demand outweighs supply in the region. Completing this proposal promises to increase the number of graduates in impacted programs, directly translating to increased numbers of qualified employees.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

This project will increase and improve educational offerings in Precision Agriculture and Irrigation Technology across multiple San Joaquin Valley colleges. Additionally, appropriate laboratory equipment will enhance relevancy and improve learning by anchoring concepts and content. The development of a workforce educated in agricultural efficiency methods directly and indirectly raises expectations, capacity, and capability across all agricultural areas.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

Ag, Water, and Environmental Technology is a priority sector in the Central Valley/Motherlode Region.

Diesel Truck Technician

Investment: \$690,706

Lead College: Reedley College

Number of colleges participating: 4

Merced College, West Hills College Coalinga, Reedley College, San Joaquin Delta College

DESCRIPTION: Create and/or strengthen programs to train entry level diesel truck technicians. These programs will include a certificate of completion and an associate of science degree with mandatory work place learning/work experience in cooperation with local industry partners.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

Local industry partners such as truck dealerships, independent repair facilities and trucking companies have identified a shortage of entry level diesel truck technicians. Existing Agriculture Mechanics programs in the Central Region have historically focused on off-highway equipment technicians but will now create a pathway for on-highway diesel trucks technicians so the programs can focus on both areas.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

The region's labor market data indicates demand outweighs supply in the region. Creating these pathways will increase the number of graduates in community college programs, directly translating to increased numbers of entry level technicians.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

This proposal will create/strengthen new pathways in existing Agriculture Mechanics programs in the Central Region. Community Colleges along with industry partners will identify skill sets that are required for entry level diesel truck technician that are not currently taught in existing programs. New skill sets such as Suspension and Steering, Brake Systems and other topics will be developed into new courses or infused into existing classes.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

Ag, Water, and Environmental Technology is a priority sector in the Central Valley/Motherlode Region.

HEALTH

Nurse Faculty Development & Recruitment Project

Investment: \$140,000

Lead College: Fresno City College

Number of colleges participating: 5

Bakersfield College, College of the Sequoias, Fresno City College, Merced College, West Hills College Lemoore

DESCRIPTION: Cost: \$140,000 Number of colleges participating: 5 • Development of a regional marketing plan for nursing faculty recruitment • Development of a tri-fold brochure on “Becoming a Nurse Educator” • Purchasing the BRN’s mailing list for direct mail campaign to RN with MSN • Hiring of an Outreach Coordinator to increase awareness of nursing education opportunities at regional community colleges • Providing a Nurse Educators Training Course (online) Description: Many of the community colleges in the region have faculty positions posted/open for their Nursing Divisions for Instructors. These positions are very difficult to fill for a variety of reasons. This project will develop and implement a marketing and recruitment plan for hiring new nursing faculty. We will also be offering a training course on “Becoming a Nurse Educator” as well as hiring a part-time Recruitment Coordinator to conduct outreach to CSU’s and UC’s Masters of Nursing programs. Through these efforts regional community college faculty vacancies will be filled (including future vacancies due to retirements) while student nursing success will be improved by an increase in NCLEX-RN college pass rates.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

1. CTE Faculty Recruitment; Eliminates barriers to hiring qualified instructors for nursing programs (SWF objective #11) 2. Increases the quality of CTE educational courses (Nursing) that lead to successful workforce outcomes.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

Health care in general is one of the most in need occupations in the Central Valley. Registered Nurses are listed as the number one healthcare occupation in demand. Current projections are as follows: Annual Average Employment between 2010 to 2020: 251,800 to 306,100 Projected Employment Change: +21% Average Annual Job Openings: New: 5,420 Replacements: 4,520 Total Jobs: 9,980

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

The need for qualified registered nurses (RN) who are in academia can impact the number of enrollments of nursing students to a program. RN faculty are required to meet the Board of Registered Nursing's hiring requirements. RN faculty are not paid at the higher rate of salaries compared to the hospital's clinical staff nurse.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

Recruiting and increasing the number of qualified Registered Nurses (RN) in the Central Valley Region would allow for the improved outcomes of completing the RN Program and increase the pass rates for the NCLEX-RN Professional licensure exam.

Health Simulation

Investment: \$297,000

Lead College: Bakersfield College

Number of colleges participating: 3

Bakersfield College, Porterville College, San Joaquin Delta College

DESCRIPTION: Development of a simulation users network group with a primary focus on development of simulations that can be shared with participating colleges and within the region. The group will meet monthly to share best practices and strategies for student success.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

The Health Simulation Proposal addresses several needs of the Central Valley Bakersfield College, and our regional partners, are all located in the Central Valley/Mother Lode Region of California. It has been well documented the need of qualified healthcare workers in this highly underserved area. In fact, Registered Nurses (RN), Licensed Vocational Nurses (LVN), Emergency Medical Technicians (EMT), and Paramedics have been consistently identified in the top 100 occupations based on projected needs, with RN's identified with the highest annual openings. (Economic Modeling Specialist International Sept 2016). According to the United States Census Bureau report (2015), Bakersfield's population has increased by 40.6% between 2000 and 2010. This, coupled with the health and long term care needs of our aging population, including increased medical emergencies; growing numbers of people accessing the healthcare system due to the recent reforms in healthcare; the anticipated acceleration of retirements of healthcare workers, and the subsequent job vacancy forecast, all lead to a dismal projection in providing qualified trained healthcare professionals.

(<https://www.labormarketinfo.edd.ca.gov> (2017)). Despite the increased enrollment numbers in the RN, LVN, EMT, and Paramedic Programs over the last 4 years, local hospitals report growing vacancy rates up to 12 – 18% with an upsurge in turnover rates. In addition, long term agencies, correctional institutions and outpatient facilities are reporting even higher vacancy and turnover rates. (Bakersfield College Joint Advisory Committee Minutes, January 2017). The increased enrollment numbers has created clinical placement site issues. Clinical sites are severely impacted creating limited space. This proposal, and its subsequent benefits, will decrease the impacted space at each clinical site, allowing students to participate in simulation based training in lieu of physically being present at the clinical sites, and will promote standardized clinical educational experiences of the Allied Health Division (faculty and students). In our central region we have a severe deficit of nurses, particularly in the specialty areas (Emergency Department, Critical Care Units, Perioperative Care, Ambulatory Care, and Labor and Delivery). This proposal will aid in both training faculty in Simulation education, integrate into curriculum, and provide consistent simulated educational experiences for the students. This will be necessary for the outlying areas where there are limited opportunities to care for higher acuity patients. In 2002, The Joint Commission (TJC) established National Patient Safety Goals as a method to reduce errors in healthcare settings. Examples of patient safety measures include use of EHR and bar code scanning of medications. Some clinical sites are reluctant to give access to the EHR and automated medication dispensing units, and therefore students may have limited opportunities to use these safety tools. Simulation provides practice of these skills in a safe, controlled environment allowing learning experiences which will promote a smooth transition into the workforce.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

Across the nation, the need for healthcare workers including Registered Nurses (RN), Licensed Vocational Nurses (LVN), and Emergency Medical Technicians (EMT)/Paramedics is increasing. According to the U.S. Department of Labor (2012), unemployment decreased by two percent between the years 2000 to 2010. However, healthcare employment openings increased by more than 25% during the same period. The U.S. Department of Labor also projects that by 2020 nearly 1 in 9 jobs in the United States will be in the health care sector. California mirrors this same trend with increases in the healthcare sector needed to fill new positions and replace current workers who will leave their jobs (e.g. retirement, attrition from the profession. etc.) over the same period. (U.S. Department of Labor., Health Care Employment Projections for 2010 – 2010, 2013). California has been projected in an employment outlook report published by the U.S. Bureau of Labor Statistics (2013) to need an annual average of 9,980 RNs; 3,170 LVNs; and 990 EMTs/Paramedics from 2014 – 2024. In Kern County and the Bakersfield area, the projected need for these health care workers also shows increases in these jobs to meet the needs. The California Community Colleges: Doing What Matters For Jobs and the Economy website has compiled the labor market data on five-year trends and projected job openings from 2014 to 2019 (www.cccco.edu/launchboard, 2017). Registered nurses in our community have experienced a 5-year change of 1,654 new jobs with further increases for the next five years. Licensed vocational nurses have an increase in job openings from 2009 – 2014 of 1, 098. The next five years is also showing a projected increase in this occupation. Finally, the EMTs/Paramedics had an increase of 299 jobs from 2009 to 2014. The five-year trend is also growth for these healthcare support positions. The needs of our regional labor market mirrors the trend in California

and the nation for increasing numbers of healthcare workers who serve in technical and support positions. These are programs that are supported by the community colleges through the associate degree or vocational certificates. Our aging population and the projected population growth in our region will continue to demand a large, strong, and qualified workforce to meet this need. Simulation in our healthcare education programs can make a difference in attaining this goal.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

This HealthCare Simulation Proposal addresses the need for more training hours, limited patient encounters and impacted clinical sites, regulatory oversight, and the problem of patient safety by using innovative training in a controlled environment with deliberate practice and assessment. This provides standardized educational experiences incorporating cognitive, psychomotor, and affective skills. Furthermore, simulation based learning significantly improves skills and skill retention for participants. (Medical Teacher 10/06/2013, Vol 35 e1511 - e1530) At a recent Joint Advisory meeting (January 2017) with our community partners, it was discussed that lack of access to the Electronic Healthcare Record (EHR), glucose monitoring, medication dispensing system and barcode medication scanning are huge limitations to the student's growth and development as effective practitioners. These limitations grossly restrict valuable clinical experiences, and inhibit their transition into practice. Additionally, there were concerns expressed these identified limitations pose a huge safety risk by not allowing the students to grasp the full picture to develop appropriate plans of care. Clinical sites are overburdened with the number of students, lack of resources, and qualified personnel to train students. Simulation will ease the burden on the staff and resources, and still provide high quality learning experiences. This is accomplished by providing standardized learning experiences in a controlled environment which may be customized to student's specific learning needs and program curriculum. More specifically, simulated educational experiences may be tailored to meet the training needs of the higher acuity patients not consistently seen in the rural settings. Also, the need to focus on training for the specialty areas can be captured through the use of simulation. Other areas which this proposal, and its subsequent benefits addresses is faculty development in using simulation to enhance instruction, improve student retention, and skill acquisition; foster interprofessional cooperation between regional and local faculty, staff, and Allied Health students; enhance community relations, and; improve employability and increase employer satisfaction and enhancing the quality of the future workforce. "Fresno, Modesto, and Bakersfield-Delano areas are among the top five U.S. regions with the highest percentage of residents living below the poverty line." (Associated Press, September 20, 2012). By increasing enrollment of students within in our programs, there will an increased number of students entering the workforce with certificates and degrees and the ability to obtaining a living wage.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

The proposal addresses the priorities established by our region, including: 1) Developing a Simulation Users Network group focusing on regional collaboration and innovative practices. 2) Promoting best practices when using simulated learning experiences. 3) Developing standardize tools and resources that can shared among the network users. 4) Increasing student enrollment in the Allied Health Division. 5) Enriching the lives of individuals and families by increasing the number of certificates and degrees awarded to provide a living wage in a region with extremely high poverty rates. 6) Decreasing the burden on clinical sites while ensuing equivalent learning experiences though simulation. 7) Aiding students to safely transition into the workforce, meeting the community standards for entry level practice. 8) Decreasing attrition rates.

ICT/DIGITAL MEDIA

NetLab (ICT) Hub Collaborative

Investment: \$391,880

Lead College: San Joaquin Delta College

Number of colleges participating: 4

San Joaquin Delta College, West Hills College Lemoore, West Hills College Coalinga, Cerro Coso Community College

DESCRIPTION: Partner colleges will have the ability for their ICT courses/students to access a virtual ICT laboratory. Some individual colleges lack the equipment necessary for students to attain the appropriate higher level skills necessary in ICT. This project will allow faculty to use state of the art equipment that otherwise it would be inaccessible to them.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

Information Communication Technologies are part of an integral day to day operation in all Sectors including IT, Logistics, Commerce, etc... There is a significant shortage of qualified technicians with ICT skills. This proposal aims to increase the regional need for this type of skilled workforce.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

The proposal will meet the needs not only of the regional labor market, but the state's as well. There is a significant shortage of qualified individuals with ICT skills.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

This proposal allows partner colleges the ability for their ICT courses/students to access a virtual ICT laboratory. Some individual colleges lack the equipment necessary for students to attain the appropriate higher level skills necessary in ICT. This project will allow faculty to use state of the art equipment that otherwise it would be inaccessible to them.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

The ICT sector is one of the priority sectors four our region.

Across All Sectors

AEBG Workforce Training Partnership

Investment: \$145,350

Lead College: Taft College

Number of colleges participating: 1

Taft College

DESCRIPTION: A partnership with West Kern Adult Education Network (WKAEN) to develop a collaborative approach to workforce skill-building. Drivers include: A focus on understanding and meeting the needs within West Kern District as much as possible, and creating a measurable, operational plan for Access. Outcomes: A. Strong Workforce data to capture 1. Employment successes 2. Career advancement B. Certification, GED, completions C. Academic outcomes for students who go on to further education.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

This proposal addresses the need to increase the number of program completers on jobs by the 2nd and 4th quarters after completing a certificate program.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

This proposal will coordinate efforts with the West Kern Adult Education Network to focus on a few of the top ten occupations labor market projections in Personal Care Aides and Food Preparation/Server.

[http://www.labormarketinfo.edd.ca.gov/file/occproj/cal\\$occnarr-2015-2017.pdf](http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occnarr-2015-2017.pdf)

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

The AEBG Workforce Training Partnership will focus on increasing the employment. These occupations do not require a high school equivalency which will provide much needed employment preparation for 25% of the adult population in this region who lack a high school education. The Personal Care Aide standards-based curriculum was specifically designed for readers with lower literacy levels, or for trainees for whom English is a second language. The course will be used as a stand-alone certificate program but offer clear pathways to additional

levels of medical training and higher education. The Food Preparation / Server curriculum is being developed but will be tailored to literacy levels as well. Neither program require a formal educational certificate or diploma.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

This proposal have been a result of communication and coordination between Taft College, West Kern Adult Education Network and Taft Union High School CTEC programs. Instructors will be obtained by integrating industry professionals. In order to track workforce progress and outcomes across institutions and programs, students will be issued a Taft College ID card. Student informational materials will be developed and distributed to educate students as to industry-informed career pathways that prepare students for jobs needed within the region's market.

CTE Regional Branding and Marketing

Investment: \$200,000

Lead: SCCC

Number of colleges participating: 3

Clovis Community College, Fresno City College, Reedley College

DESCRIPTION: Develop and execute a cohesive, professional branding and marketing of CTE programs and opportunities offered by the State Center Community College District colleges and centers. The project will target prospective students, employers, and community organizations.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

Brand building provides an opportunity to move from laundry-listing of classes, programs, and benefits to distilling a unique promise that has the greatest value for our targets--students, employers, and community organizations. Branding defines and disseminates a value system of qualities and character that make our district/colleges distinctive in our communities and region. Branding and marketing must be specific and distinctive and will provide the mechanism to set our region apart from competing product from both public and private options. This project will allow the colleges to find the place to occupy among what's important to their targets and make it theirs--programmatically, in customer service, in their inventiveness and in how they message it all. This approach only works if it is kept time after time which is at the heart of this project. One of the most important unified objectives is to take a leadership position in CTE. If a strong distinction can be made about how CTE is delivered the SCCC way in context of a brand message, and individual colleges properly leverage that brand in CTE programming and in allied marketing executions, both District and individual colleges will be more successful in meeting their objectives. In the process, colleges can still maintain their individuality with brand and communications standards. Cost and communications efficiencies are a result, and targets find value in knowing their choices are credible and how these choices are organized and available.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

Prospective students and employers are largely unaware of the CTE programs offered by our colleges and, thus, student are unable to access much-needed training to become employable and employers have difficulty finding skilled employees. These are missed opportunities in an area that has high unemployment rates. Employers and community organizations express a critical and urgent need for skilled employees and clearly indicate an extreme need to connect with college programs rather than turning to other means to secure employees. This proposal will increase knowledge about career technical programs available at the SCCC colleges and centers and will identify SCCC college programs as the high-quality, robust, and effective programs they are. Connecting students and employers to effective community college CTE programs is essential to the labor market.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

This proposal will result in enhanced involvement of all regional and local stakeholders – businesses and their representatives, workforce and economic development agencies, government, educational organizations, non-profits, and STUDENTS. Connecting these stakeholders to the CTE programs and services at the colleges and centers will add to the potential for lasting impact. A truly effective campaign will also build on the longstanding

efforts of others in the region, ensuring effective and efficient use of funds. A marketing campaign will benefit current and future students, increasing both enrollment and eventual employment for students and helping employers find the skilled employees they need. Alignment of this project with the broader branding and marketing efforts currently underway by the CCCCCO is also important and will provide an opportunity to leverage the resources of both, leading to high efficiency and effectiveness.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

The Central/Mother Lode Region strategic plan lists alignment as one of its four major goals. Alignment refers to engaging with industry to align CTE programs with leading and emergent sectors; aligning services across multiple providers, and building partnerships of industry, labor, education, workforce and economic development entities; and aligning efforts to provide comprehensive regional career pathways that align with industry sectors. This proposal provides the mechanism to help the colleges achieve this goal. More importantly, it will also align students with programs, thus achieving the other three goals: increase the amount of CTE instruction delivered, continuously improve CTE outcomes with a particular focus on completion of industry valued credentials, job placement, and wage advancement, and close the equity gaps in program access, completion, and earnings of underserved populations. This proposal will rebrand our CTE programs and provide an effective marketing approach to connect students to employers.

Workforce/Economic Development Collaboration and Coordination

Investment: \$214,908

Lead: SCCCC

Number of colleges participating: 3

Clovis Community College, Fresno City College, Reedley College

DESCRIPTION: SCCCC, on behalf of its three colleges and three centers, proposes to use SWP funds to establish a workforce/economic development function at the district level to coordinate college efforts and develop/enhance collaboration among the colleges and within the business/industry sectors.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

Employers and community organizations continually ask for relevant, up-to-date information regarding CTE programs and services. Efforts to increase CTE enrollments and completion must be well-coordinated and communicated throughout the service region in order to be effective. This coordination and communication must include prospective students, employers, and community organizations. Employers and community agencies have identified a need for more and better partnerships leading to an improved economic development environment. Additionally, both employers and students have identified a need for coordination of programs and support services among the colleges and centers and transferability and/or portability of curriculum.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

The district dean of workforce and adult education will provide overall leadership in the coordination, planning, organization implementation, evaluation, and policy development for district-wide workforce programs. A district dean will be a catalytic force to formulate, implement, collaborate, and promote career technical education and economic development throughout the State Center Community College District and regionally. This position will serve as a liaison between the district and agencies administering district-wide workforce initiatives.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

Working in tandem with staff and faculty across the district, the district dean will lead and coordinate efforts to ensure the effective delivery of relevant workforce preparation, economic development and training programs across the SCCCC service region. A district dean can serve in this capacity while coordinating district efforts with those of the colleges and centers. District-wide articulation of the career technical education programs among the district's colleges and centers will be increased and improved, as well as with secondary and other post-secondary institutions. A position at the district level will be able to establish and maintain working linkages and

partnerships with industry, secondary education, and community agencies and organizations at the regional and state levels pertaining to the district-wide efforts in all sectors.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

The Central/Mother Lode Region strategic plan lists alignment as one of its four major goals. Alignment refers to engaging with industry to align CTE programs with leading and emergent sectors; aligning services across multiple providers, and building partnerships of industry, labor, education, workforce and economic development entities; and aligning efforts to provide comprehensive regional career pathways that align with industry sectors. This proposal provides an executive level district dean position to coordinate college and center programs; lead and coordinate outreach, branding, and marketing; and provide help and support to the colleges in their activities and achievement of their CTE goals. It will also be the district liaison businesses and community organizations, thus achieving the other three goals: increase the amount of CTE instruction delivered, continuously improve CTE outcomes with a particular focus on completion of industry valued credentials, job placement, and wage advancement, and close the equity gaps in program access, completion, and earnings of underserved populations.

Dual Enrollment/Student Services/ Prison Education

Investment: \$257,477

Lead College: West Hills Coalinga

Number of colleges participating: 3

Taft College, West Hills College Coalinga, Bakersfield College

DESCRIPTION: Enhance the CTE Dual Enrollment offering/sections and opportunities to different high schools in our region.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

This proposal addresses the need to increase the number of students pursuing a college education, specifically for CTE programs. It also addresses the industry need for individuals who possess soft skills and technical skills. Should students who complete these dual enrollment courses decide to forego a college education, they will have gained technical skills that will carry into the workforce, making them more prepared for the workforce.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

According to EMSI labor reports, it is anticipated that there will be an increase in the need for welders in 2018, with an estimated 1,849 welding positions becoming available. By allowing students to earn dual enrollment units in the welding program through their high school, students will have a more advanced skillset to bring into the workforce and fill these positions. Regional colleges will work on different CTE programs will local ROP groups to enhance CTE offerings throughout the region. The project will align regional efforts and will help colleges have a uniform process to offer dual enrollment in CTE areas.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

By allowing students to earn college credit while they are still in high school, the likelihood of students pursuing a college education increases. This will also help students shorten the amount of time that they spend in college and increase completion rates. Students will also gain technical skills that they can use in the workforce.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

This proposal helps to increase awareness of and participation in CTE programs, as well as increase the amount of middle skill credentials earned by allowing high school students to take dual enrollment CTE courses. It will also assist in aligning high school and community college curriculum by establishing pathways for CTE programs, allowing a smooth transition from high school to community college. In addition, high school students will participate in career exploration and job preparation activities, serving to better prepare them for the workforce.

Strong Workforce Oversight - North Central Subregion Colleges

Investment: \$399,344

Lead: Modesto Junior College

Number of colleges participating: 2

Modesto Junior College, Columbia College

DESCRIPTION: The Strong Workforce Oversight proposal will provide Individual college coordination and oversight of SW project implementation, budget and expenditures, and metrics reporting in the Stanislaus/Mother Lode region. Each partnering college will implement administrative oversight to ensure college SW projects are effective and meet state metrics and budget guidelines. Partnering colleges will communicate and share effective practices, processes, and structures.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

Efforts to increase CTE enrollments and completion must be well-coordinated and communicated throughout the service region in order to be effective. Oversight of project implementation will provide support to CTE faculty, establish processes for budget expenditures and record keeping, and measure impact according to proposed metrics. Oversight will include marketing efforts, outreach to potential students, public information on initiatives, proactive board and community SW presentations, and campus wide communication.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

Administrative oversight will provide overall leadership in the coordination, planning, organization, implementation, evaluation, and policy development for North Central SW programs. College organizational structures will formulate, implement, collaborate, and promote career technical education and economic development throughout the North Central sub-region and in the Central/Mother Lode Region. College SW administrative positions will serve as liaisons between the colleges and the implementation of SW initiatives.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

Working with staff and faculty in each college, SW administrators will lead and coordinate efforts in their colleges to ensure the effective delivery of SW strategic planning, project development, communication, and student learning outcomes. Coordination and communication between the North Central sub-region SW programs will improve planning and implementation efforts for ongoing Strong Workforce efforts.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

This project addresses all four areas of the Central/Mother Lode Region strategic plan: 1) Communication and Leadership; 2) Curriculum, Programs and Pathways; 3) CTE Student Support Services; and 4) Research and Data. Each of these Strategic Areas are addressed through ongoing discussion, coordination, and sharing of program plans, curriculum, and relevant data in the North Central Sub-region colleges. This will increase the capacity to provide regional career pathways that align with industry needs in the North Central sub-region. This proposal enables each college to design an administrative structure that is unique to their college organization while providing the capacity to coordinate college programs; lead and coordinate outreach, branding, and marketing; and provide help and support to the colleges in their activities and achievement of their SW goals. College SW administrators will share processes and methods that increase degree and certificate completion, job placement, wage advancement, and close equity gaps in program access, completion, and earnings of underserved populations.

Workforce Training Coordination - Apprenticeship/Pre-Apprenticeship

Investment: \$201,472

Lead: SCCD

Number of colleges participating: 3

Clovis Community College, Fresno City College, Reedley College

DESCRIPTION: Support and develop pre-apprenticeship and apprenticeship coordinator position and office that will provide leadership of and coordination to apprenticeship providers and district colleges.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

With the increased need for jobs with sustainable wages and the increased emphasis throughout California on apprenticeship programs, there is a great need for colleges to communicate and work with local companies to develop training opportunities. The complexity of the process to establish pre-apprenticeship and apprenticeship programs with both union led programs and non-union programs requires a knowledgeable, single-point of contact approach, one that represents the entire district in communicating and developing training with one voice.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

With high unemployment rates, high poverty rates, and high rates of unskilled labor in the Central Valley, it is critical to the economic development of the region to provide a mechanism for the unemployed to become qualified to apply to and be accepted in an apprenticeship program. Establishing pre-apprenticeship programs, in partnership with community organizations, is critical in this process. In concert with this effort, establishing and providing a way for employers to participate in apprenticeship training is also critical. This proposal will provide the help needed by potential students in pre-apprenticeship training leading to apprenticeship training and also provide the help employers need to increase the skill levels of their incumbent workers. Apprenticeship training results in better skilled workers, in long-term jobs, earning a sustainable wage. Apprenticeship has always been a part of the building trades' success, but now more and more employers in sectors like manufacturing have realized it may be the answer to their workforce needs. In terms of workforce skills gap, apprenticeship may be the answer many sectors, including manufacturing, have been seeking.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

An identified and knowledgeable coordinator can connect pre-apprenticeship and apprenticeship opportunities to college training programs. At the same time, a coordinator can build partnerships with building trades and both union and non-union employers and provide students with the opportunity to secure sustainable wage jobs. A knowledgeable coordinator who is connected to the community SCCC serves can be the one voice that links employers to the colleges' programs.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

A pre-apprenticeship/apprenticeship coordinator will establish partnerships with community-based organizations, district colleges, and adult education providers resulting in pre-apprenticeship training opportunities for unemployed, high-risk, high-need student populations. Completion of pre-apprenticeship training provides the opportunity for students to become eligible for entry into a registered apprenticeship program and opens the door to high-wage, long-term jobs. Additionally, establishing apprenticeship program partnerships enables employers to increase the skill level of their incumbent workers. The complexity of these processes, procedures, and regulations requires a knowledgeable single-point of contact for employers, building trades, community-based organizations, and Single Employer programs to be their required Local Educational Agency (LEA).

Workplace Internship Development

Investment: \$2,520,925

Lead College: Merced College

Number of colleges participating: 11

Bakersfield College, Cerro Coso Community College, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore

DESCRIPTION: The Workplace Internship Development Regional Project will focus on students attending community college, with a goal of earning a certificate or associate degree aimed at technical training, with a desire to enter directly into the workforce upon successful completion of their CTE program. Each Workplace

Internship Development partnering college would put in place a center that will provide services to assist in internship/job placement that is an integral part of the colleges Career Center or like office. The focus of this office is to provide an opportunity for each CTE program completer to put the skill sets they have developed, to work in a “real world” application. Additionally, the interns will be provided exposure to the culture of the work place that can’t be reproduced in a classroom environment. Interns will be exposed to the culture and etiquette of a "real world" job, and a chance to apply the training they have received in their college program. They will gain experience in establishing relationships with work place mentors and receive the “field experience” that is so valued by employers. Providing a pathway to internships is a natural progression to the success of all CTE students.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

This proposal addresses the need to increase the number of program completers on jobs by the 2nd and 4th quarters after completing a CTE degree or certificate.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

This proposal will coordinate efforts across the region with both industry partners and colleges to place program completers into internships/Jobs that align with their area of study. Colleges will also share best practices and leverage other efforts to maximize the outcome of job placement for each college.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

The workplace Internship Development Office will employ a Manager/Job Developer, and secretarial support staff. The duties of the office would include: 1. Industry Partnership Internship Development Relations 2. CTE program completer Internship facilitation 3. Business mentor partnership development 4. Graduate employment follow-up data collection 5. Employability training for potential interns (Resume writing, letter of application writing, mock interview training, employment application completion, etc.) 6. Coordinate with Career Counseling upon student placement in CTE programs. 7. Coordinate services with entities such as EDD, WIB to promote enrollment of the un or under employed.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

This proposal addresses the need to increase the number of program completers on jobs by the 2nd and 4th quarters after completing a CTE degree or certificate.

PROJECTS IN-COMMON/10% REGIONAL SET-ASIDE

CRC CTE Marketing & Outreach: Parents, Students, Workforces Dev't Partners, Industry/Employers

Investment: \$700,000

Lead: CRC

Number of colleges participating: 14

Bakersfield College, Clovis Community College, Cerro Coso Community College, College of the Sequoias, West Hills College Coalinga, West Hills College Lemoore, Fresno City College, Merced College, Modesto Junior College, Porterville College, San Joaquin Delta College, Taft College, Reedley College, Columbia College

DESCRIPTION: For the first SWP allocation, College CEOs and the CRC Steering Committee have prioritized a Regional Marketing and Outreach project for the majority of the 10% set-aside. The project will develop a multi-media, 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 convene a marketing committee with regional representation to develop a Request-for-Proposal. Depending on the scope of the campaign, it might be divided into phases. In regards to the CCCCO, they will be investing \$3M if the regions statewide can match \$3M toward a CTE Rebranding effort. The region’s match would go toward customizing the outreach: 1) specific to the region’s sectors and employer partners/voices; and, 2) specific to the ground-game

needed in each region to get in front of underserved students/families so they better understand their higher education options. The CCCCO has retained the services of renowned Public Relations firm Ogilvy to do an environmental scan and set a path forward on how the \$3M of state funds will be deployed. The CCCCO feels it is important to keep consistency in the look and feel for how an outreach campaign is deployed lest we undermine its effectiveness and continue to confuse employers/students. It is anticipated the RFP will be issued in late 2017. The successful contractor will be expected to coordinate with the CCCCO's re branding efforts, as well as with individual CTE marketing efforts at CRC districts and colleges.

WHAT NEED DOES THIS PROPOSAL ADDRESS?

CTE's share of statewide community college enrollment (FTES) declined from 31.3% in 2000/2001 to 28.2% in 2013/2014. While non-CTE FTES increased 16.2% during this time period, CTE FTES remained about the same. Overall, in years when total FTES increases, the percentage increase for CTE tends to be lower than for non-CTE. In years when total FTES decreased, the percentage decrease in CTE tends to be greater than for non-CTE. This pattern has been observed in the Central/Mother Lode region as well as statewide. The colleges in the Central/Mother Lode region seek to increase enrollments in their CTE programs. A coherent message of CTE programs leading to careers across the region is desired. The State Chancellor's office has retained the services of renowned public relations firm Ogilvie to do an environmental scan and set a path forward on to deploy up to \$3 million of state funds. This project aims to ensure that the Central/Mother Lode regional plan is to be coordinated with that plan. In addition, the public workforce system engages employers by program, with different people from different organizations calling employers to hire their participants. Each college does its own marketing of its career technical education programs to employers; there is no cohesive, coherent message to all employers in the region.

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

CTE enrollments have been in decline throughout the region over the past decade. However, the gap between job openings and the availability of qualified applicants is expected to increase to over one million jobs statewide by 2025. The number of students enrolling in CTE programs in the region and statewide is not expected to fill that gap. Strong Workforce Program local funds will provide additional CTE training opportunities, but students must learn that they are available and that they offer the ability to earn a living wage. In addition, regional partners identified several cross-sector employer needs/priorities by utilizing the findings from multiple sector studies. The top priority is for workers with strong soft skills – communication, professionalism, critical thinking, problem solving, etc. These soft skills make the difference in securing and retaining employment; previous work experience also is key for many well-paying middle-skill occupations, and employers across sectors report the need for more experienced workforce. Regional employers have difficulties finding qualified employees and are interested in new ways to find and cultivate new talent. They indicate that industry-based certifications are an indicator to employers of a job candidate's technical proficiency. While some businesses surveyed (particularly in advanced manufacturing) indicated a strong interest in partnering with the community colleges for internships and company tours, many were not aware of the training programs that the community colleges offer or how they could partner with the colleges to find a qualified work force.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

This proposal addresses the identified needs by hiring a marketing firm to develop a regional marketing plan focused on increasing both student and employer involvement in the community colleges, implementing that regional plan, and coordinating with local college and state marketing.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

Marketing regional and local CTE programs is a high priority within the CRC; and identified in alignment with the regional strategic plan, as well as with the goals of the CRC strategic plan.

CRC Projects-In-Common/10% Regional Set-Aside beyond Marketing –TBD

Investment: \$78,000

Lead: CRC

Number of colleges participating: 14

Bakersfield College, Clovis Community College, Cerro Coso Community College, College of the Sequoias, West Hills College Coalinga, West Hills College Lemoore, Fresno City College, Merced College, Modesto Junior College, Porterville College, San Joaquin Delta College, Taft College, Reedley College, Columbia College

DESCRIPTION: The CRC Steering Committee has tentatively prioritized the following projects, in order, as funding allows, after the marketing priority: STEM/STEAM Teacher Pipeline, Employability/Soft Skills (New World of Work is a 21st Century Skills Program), and Early Career Exploration (Get Focused/Stay Focused).

WHAT NEED DOES THIS PROPOSAL ADDRESS? A description of each of those program is as follows:

- **Scale Regional STEM/STEAM Teacher Pipeline:** To remedy the statewide teacher shortage and to bring more diversity into the STEM/STEAM teaching pipeline, every region needs to produce a fair share of this workforce need. The STEM/STEAM Teacher Preparation Pipeline has sought to align Career and Technical Education curriculum and student support services as a way to establish pipelines for students interested in teaching in today's STEM/STEAM fields. During the 2014-2015 school year, the TPP campuses came together and created a state-wide collaborative. This collaborative focuses on the continuing development of a model of quality teacher preparation that includes career exploration, contextualized learning opportunities, teacher recruitment and retention, and the development of a quality teacher preparation model of collaboration that is currently shared regionally, statewide and beyond.

West Hill College Lemoore is one of ten Teacher Preparation Pipeline (TPP) community colleges in California. The TPP was established in 2006 by the California Community Colleges Chancellor's Office to address the statewide shortage of teachers. The goal of the program is to provide additional support to those individuals that desire to enter the teaching field. The program supports community college students and industry professionals obtain the education, experience, and credentials needed to become a teacher. Ten California Community Colleges have joined together with businesses and workforce development partners to encourage and support our future teachers. The focus of the program is Science, Technology, Engineering and Mathematics (STEM) fields as well as Career and Technical Education (CTE) such as welding, automotive, electronics, HVAC and many others. The CRC will work with WH Lemoore to support efforts to expand this program.

- **Employability/Soft Skills:** The New World of Work is a 21st Century Skills Program that emphasizes curricular and employability skills and is quickly raising the workforce preparation of students in our system. Thirteen community colleges have piloted the New World of Work with positive outcomes and results. The New World of Work is currently funded by the California Community College Chancellor's Office Doing What Matters initiative and collaborates with employers, workforce development boards, educators, and research organizations across the country to build 21st Century Employability Skills. A series of webinars is being offered to K-12, Chief Student Services Officers, CTE Deans, counselors, instructional faculty, and student services professionals throughout our system to raise awareness levels of a suite of tools that will benefit student completion efforts.
- **Early Career Exploration:** The Get Focused/Stay Focused curriculum has been effectively tested in high schools by several community colleges in all seven regions in the state for use with over 80,000 secondary level students. Who am I? What do I want? How do I get it? – These are three questions that are keys to student success, and three questions that should be answered before selecting a guided pathway. Career Choices and Changes, and My10yearPlan help students answer these questions while facilitating a planning process that:

- Matches pathway selection to future student goals
- Results in informed decision making regarding a course of study
- Development of a skills-based education plan
- Leads to a 10-year Plan focused on successful completion and workforce entry

HOW DOES THIS PROPOSAL MEET THE NEEDS OF YOUR REGION'S LABOR MARKET?

This proposal addresses the identified needs by strengthening the student and teacher pipeline, as well as preparing students for the world of work.

HOW DOES THIS PROPOSAL ADDRESS THE IDENTIFIED NEEDS?

This proposal addresses the identified needs by strengthening the student and teacher pipeline, as well as preparing students for the world of work.

HOW DOES THIS PROPOSAL ADDRESS THE PRIORITIES ESTABLISHED BY YOUR REGION?

CCCCO has suggested that for a number of the Strong Workforce Recommendations, there is economy of scale to do “projects in-common” across all regions. Existing pilots have informed effective practices for addressing these recommendations. According to the Strong Workforce Program flowchart, 10% of Regional share allocation can be deployed for Task Force recommendations with attention to: 1) region-wide outreach to employers on CTE by sector for purposes of internship/job placements; 2) region-wide outreach to students/families on career awareness/CTE options; 3) additional data-related needs; and, 4) professional development to streamline curriculum approval. Given the focus for these funds, regions are asked to strongly consider applying the 10% set-aside to scale “projects in-common”; identified in alignment with the regional strategic plan, as well as with the goals of the CRC strategic plan.