

# **CRC Colleges Strong Workforce Program for SW2 & SW3 (7/2017-12/2020): Proposed Regional (opt-in) Projects & Approved CRC Region Wide Projects<sup>1</sup>**

## **ACROSS ALL SECTORS**

### **1. Workplace Internship Development (SW2, SW3)**

Lead: Merced College

Colleges participating: Bakersfield College, Cerro Coso 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, Clovis Community College, College of the Sequoias

**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 will provide services to assist in internship/job placement that is an integral part of the colleges Career Center/CTE WBL point of contact.

#### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

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. 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.

### **2. Dual Enrollment/Student Services/ Prison Education (SW2, SW3)**

Lead: Bakersfield College

Colleges participating: Bakersfield College, Fresno City College, Modesto Junior College, Columbia College, West Hills College Coalinga, Merced College, Cerro Coso Community College, Taft College

**DESCRIPTION:** This is a regional opt-in project that seeks to build capacity at participating colleges and builds on the work done under the prior SWP1-R project of the same name. Participating colleges define, describe, and address institution-specific needs in order to support the further development of their respective dual enrollment programs.

#### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

This capacity-building project will support the development of colleges' Dual Enrollment (DE) program(s). DE is a college course taught by high school teachers or college adjuncts who meet minimum qualifications for college instructors. High school students participating in dual enrollment are enrolled college students who receive College and High School credit upon completion of the course. Participating colleges will commit to: Develop and share effective models; Identify collective project data variables to track the impact of DE; and Communicate an aggregate story of how CVML colleges are doing DE. Within this framework each college will identify and develop its own scope of work and budget in order to contribute to these overall project outcomes. Bakersfield College (BC) is the project lead. BC has been a leader statewide in collaborating with its feeder high schools to implement dual enrollment courses. During the adoption of this innovative approach, BC has experienced structural and organizational needs which it expects to address through this project.

### **3. Strong Workforce Oversight - North Central Subregion Colleges**

Lead: Modesto Junior College

Colleges participating: Modesto Junior College, Columbia College (SW1 and SW3)

**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 NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?

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.

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. 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.

#### **4. Workforce/Economic Development Collaboration and Coordination (SW2, SW3)**

Lead: SCCCD

Colleges participating: Clovis Community College, Fresno City College, Reedley College

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

#### WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE

**NEEDS?** 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. 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 Dean serves as a liaison between the district and agencies administering district-wide workforce initiatives. 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 SCCCD 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. 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 under-served populations.

## **5. Workforce Training Coordination - Apprenticeship/Pre-Apprenticeship (SW2, SW3)**

Lead: SCCC

Colleges participating: Clovis Community College, Fresno City College, Reedley College

**DESCRIPTION:** Support of Pre-apprenticeship and Apprenticeship Program Manager position that will provide leadership of and coordination for apprenticeship program sponsors and district colleges. In addition, project will fund Office Assistant III position which will support the overall project functions.

### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

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. 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.

## **6. AEBG Workforce Training Partnership (SW2)**

Lead: Taft College

Colleges participating: Taft College, Clovis Community College

**DESCRIPTION:** A partnership between community colleges and their respective consortium for Adult Education BG programs to develop a collaborative approach to workforce skill-building. Drivers include: A focus on understanding and meeting the needs, 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 NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

The AEBG Workforce Training Partnership collaborative to 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.

## **7. CTE Regional Branding and Marketing - State Center Community College District (SW2)**

Lead: SCCC

Colleges participating: 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 NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

o This project is motivated by a lack of a comprehensive plan to strengthen communication to broadly publicize and promote career pathways that prepare students for jobs within the Central Valley's regional labor market  
o This project will address these needs by creating a comprehensive career and technical education focused marketing and branding campaign, producing multimedia collateral, and broadly distributing messaging and images associated with the campaign via multiple media formats. This approach is designed to provide a sustained public outreach effort attractive to a varied audience of community/industry stakeholders and student constituents to heighten awareness and promote the value of career technical education.

## **8. CRC Region Wide - CTE Rebranding Regional Marketing & Outreach to Parents, Students & Employers (SW2, SW3)**

**Lead: CRC**

**Colleges participating: ALL**

DESCRIPTION: Regional Marketing and Outreach project (CCCCO identified/recommended Projects-In-Common set-aside) to 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. Building upon SW1 marketing efforts

### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

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. 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. 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. Continued leveraging the State's re-branding, marketing efforts, a coherent message of CTE programs leading to careers across the region is desired. In addition, this project will continue to address the identified needs and lead to development and ultimate implementation of 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.

### **Outreach to Parents, Students & Employers - CTE Rebranding Regional Marketing\***

\*CCCCO identified/recommended Projects-In-Common (CCCCO Memo 9/11/17; also known as 10% set-aside projects)

- Recommended continuation from SW1 for SW2 and SW3
- SW1 (7/1/16-12/31/18) \$700,000
- SW2 (7/1/17-12/31/19) \$150,000
- SW3 (7/1/18-12/31/20) \$150,000

## **9. CRC Region Wide - STEAM/STEM Teacher Pipeline (TPP); Employability/Soft Skills (NWoW; Hi-Touch Health); Early Career Exploration (Dual-Enrollment; Get Focused/Stay Focused) (SW2, SW3)**

**Lead: CRC**

**Colleges participating: ALL**

DESCRIPTION: 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. Employability/Soft Skills: The New World of Work is a 21st Century Skills Program and Hi-Touch Health Program both emphasize curricular & employability skills to raise student workforce preparation. Early Career Exploration: H.S. Dual Enrollment & Get Focused/Stay Focused efforts.

### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

• 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 that is quickly raising the workforce preparation of students in our system. 13 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. More information and to register for webinars on the New World of Work for 21st Century Skills: <http://bit.ly/2fw5MdP>. With the Hi-Touch Health program, students learn soft skills are central to patient-centered care regardless of an employee's position within healthcare. The California Hospital Association, the Health Workforce Initiative (HWI) Statewide Industry Advisory Committee, the Statewide Sector Navigator, and the Regional Deputy Sector Navigators (DSN's) have recognized this need and subsequently requested that there be increased attention to Six Critical Soft Skills: Communication Competency, Workplace Ethics and Professionalism, Team Building and Collaboration, Effective Problem Solving, Embracing Diversity, Demonstrating Compassion. <http://bit.ly/2ffaBFT>. • Early Career Exploration: Dual Enrollment, as well as, 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. Whether as a part of the First-Year Experience or implemented preemptively in collaboration with your secondary school partners, the 10-year Plan will relieve overtaxed advising services while supporting greater student success. This is a 3 unit curriculum that will ensure students become college completers and help reduce attrition and increase completers. A direct link to learn more about the college/high school collaboration program model - Get Focused...Stay Focused <http://www.getfocusedstayfocused.org>.

**STEAM/STEM Teacher Pipeline (TPP); Employability/Soft Skills (NWoW; Hi-Touch Health); Early Career Exploration\*** (Dual-Enrollment; Get Focused/Stay Focused)

\*CCCCO identified/recommended Projects-In-Common (CCCCO Memo 9/11/17; also known as 10% set-aside projects)

- Recommended continuation from SW1 for SW2 and SW3
- SW1 (7/1/16-12/31/18) \$78,000
- SW2 (7/1/17-12/31/19) \$150,000
- SW3 (7/1/18-12/31/20) \$150,000

**10. CRC Region Wide - Support for CRC Data & LMI Research, Centers of Excellence (SW2, SW3)**

**Lead: Centers of Excellence**

**Colleges participating: ALL**

DESCRIPTION:Data driven decision making is a priority for the CRC region. The CRC Center of Excellence (CoE) supports the SWP for the strategic study of the regional economies of California by providing customized data on high growth, emerging, and economically critical industries and occupations and their related workforce needs. Braiding of funding to support CoE efforts further aligns CRC regional data, as well as provides for a consistent source of information.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

Data driven decision making is a priority for the CRC region. The Centers of Excellence for Labor Market Information currently support the Strong Workforce Program call for the strategic study of the regional economies of California by providing customized data on high growth, emerging, and economically critical industries and occupations and their related workforce needs. The Centers of Excellence Directors currently provide accessible performance and labor market data to participating community college districts and their regional partners to support the implementation of the Strong Workforce Program and related efforts to align regional workforce and education programming with regional labor market needs. "Region" means a geographic area of the state defined by economic and labor market factors. Braiding of funding for Centers of Excellence support and operations can further align regional efforts by continuing to

make Labor Market Information available, and through the development of more personalized data to drive the regional economy. This project will support CRC data needs.

### Support for CRC Data & LMI Research, Centers of Excellence\*

\*CCCCO identified/recommended Projects-In-Common (CCCCO Memo 9/11/17; also known as 10% set-aside projects)

- New for SW2 and SW3
- SW1 (7/1/16-12/31/18) NA
- SW2 (7/1/17-12/31/19) \$100,000
- SW3 (7/1/18-12/31/20) \$100,000

#### **11. CRC Region Wide - Central Valley and Mother Lode Regional Counselor Conferences ('18, '19, '20) (SW2, SW3)**

**Lead: DSNs/CRC**

**Colleges participating: ALL**

DESCRIPTION: K-14 Counselor Conferences for the years 2018, 2019 and 2020 for K-14 counselors aimed to provide attendees with information, connections and tools for them to prepare students for career readiness through career education at the community college level. Introducing the connection between high wage jobs with skills to be obtained at community colleges with stackable credentials, certificates and AA degrees.

#### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

With the sunset of SB 1070 funding, K-12 outreach traditionally done using those funds has had to transition to more overtly, demonstrative outreach providing a nexus of WIOA metrics. The CRC Counselor Conference is one of those programs that provides that addresses More & Better CTE for students linked to industry demands. Affordable, career education offered at CA community colleges should be the mantra repeated by K-14 counselors on daily basis. The Counselor Conference is designed to introduce career pathways - existing, new and emerging - in our regions industry sectors that require a combination of academic knowledge and technical ability. Stressing the importance through speakers, workshops and networking with DSNs, colleges and industry professionals about looking to community colleges to rise above rising education costs, mounting student debt, fierce competition for jobs, and the over-saturation of some academic majors in the workforce AND guiding students towards personality-aligned, high wage careers and not just into college. It is also designed to strengthen the student pipeline continuum.

**Central Valley and Mother Lode Regional Counselor Conferences ('18, '19, '20) (\$35,000/ea x3) (previously covered by SB1070 funds which sunset 6/18):** *To date, three annual conferences have been held (Visalia, Modesto, Bakersfield) with combined attendance >1000 high school and college counselors.*

- New for SW2 and SW3
- SW1 (7/1/16-12/31/18) NA
- SW2 (7/1/17-12/31/19) \$70,000
- SW3 (7/1/18-12/31/20) \$35,000

#### **12. CRC Region Wide - Employer-Student-College Connecting Platform; and CTE Faculty & Staff Professional Development (ie. WBL, Train-the-Trainer) (SW2, SW3)**

**Lead: CRC**

**Colleges participating: ALL**

DESCRIPTION: Career Services Platform (i.e. JobSpeaker) to manage career services engagement with students; provide tracking, reporting & communication tools; provide employers tools to find, communicate and hire students; provide students tools to manage career portfolios and job searches. Provide for training related to the software in addition to related WBL professional development such as CTE Leadership & Faculty convenings; supporting venues for faculty-to-faculty best practices

#### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

To provide More & Better CTE for student success and to address labor market demands, the CRC region has identified the need for a customized career services regional platform. A career services platform will be developed and implement (by JobSpeaker) to manage career services engagement with students; provide tracking, reporting & communication tools; provide employers tools to find, communicate and hire students; provide students tools to manage career portfolios and job searches. Software vendor will coordinate with the region and their participation with the California Community

Colleges Foundation WBL Pilot Project. In addition, this project will also provide for training related to the software in addition to related WBL professional development such as CTE Leadership & Faculty convenings (i.e. in-service training; program-related conference modeled similar to CATA or mid-winter); supporting venues for faculty-to-faculty best practices; rotation of areas of focus. Priority goal(s) to identify best practices to increase program alignment, portability, and completers at each of the CRC 14 colleges, including WBL, job placement, etc

**Region-wide license purchasing of Employer-Student-College connecting software; and CTE Faculty & Staff Professional Development** (ie. WBL, Train-the-Trainer): Career Services Platform to help career services manage engagement with students; provide reporting and communication tools; provide employers tools to find, communicate and hire students; provide students tools to manage career portfolios and job searches. In addition, provides for training and personal development related to the software in addition to related WBL professional development such as CTE Leadership & Faculty convenings (i.e. in-service training; program-related conference modeled similar to CATA or mid-winter); supporting venues for faculty-to-faculty best practices; rotation of areas of focus. Priority goal(s) to identify best practices to increase program alignment, portability, and completers at each of our 14 colleges, including WBL, job placement, etc.

- . New for SW2 and SW3
- . SW1 (7/1/16-12/31/18) NA
- . SW2 (7/1/17-12/31/19) \$548,419
- . SW3 (7/1/18-12/31/20) \$583,419

**13. CRC Region Wide – Engagement in Teacher Prep Pipeline (TPP) / Education Futures (SW2)**

**Lead: CRC/West Hills College Lemoore**

**Colleges participating: ALL**

DESCRIPTION: The CRC has been effective in pursuing opportunities that will benefit the region, with a long history of regional collaboration. West Hills College Lemoore as a Teacher Pipeline Project program, the region agreed and has supported WHCL as the lead for the Ed Futures regional project. This project is assist the advancement of TPP programs at every CRC college.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

As a region that is historically under-served, plagued with high poverty, high unemployment, and economic challenges, efforts have been and are being made in our region to strengthen opportunities to proactively support student success in tandem with responding to the needs of the workforce. Further, as a means to address the region’s teacher shortage, CRC college are working collectively to development or grow their Teacher Pipeline Projects and leverage efforts and resources provided to some of the colleges with the Education Futures project. The Central/Mother Lode Regional Consortium (CRC) has been effective in pursuing TPP opportunities that will benefit the region, with a long history of regional collaboration. As West Hills College Lemoore as the regional technical lead as an existing TPP college, eleven colleges within the CRC pursued the advancement of the TPP Multi-College Regional Network through the California Community Colleges Chancellor’s Office (CCCCO) program, Education Futures; only five were funded. Three CRC colleges are also concurrently working on their TPP independent of Education Futures program. All 14 colleges are working to strengthen their TPP programs and are working together as part of the CRC communities of practice for TPP/Education Futures.

- . SW1 (7/1/16-12/31/18) NA
- . SW2 (7/1/17-12/31/19) \$450,000
- . SW3 (7/1/18-12/31/20) \$0

**14. CRC Region Wide - Prior Learning Assessment (SW2, SW3)**

**Lead: CRC/West Hills Community College District**

**Colleges participating: ALL**

DESCRIPTION: QuickPath PLA Program, faculty led/designed, allows colleges to offer course credit to students who can demonstrate prior learning. PLA expands beyond Challenge Exams & CLEP tests to include credit by portfolio assessment. Data shows that the use of PLA can help increase demand & completions & decrease the cost/time to degree. West Hills & Delta College received an Award for Innovation to lead devt. of the Program in the CRC Region, this SWP will leverage that & allow for 100% regional participation

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

Data shows that the use of Prior Learning Assessment can help increase demand and completions and decrease the cost and time to degree. With a focus on CTE, the end goal of the project is to scale the PLA Program out to the other colleges in the region and ultimately to the rest of the colleges in the State. - With birth rates and high school rates flattening, growing demand has become a priority and a challenge for colleges. In response, postsecondary institutions

are beginning to take an expanded view of degree-seekers, focusing on attracting post-traditional students (25 and over). Serving post-traditional adult learners, however, presents the challenge of modifying existing institutional processes designed for traditional students. The QuickPath PLA Program (PLA) provides a solution by leveraging one of the best kept secrets in postsecondary education, prior learning assessment. With program partners AcademyOne and the Council for Adult and Experiential Learning (CAEL), and faculty at the pilot colleges West Hills Community College Coalinga and Lemoore, and San Joaquin Delta College leading the initiative, the QuickPath Program is designed to simplify the navigation of prior learning assessment options and expand the offerings to include credit by portfolio assessment. In revealing all the ways students are able to earn credit for their prior learning in an easy-to-navigate platform, colleges will be able to highlight the systems which help students decrease the cost of attendance and time to degree. With faculty driving the development of portfolio assessment at the pilot colleges, institutions will be able to grow enrollment of post-traditional students who have industry skills and competencies that align with certificate and degree programs, but who do not possess formal credentials or degrees. Portfolio assessment offers adult learners a way to demonstrate the prior learning they gained from years of industry experience and earn credit for what they already know. The QuickPath PLA Program is a faculty led and designed program that allows colleges to offer course credit to students who can demonstrate prior learning. PLA expands the traditional offerings beyond Challenge Exams and CLEP tests to include credit by portfolio assessment. Data shows that the use of Prior Learning Assessment can help increase demand and completions and decrease the cost and time to degree. West Hills and San Joaquin Delta College received a \$2 million Award for Innovation to spearhead the development of the QuickPath Program in the Central Region. The money is being used to pay for a full time coordinator for the program (Dr. Justin Garcia), AcademyOne's work to design a multi-institutional regional web platform to facilitate and simplify the navigation of prior learning assessment options for students, the fee for hosting each of the region's colleges on the QuickPath online platform during Year 1 (ends April 2018), stipends for faculty to develop the policies, procedures, guidelines, regional marketing for all of the colleges, and assessments for the web platform, and consulting fees for The Council for Adult and Experiential Learning (CAEL) who is providing consulting services to faculty as they develop the Portfolio Assessment processes and practices . As supported by the CCCCO, West Hills and Delta need full regional college input in regards to CAEL and AcademyOne to develop the pilot program. The end goal of the pilot is to scale the PLA Program out to the other colleges in the region and ultimately to the rest of the colleges in the State. College faculty and Admin champions need to be identified to serve as the contact points for the initiative and to work with CAEL and AcademyOne to ensure the success and scalability of the pilot project. This SWP involves all 14 CRC colleges and includes collaboration with the South Coast Central Region to assist them with their PLA efforts. As part of the program: o AcademyOne to train administrators, faculty, and staff to use the platform to serve the students at their respective institution; o CAEL led PLA-training for administrators, faculty, and staff; o Professional development for faculty to serve as portfolio assessors and evaluate portfolios for credit; and o Develop Prior Learning Assessment marketing materials to drive interest to the regional web-enabled portal.

- SW1 (7/1/16-12/31/18) NA
- SW2 (7/1/17-12/31/19) \$55,000
- SW3 (7/1/18-12/31/20) \$55,000

**15. CRC Region Wide, set-aside: Just in Time SWP Projects – TBD (SW3)**

**Lead: CRC**

**Colleges participating: ALL**

DESCRIPTION: To allow for flexibility to react quickly as SWP CTE projects and needs arise on behalf of the region. Such SWP CTE projects, yet to be defined, could include more marketing, assistance with faculty recruitment, regional studies, professional development, regional conferences, and creation of software platform to help with college CTE-related needs for More & Better CTE, etc.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

To allow for flexibility to react quickly as SWP CTE projects and needs arise on behalf of the region. Such SWP CTE projects, yet to be defined, could include more marketing, assistance with faculty recruitment, regional studies, professional development, regional conferences, and creation of software platform to help with college CTE-related needs for More & Better CTE, etc. For example, there projects yet to be identified that would help to optimize the linkages of all the initiatives and programs (i.e. CTE, Career Pathways, Guided Pathways, WBL, SSSP, Adult Ed, EOPS, etc.). Region-wide projects reporting is intended to be done at the CRC and does not become a burden of the individual colleges. In the event the funds are not being used within the SW3 funding cycle, the set-aside has not be drawn down upon, funds could be redistributed back to colleges accordingly.

- SW2 (7/1/17-12/31/19) \$0
- SW3 (7/1/18-12/31/20) \$181,300<sup>ii</sup>



## **ADVANCED MANUFACTURING**

### **16. CRC Region Wide - Advanced Manufacturing Sector Pipeline & Partnership Development (SW2, SW3)**

**Lead:** CRC/DSN & Fresno City College

**Colleges participating:** ALL

- **16.a) (Optional Regional Opt-in) Advance Manufacturing/Welding Expansion Hybrid Engineering Technology Meeting Middle Skill Need**
  - **Lead:** CRC/DSN & Fresno City College
    - **Colleges participating** Fresno City College, Merced College (SW2 & SW3), Reedley College; Modesto Junior College (SW2); West Hills College Lemoore

**DESCRIPTION:** This region wide Advanced Manufacturing Sector project with regional opt-in options will provide discussion, partnership, recommendation, and industry projects that colleges can engage and invest in, providing professional development and industry connection opportunities to provide just-in-time delivery of cutting-edge technologies; career awareness events; tools, equipment, and/or facilities in order to accommodate industry demands; and regional and sub-regional discussions and convenings.

#### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

Originally a regional project with seven colleges participating in SW1; now a region wide project for SW2 and SW3 to support all manufacturing related programs and faculty; student pipeline development. Advanced Manufacturing is a priority sector for the Central/Mother Lode Region. This project will focus on: Developing regional/sub-regional Manufacturing faculty and/or Industry convenings to discuss new program development, curriculum improvements & industry certification alignment across the region; as well as, plan professional development opportunities for faculty, manufacturing events and projects, internship and/or apprenticeship opportunities Collaborating on improving non-credit offerings for incumbent workers across the region to meet industry's short term workforce development needs Planning and supporting regional/sub-regional Manufacturing/Industrial Summits to build stronger relationships amongst colleges, industry, K-12, and other local and regional stakeholders Plan Manufacturing Day events across all colleges to provide targeted career awareness to students, build stronger relationships with industry and feeder high schools (FTES growth for colleges CTE programs) Advanced Mfg DSN will support the regional work by working closely with the Consortium Chair, Steering Committee members (CTE Deans), and faculty to plan, develop, and facilitate activities as determined and prioritized by the steering committee; will assist colleges in collecting and reporting all activity based participation data to the steering committee; and will assist colleges in exploring, developing, and implementing regional industry advisory for manufacturing programs as per the direction of the Steering Committee In addition, in order to leverage the work of the region wide "Advanced Manufacturing Sector Pipeline & Partnership Development" project there are regional opt-in options to this project that will provide each college with the opportunity to allocate the necessary resources for implementation of strategies, techniques, or plans that develop out of the region wide project such as industry partnership events, conversations, or planning; curriculum changes or additions; support travel and conference expenses for professional development of faculty and/or staff; and broadening services for manufacturers throughout the region. Optional Regional Opt In: Advanced Manufacturing/Welding Expansion - Fresno City College, Merced College, Reedley College, Modesto Junior College, Columbia College, Taft College, West Hills College Lemoore Optional Regional Opt In: Hybrid Engineering Technology Meeting Middle Skill Needs - Fresno City College, Clovis Community College

•	SW2 (7/1/17-12/31/19)	\$50,000
•	SW3 (7/1/18-12/31/20)	\$50,000

### **17. Bachelor of Science Industrial Automation Collaborative (SW2, SW3)**

**Lead:** Bakersfield College

**Colleges participating:** Bakersfield College, Clovis Community College, Fresno City College, San Joaquin Delta College, West Hills College Lemoore, Modesto Junior College (SW1 only)

**DESCRIPTION:** Continuation of the 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 the Industrial Automation at Bakersfield College. The group will continue to meet regularly via conference calls and participate together in the IA Advisory Committee meetings for the Baccalaureate Degree.

#### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

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.

## **AGRICULTURE, WATER & ENVIRONMENTAL TECHNOLOGIES**

### **18. Transportation Technician Regional Project (SW2, SW3)**

**a. Diesel Truck Technician**

**b. Automotive Technician**

Lead: Reedley College

Colleges participating: Reedley College, San Joaquin Delta, West Hills College Coalinga, Merced College, Fresno City 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 NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

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.

### **19. Agricultural Guided Pathways Development (SW2)**

Lead: Modesto Junior College

Colleges participating: Modesto Junior College, Reedley College, San Joaquin Delta College, Merced College

**DESCRIPTION:** This project will develop and align guided pathways for the Agriculture, Water, and Environmental Technology sector in the Central Region to provide students with uniform, clear, and specific educational choices. Lead faculty from identified colleges will develop a framework for program pathways, work within their own colleges to refine program recommendations, and re-confer with other colleges to align recommendations. Pathway development will provide clear maps to university transfer programs.

#### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

Agriculture, Water and Environmental Technology is a diverse industry sector, with multiple programs in a variety of areas. Students in agriculture-based programs need consistent advising from two-year colleges as they transfer into common 4-year agriculture programs. This project brings discipline faculty together to align program requirements in individual colleges, develop clear advising messaging for students, and design potential program maps that provide students with clear direction. The alignment of agriculture programs in the region will benefit students by providing common program guidelines. The project will ultimately benefit employers and students who select, enter, complete and/or transfer through a pathway.

## **HEALTH**

### **20. Health Simulation (SW2)**

Lead: Bakersfield College

Colleges participating: Bakersfield College, Porterville College, San Joaquin Delta College

**DESCRIPTION :** The focus of the Regional Project is to provide continued support to the Central Valley Simulation Group (CVSG), a simulation users network group established in year one of SWP.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?** The CVSG is a collaborative group that is very active and would continue the work on further developing and refining our shared resources and evidenced based practices. A primary goal this second year is for the group to join and become active in California Simulation Alliance's Central Valley subdivision. This will provide additional collaboration to strengthen our group's knowledge and access further resources. The Health Simulation Proposal addresses several needs of the Central Valley and our regional partners. 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. In addition, 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 an overall increase in 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. 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.

## **21. Certified Nursing Assistant Program (C.N.A.) (SW2/SW3)**

Lead: Modesto Junior College

Colleges participating: Modesto Junior College, Columbia College

**DESCRIPTION:** Strong Workforce funding will enhance the current Certified Nursing Assistant (CNA) program at two colleges through a shared program director, instructional delivery, and development of clinical practicum opportunities. The program is a one-semester, 16-week certification program offering training in theory and clinical (skill) procedures. Students enter the practicum portion of the program and complete 100 hours in direct patient care.

### **WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?**

Modesto Junior College and Columbia College will expand a CNA program to serve additional students at both colleges. With close to 50 long-term care, memory care and rehabilitation centers within Stanislaus County and the surrounding area the community is in need of entry-level trained individuals who can take care of the older population. The aging of America is occurring at rapid speed and trained individual are imperatives if we are going to meet the needs of our community. Not only are the Nurse Assistant and Home Health Aide programs needed in our community, but there is also a potential to develop curriculum with courses that will improve the care of the older adult, meet the needs of our community and increase student employment opportunities providing a living wage for CNA's. The federal and state regulations require all nurse assistants be certified by the state in which they will be practicing and we are one of the few colleges in the area offering the Nurse Assistant Program to a large number of students at minimal cost. All other local agencies serve less than 45 students per semester. The Nurse Assistant can work in acute care hospitals, long-term care facilities, skilled nursing and rehabilitative facilities and sub-acute nursing facilities. The Nurse Assistant continues to be listed among the fastest growing occupations in the country. According to Center for Excellence the nurse assistant occupation is projected to have 263 job opening annually and is listed number 1 and 2 on the United States Department of Labor, Bureau of Labor Statistics. Many Long-term Care facilities need a higher proportion of health care givers to provide the daily care for the older patient residing in their facilities. The Nurse Assistant Program trains students to become qualified and competent in skills i.e. transferring and ambulating patients using a gait belt and performing vital signs. To increase student's living wage after completing the CNA program, additional curriculum could be develop to offer additional training in Restorative Care Aide, Senior Nurse Assistant, Acute Care Nurse Assistant, Dementia Care and Communicating with Compassion. Currently within the Stanislaus County and surrounding areas the above courses are not offered at the community college level, and students are required to travel outside of the community for training. The program plans to seek CTE funding to develop and teach these important courses to increase student's skill set to increase their living wage. The advisory committee, Columbia and attendees at the Columbia College Health Care Career Summit are in full support of expanding the Nurse Assistant program at Modesto Junior College to include a cohort of 30 students at Columbia College to positively impact students' education. The committee is excited about the possibility of the college offering additional courses that address the needs of the older population, the care facilities in the community and provide increased living wages for CNA student graduates.

## **ICT/DIGITAL MEDIA**

### **22. Cyber Security (SW2/SW3)**

Lead: Fresno City College

Colleges participating: Clovis Community College (SW2), Fresno City College

**DESCRIPTION:** Program to train students in cybersecurity skills, needed in multiple industries in the region. The project includes development of new curriculum for a new degree, development of a CyberPatriots program with local high schools, and summer academies.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?** The Bureau of Labor Statistics indicates that demand for careers in cybersecurity will far outpace supply throughout the next decade. Creating new and expanding existing programs for students who want to learn cybersecurity creates an opportunity to increase CTE enrollment for the institution, establish partnership with industries in the service area, and help students develop technical skills that are in high demand in the workplace. Investments to be made in personnel, including a new cybersecurity faculty member, curriculum development, technology, and partnership activities with local high schools.

### **23. “Regional Certiport Testing Center” (SW2/SW3)**

Lead: Fresno City College

Colleges participating: Clovis Community College, Fresno City College

**DESCRIPTION:** The testing center will help certify students in the area of computer science, security, and other certifications.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?** This project will support students' achievement in computer science and related fields.

### **24. Region-wide, set-aside: NetLab (ICT) Hub Collaborative (SW2/SW3)**

Lead: San Joaquin Delta College

Colleges participating: San Joaquin Delta College, West Hills College Lemoore, Cerro Coso Community College (SW2 & SW3), Fresno City College

**DESCRIPTION:** Information Communication Technologies (ICT) is a continuous regional project for the Central Regional Consortium (CRC). CRC partners now have ability for students in ICT courses to access a virtual ICT laboratory. Some individual colleges lacked the equipment necessary for students to attain the appropriate higher level skills necessary in ICT. This project has allowed faculty to use state-of-the-art equipment that would otherwise be inaccessible to them.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?** Information Communication Technologies (ICT) are an integral part of day-to-day operations in all sectors, including IT, logistics, commerce, etc.... There is significant shortage of qualified technician with ICT skills. This continuous project aims to increase the regional need for this highly skilled and technical workforce.

## **PROP 39: ENERGY, CONSTRUCTION & UTILITIES**

### **25. HVAC-R Collaborative (SW2/SW3)**

Lead: Fresno City College

Colleges participating: Fresno City College, College of the Sequoias, Merced College

**DESCRIPTION:** The CRC HVAC Collaborative is a community of practice among the six Central region colleges who either have or are starting HVAC programs. The collaborative will meet in person twice per year and by phone twice per year.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?** The intent of the program is; 1. Share best practices regarding curriculum and lab equipment and activity. 2. Work regionally with larger employers to validate SLOs and maximize placement opportunities. 3. Look for opportunities to align curriculum to certifications valued by region employers to create greater access opportunities for Central Region HVAC students. 4. Create Economies of scale to facilitate equipment sharing among colleges for expensive hand-on

training equipment. 5. Develop faculty professional development priorities and opportunities. 6. Work together to determine the role of virtual simulation in regional HVAC programs.

### **~~26. Building Maintenance and Facility Services Technicians (Hospitality and Multi-Unit Complexes) – training/soft skills certifications (SW3)~~**

~~Lead: Fresno City College~~

~~Colleges participating: West Hills College Lemoore (SW3)~~

~~**DESCRIPTION:** The CRC HVAC Collaborative is a community of practice among the six Central region colleges who either have or are starting HVAC programs. The collaborative will meet in person twice per year and by phone twice per year.~~

~~**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?** The intent of the program is; 1. Share best practices regarding curriculum and lab equipment and activity. 2. Work regionally with larger employers to validate SLOs and maximize placement opportunities. 3. Look for opportunities to align curriculum to certifications valued by region employers to create greater access opportunities for Central Region HVAC students. 4. Create Economies of scale to facilitate equipment sharing among colleges for expensive hand-on training equipment. 5. Develop faculty professional development priorities and opportunities. 6. Work together to determine the role of virtual simulation in regional HVAC programs. DELETED 9/2018<sup>iii</sup>~~

## **RETAIL, HOSPITALITY & TOURISM**

### **26. Retail/Hospitality/Tourism programs (SW2 & SW3)**

Lead: Columbia College

Colleges participating: Columbia College, Modesto Junior College

**DESCRIPTION:** Strong Workforce funding will expand Retail/Hospitality/Tourism programs to address labor market demands in the service areas of Columbia College, Modesto Junior College and West Hills College Lemoore to develop their programs into comprehensive programs.

**WHAT NEEDS MOTIVATE THIS PROJECT AND HOW WILL THE PROJECT ADDRESS THESE NEEDS?** Retail/Hospitality/Tourism occupations, such as culinary jobs are available in a variety of restaurants and hotels. For example, they provide a career ladder from entry-level work to top chefs. Workers in these jobs need high-level culinary skills in cooking, baking, and hospitality. For Columbia College, Calaveras and Tuolumne counties are destination areas where many Bay Area residents come for weekends and holidays.

## **ACROSS ALL SECTORS ADDED 9/2018<sup>ii</sup>**

### **27. CRC – KCCD District IR Support (SW3)**

Lead: KCCD

Colleges participating: Bakersfield College, Cerro Coso College, Porterville College

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

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<sup>i</sup> 1/25/18 – M/S/A Steering Committee SW2 & SW3 Regional Project list approved.

File: file:///C:/Users/vkh014/Desktop/SW2%20SW3\_17-18%20and%2018-19/Final%20PROJECT%20DETAIL%20CRC%20Colleges%20Strong%20Workforce%20Program%20Regional%20Project%20List%20SW2%20SW3%20Jan%2029%202018.docx

<sup>ii</sup> 10/9/18 - M/S/A Steering Committee approved the additional \$36,300 (realized from the final allocations of the incentive funds for SW3 as related to the CRC 10% region wide set-aside.

<sup>iii</sup> 9/13/18 - M/S/A Steering Committee approved the deletion of Building Maintenance and Facility Services Technicians and the addition of KCCD District IR Support.

- o Deletion of **Building Maintenance and Facility Services Technicians (Hospitality and Multi-Unit Complexes) – training/soft skills certifications (SW3)** Lead: Fresno City College; Colleges participating: West Hills College Lemoore
- o Addition: CRC – KCCD District IR Support. Lead: KCCD; Colleges participating: Bakersfield College, Cerro Coso College, Porterville College