



Strong Workforce Program (SWP) Round Three Districtwide Report

This report is the third districtwide report on Strong Workforce Program funding and provides a high-level, districtwide summary of round three activities and lessons learned. Round three programs, projects, positions, and outcomes by institution begin on page three.

Round three funding was distributed in 2018-2019. Round three expenses and activities span from July 2018 through December 2020.

- Round 1 (July 2016 – December 2018) – *Funds Authorized in 2016-2017*
- Round 2 (July 2017 – December 2019) – *Funds Authorized in 2017-2018*
- **Round 3 (July 2018 – December 2020) – *Funds Authorized in 2018-2019***
- Round 4 (July 2019 – December 2021) – *Funds Authorized in 2019-2020*
- Round 5 (July 2020 – June 2022) – *Funds Authorized in 2020-2021*

Round Three Districtwide Activities:

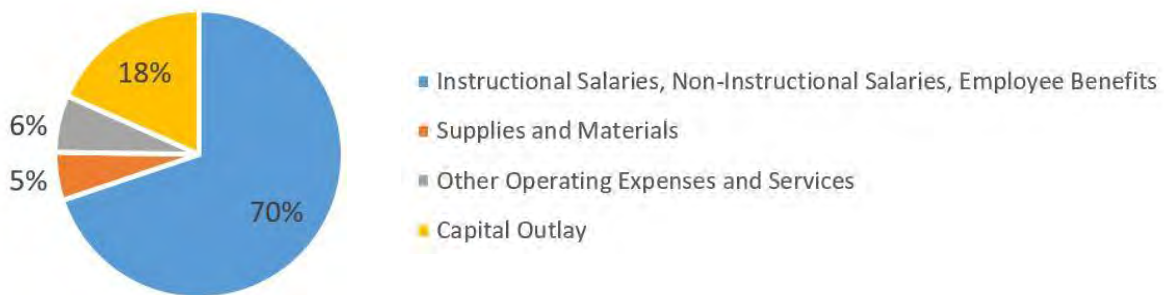
- Adapted to the impacts of COVID-19 including the move to online instruction, adaptation of hard-to-convert courses and programs, and remote student support and engagement. The majority of Round three funds were expended during the COVID-19 Pandemic. Institutions had to adjust original work plans and projects. New needs were identified and projects shifted to best support student success and the continued alignment of programs to the fast changing needs of industry.
- Supported faculty in the revision of curriculum and the development of new or revised courses and programs.
- Supported a variety of roles across multiple disciplines including instructional lab technicians and instructional assistants, as well as continued funding of Round One and Round Two positions.
- Supported employer engagement, tutoring, and faculty professional development.
- Updated equipment to industry standards and made site improvements.

In addition to grant management and SWP project coordination, funded activities primarily fell within the following seven categories:

1. Online Instructional Support – including online conversion of courses
2. Program / Course Improvements – including creation of new programs and courses and/or updates to existing programs and courses
3. Lab Upgrades - including equipment and software purchases
4. Instructional Support – including tutoring, lab technicians, and instructional technicians
5. Work-Based Learning, Job Placement, and Career Services
6. Research & Data
7. Marketing & Outreach

Round Three Expenditures	
Institution	Expenditures
San Diego City College	\$1,119,684
San Diego Mesa College	\$1,263,909
San Diego Miramar College	\$1,340,075
San Diego Continuing Education	\$1,208,450
Total	\$4,932,118

Source: Reported by SWP Grant Leads within SWP Round 3 Report Worksheets



Districtwide Lessons Learned

- Communication is critical.
 - Ensuring that the SWP message is conveyed and shared regularly across multiple platforms and constituent groups is important.
 - Contextualizing SWP activities within broader institutional goals is more impactful than standalone initiatives.
- Grant management, including financial management and NOVA reporting, amidst the regularly changing, and often unclear guidance from the State, is increasingly time consuming and challenging.
 - Clear and well document protocols for expending funds, purchasing, and general grant management are needed to support cross-departmental understanding of grant goals, timelines, and requirements.
 - Delays caused by miscommunication or unclear processes negatively impact grant compliance and student success.
- Data informed decision making remains essential.
 - It is critical to continue to establish the expectation that career education grant investments lead to improved student outcomes.

Round Three Projects & Programs Funded
San Diego City College



PROGRAMS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Business Management Program	Program was chosen based on enrollments and LMI and is continued from previous rounds	New cannabis course development and integration;
Child Development Program	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT's for CTE program support
Cosmetology and Barbering Programs	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT's for CTE program support
Electrical Program	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT for CTE program support
Fitness Trainer	Program was chosen based on enrollments and LMI	New lab for Fitness Trainer specialty
Graphic Art and Design Program	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT's for CTE program support
Information Technology – Cybersecurity Program	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT for administrative support related to SWP; computers; updated software
Machine Technology Program	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT's for CTE program support
Manufacturing and Industrial Technology Program	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT for CTE program support
Commercial Art	Program was chosen based on enrollments and LMI	ILT's for CTE program support
Technical Theater	Program was chosen based on enrollments and LMI and is continued from previous rounds	ILT for CTE program support; guest speakers; lenses
Grant Management	Based upon continued need to administer Strong Workforce Programs	Continue to provide an Associate Dean, and Administrative Technician for the Initiative; curriculum development; marketing of programs; professional development and travel for CE faculty
Student Support	Based upon continued need to provide localized support services to CTE students	Continue to provide counseling for students in programs funded by SWP, outreach opportunities and associated costs with these efforts; provide a Pathway Coordinator, Web Designer; professional development; computers

POSITIONS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Associate Dean, Strong Workforce Programs (M) <i>(hired round 1; continuing position)</i>	Continuation from previous rounds. Manager hired to administer all aspects of Strong Workforce at San Diego City College.	<ul style="list-style-type: none"> • Attended District SWP Workgroup meetings • Attended District CTE Deans/CTEA meetings • Administered and monitored campus SWP budget • Worked with CTE programs receiving SWP funding to enhance their programs • Attended fall and spring sessions of CCCAOE • Represented SWP on various college constituency groups • Conducted campus flex sessions on SWP
Administrative Technician (C) <i>(hired round 1; continuing position)</i>	Continuation from previous rounds. Technician hired to assist manager with monitoring budget for Strong Workforce as well as DSN Grant, and Perkins. Conducts all associated Business Services paperwork/processes, purchasing, and budget monitoring.	Assisted Associate Dean with all aspects of budget tracking and reconciling related to SWP. Assisted CTE Dean with budget matters related to CTEA (Perkins) and DSN grant. Recorded and disseminated minutes for the SDCC SWP Workgroup.
ILT: Machine Shop (C) <i>(hired round 1; continuing position)</i>	Continuation from previous rounds. Instructional Lab Technician for Machine Technology. Needed to prepare lab settings, assists students with course-related work and fulfills a needed safety monitoring function.	Prepared lab settings; assisted students with course-work, ensured safety compliance.
ILT: Child Development (C) <i>(hired round 1; continuing position)</i>	Continuation from previous rounds. Instructional Lab Technician for Child Development. Needed to prepares lab settings, assists students with course-related work and fulfills a much needed safety monitoring function.	Prepared lab settings in the Child Development Center; assisted students with course-work; ensured safety compliance.
Instructional Assistant: Graphics (C) <i>(hired round 1; continuing position)</i>	Continuation from previous rounds. Instructional Assistant for the Graphic Arts is needed to assist instructor and students in the lab setting, and provides administrative support for the instructor.	Assisted the instructor in the lab and classroom; provides administrative support, i.e. purchasing functions, for the program.
ILT: Computer Science (C) <i>(hired round 1; continuing position)</i>	Continuation from previous rounds. SWP is funding 2 additional months. Position converted from 10- to 12-months. Additional months needed to assist with summer courses and to keep instructional computer labs updated throughout the year.	Update/upkeep of computer labs in the BT building; assist Cybersecurity faculty member with marketing program and purchasing of industry certifications and computers.
Work Experience Coordinator (C) <i>(continuing position)</i>	Continuation from previous rounds. Hourly position to coordinate the Work Experience Program.	Participated in the Districtwide Work Experience meetings; promoted Work Experience through tabling and workshops, consulted with faculty, staff, and administration, and maintain Work Experience student records.
ILT (2): Cosmetology (C) <i>(continuing position)</i>	Continuation from previous rounds. Two Instructional Lab Technicians to support the new barbering and esthetics programs in their lab settings.	Assisted students with barbering and esthetic techniques, helped prepare them for certification, assisted instructors with teaching demonstrations,

		participated in cosmetology information sessions, administrative tasks as needed.
Web Designer (C) <i>(continuing position)</i>	Continuation from previous rounds. SWP is funding 10% of salary this cycle. This is due to the website requirements for CTE programs and development of specific SWP content.	Develop web pages and content related to CTE programs; develop SWP page and content, participate in outreach and marketing meant to drive web traffic to CTE and SWP pages.
ILT: Technical Theater (C) <i>(continuing position)</i>	Continuation from previous rounds. Instructional Lab Technician to support technical theater is needed to assist instructor and students in the technical theater space and lab setting and provides administrative support for the instructor.	Assisted with Saville Theater technical theater program needs, supported faculty with demonstrations, assisted students with technique mastery, administrative tasks as needed.
ILT: Manufacturing (C) <i>(continuing position)</i>	Continuation from previous rounds. Instructional Lab Technician for manufacturing is needed to assist instructor and students in the lab setting, and provides administrative support for the instructor.	Assisted with manufacturing lab needs and student mastery of techniques. Assisted with equipment usage and set up. Assisted instructors with administrative tasks as needed.
Job Placement Coordinator (C) <i>(New)</i>	Note: This position previously existed however, SWP is funding 50% of salary this cycle. The position this cycle has been given new duties related specifically to CTE program outreach and student support that significantly impact SWP programs and students.	Hold CTE-specific student workshops and other events, counsel CTE students on program offerings and pathways, update curriculum where required to better meet student needs, educate counseling staff and student services on latest CTE industry offering and translation to offered programs.
ILT: (2) (C) Commercial Art <i>(New)</i>	Two Instructional Lab Technicians for the art studios and gallery are needed to assist instructor and students in the lab setting, and provides administrative support for the instructor.	Assisted with gallery and art studio functions including art shows, and student mastery of techniques. Demonstrated tool and equipment usage, assisted instructors with lab set up, performed administrative tasks as needed.
ILT: Electricity (C) <i>(New)</i>	Instructional Lab Technician for electricity is needed to assist instructor and students in the lab setting, and provides administrative support for the instructor.	Assisted with electrical lab needs and student mastery of techniques. Assisted with equipment usage and set up. Assisted instructors with administrative tasks as needed.

Round Three Highlights:

- Increased cosmetology exam passing rates for students entering the field.
- Introduced the Nail Tech certificate and the Barbering conversion course, which led to 89 nail tech certificate completers and 30 Barbering conversion course completers.
- Held first sections of the new Business of Cannabis course
- Updated Cybersecurity curriculum to include three Certificates of Performance, and two Certificates of Achievement, and streamlined the Associate degree to make it more efficient to earn. The program leveraged funds with the ICT Regional Director to offer students CompTIA exam vouchers for the CASP+ course.
- Began development of a dedicated Fitness Trainer space

Round Three Lessons Learned

- Communication is critical. Ensuring that the SWP message is conveyed and shared at every campus constituency group is very important. Keeping up with reporting is also a key element.
- Budget monitoring is the ultimate responsibility of the manager; however, the manager does not have control. Local Business Services office and Grants and Contracts have more control.
- Data is critical. For the benefit of the student, all decisions should be data-informed. Administration, faculty, and staff need to know LMI for their respective areas as well as enrollment data/trends.

Round Four and Five Priorities

With the expiration of the 3-round program and coordination initiative at the end of round 3, a new system of determining funding will replace this. The school will shift from program-specific projects to more general areas that will allow a more impactful distribution of funds to qualifying programs and will still align with regional priorities. Major areas of focus will include, but are not limited to:

- Grant Management
- Distance Education
- Instructional Support
- Lab Enhancements
- Program and Course Improvements
- Research and Data

PROGRAMS/PROJECTS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Allied Health	<p>The Allied Health programs require technical support for multiple lab courses and directed clinical practices. Lab duties include equipment maintenance, supply inventory, lab set up and take-down, and direct student support. In addition, DCP work includes working with industry to establish site agreements.</p> <p>Staying current with industry standards in Allied Health fields requires continued comprehensive support for enrollment, academic learning support, and faculty development.</p>	<ul style="list-style-type: none"> • Funded contract positions: <ul style="list-style-type: none"> ○ Instructional Lab Technician ○ Program Technician ○ Supported faculty Professional Learning activities.
Distance Education	<p>CTE programs needed support with the rapid and transition to the remote learning environment.</p>	<ul style="list-style-type: none"> • Supported CTE faculty professional learning for Canvas, new software, and online tools. • Provided CTE faculty with equipment and software for remote working and teaching. • Provided students with instructional materials, including software access, equipment, and supplies for their remote learning environment.
Design Center	<p>The program needs to implement new presentation technology for students to stay current with industry practices.</p>	<ul style="list-style-type: none"> • Funded the implementation of new digital presentation equipment in the design center instructional labs and classrooms.
Culinary Arts / Culinary Management (CACM)	<p>The program needs technical support for lab courses. Support includes equipment maintenance, supply inventory, lab prep and takedown, and support of student work-based learning.</p>	<ul style="list-style-type: none"> • Funded contract Instructional Lab Technician position
Fermentation	<p>The new Fermentation program requires classroom and lab (brewing) space, marketing and outreach, and coordination.</p>	<ul style="list-style-type: none"> • Completing the beer brewing lab.
Career Center	<p>The campus needs to increase its capacity to serve students' career readiness needs, leading to employment.</p>	<ul style="list-style-type: none"> • Hired Career Peers for student-to-student career assistance. • Provided online office hours for student career support.
Work-Based Learning	<p>The Work-Based Learning program coordinates WBL learning activities for the campus, mainly in collaboration with classroom faculty. Activities range from single</p>	<ul style="list-style-type: none"> • The WBL program has active participation and leadership in Regional workgroups and community of practice and is known as a model in the region and the state.

classroom presentations to large-scale, campus-wide events.

The management of the WBL program includes marketing and outreach, data collection and analysis, testing out new WBL learning systems, and providing and participating in professional learning.

Career Education Office

The office of CTE manages the daily operations of Strong Workforce including, local and regional budgets, faculty and staff positions, reporting (campus, district, regional, and state), and the campus Work-Based Learning program.

The office of CTE supports all Career Education programs with campus-level marketing, outreach, professional learning, curriculum development, academic learning support, and small equipment and supply purchases for programs.

Supported the transition to remote learning for CTE programs, including funding for technology, equipment, supplies, and professional development.

POSITIONS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Instructional Lab Technician – Allied Health (<i>New Round 2 Position</i>)	Supports the Allied Health lab classes to improve student outcomes. In addition, they assist faculty with lab maintenance activities, thus allowing faculty to provide more direct support to students.	<ul style="list-style-type: none"> Assisted in the development and distribution of take-home kits for Allied Health programs. Provided support for on-campus classes during COVID.
Associate Dean, CTE (<i>hired round 1; continuing position</i>)	Manages the daily operations of the Strong Workforce program.	<ul style="list-style-type: none"> Co-led the three newly created Strong Workforce subgroups for actionable items to improve CTE program outcomes. Facilitated purchases for the transition to remote learning for CTE programs. Implemented Work-Based Learning tracking systems.
Administrative Technician	Supports the Associate Dean and Career Education Programs	<ul style="list-style-type: none"> Supported the management of seven different active grants Supported the purchase process of equipment, supplies, and software for the online CTE environment.
Program Technician, Allied Health (<i>hired round 1; continuing position</i>)	Supports the Allied Health programs to increase the number of Directed Clinical Practice sites, improve marketing, and support the development of new programs.	<ul style="list-style-type: none"> Assisted in the development and distribution of take-home kits for Allied Health programs. Planned and assisted in Allied Health information sessions and orientations. Facilitated new affiliation agreements for clinical sites.
Work-Based Learning (WBL) Coordinator (<i>hired</i>)	Co-leads the Work-Based Learning program for the College	<ul style="list-style-type: none"> Pivoted WBL activities during COVID to more in-classroom activities and faculty support.

<i>round 1; continuing position)</i>	to improve CTE students' informed career decision making, retention, completion, and job obtainment.	
Instructional Lab Technician, Culinary Arts <i>(hired round 1; continuing position)</i>	Support the Culinary Arts/Culinary Management program.	<ul style="list-style-type: none"> • Developed a new inventory tracking system. • Provided support for on-campus classes during COVID.
Associate Dean, Institutional Research <i>(hired round 1; continuing position)</i>	Provides support for the ongoing research and evaluation requirements of the Strong Workforce program.	<ul style="list-style-type: none"> • Provided timely data regarding student needs in response to the transition to remote learning.

Round Three Highlights

Mesa College is exceptionally proud of its Strong Workforce Round 3 Accomplishments. Four themes encapsulate our highlights: Remote Learning, Communication, Work-Based Learning, and Progress towards Outcomes.

Remote Learning

The impacts of COVID 19 pivoted the direction of support for Strong Workforce towards implement and improving online teaching. These supports included professional development, implementation of new online tools, remote teaching equipment for faculty, and the establishment of student take-home kits.

CTE faculty invested thousands of hours into the transition to a fully online environment. Faculty researched and implemented new software and platforms; attended training on effective engagement practices; learned about the advanced features of Canvas; created online content; developed and distributed instructional supplies and equipment to students; and meet to connect regularly, solve problems, and support each other. Strong Workforce provided the funding for faculty development, new online instructional software and platforms, and supplies and equipment for students to have at home to emulate the in-classroom learning environment.

Communication

Communication is one of the most challenging components of our society. COVID19 inflated the need to provide better communication among students, faculty, and the institution. Strong Workforce implemented activities to facilitate communication among faculty stakeholders with the ultimate goal of strengthening CTE programs and student outcomes.

We held "Tasha Talks," lead by the Strong Workforce Faculty Lead to discuss issues that faculty and students face in the online environment. They shared, learned, and problem-solved together to improve the conditions of remote learning. In addition, the Strong Workforce Marketing and Outreach Subcommittee developed a 12-hour series, "Getting to Know Us." This event brought together CTE Program Faculty and Counselors across the campus. In these sessions, CTE programs shared highlights and unique aspects of their programs. Counselors asked questions about CTE programs, provided insight into student inquires and recommendations to programs through the counseling perspective. Over 50 faculty participated, with a 98.4% indicating it was a valuable use of their time, 87.5% felt more prepared to discuss CTE programs with students, and 95.3% recommending the event to other colleagues.

Work-Based Learning

Work-Based Learning faced challenges in the online environment. The workload impact on many instructional faculty caused a pull-back of WBL activities in the classroom. Though the program still served students and supported faculty, there was a decline in activities. The program pivoted its work to include more support of faculty in the transition to online and increased its efforts for student employment related to the field of study. Through the Advancing Cities program from the Economic Development Council, Mesa was selected as the Preferred Provider for Software Development, Engineering, and

Business. This designation enabled our students to have access to virtual paid internships in a time when unemployment was at an all-time high. The shift in activities has also provided WBL the opportunity to implement data collection for SG-21 from the WBL program, Career Center, and begin educating the campus and integrating WBL tracking into the campus and district systems.

Process towards Outcomes

Through the representative Strong Workforce Committee, Strong Workforce implemented three additional workgroups to address the agreed-upon goals of Mesa's Strong Workforce program. In addition to the previously established Strong Workforce Budget and Allocation, New CTE Programs, Equity, and Industry Advisory Board workgroups, we added the Professional Learning and Classroom Support, Marketing and Outreach, and the Employer Engagement and Internship workgroups. These workgroups made up of CTE faculty and other employees throughout the campus were charged with developing processes, activities, and recommendations towards their respective goals.

The work of all seven workgroups is an effective approach to addressing the goals of Strong Workforce, particularly for CTE enrollment (Marketing & Outreach), student retention and success (Budget & Allocation, Professional Learning), curriculum improvements (New CTE Programs and Industry Advisory Boards), and students employed in their field of study (Employer Engagement and Equity).

Round Three Lessons Learned

Round 3 funds were expended during the COVID 19 pandemic. Mesa College, like the rest of education, had to navigate this uncharted educational landscape. The most significant lesson learned is that we are resilient. We pushed perceived barriers and traditional educational processes to deliver our programs in the online environment successfully. The demands on CTE programs to stay current with ever-changing industry needs are slowed by the necessary structures of higher education. The ability to be nimble, particularly in response to COVID 19, further amplified the need for change within these structures, particularly in technology, budgeting, and purchasing. With the "new normal," it is hoped that we can improve these structures for the future with collaboration.

Round Four and Five Priorities

Round 4 and 5 priorities will focus on creating and supporting our "new normal" for CTE programs and responding to the changes in industry due to COVID 19. Strong Workforce will continue to support improvements in CTE distance education and the transition back to campus. We are in uncharted territory and need to continue our efforts to innovate support of our student's success and faculty's professional development. Part of this transition will include changes in Work-Based Learning that has slowed during COVID 19.

Round Three Projects & Programs Funded
San Diego Miramar College



PROGRAMS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Automotive Technology Program	Outreach and targeted recruiting for military affiliated students.	Implemented targeted recruiting for military affiliated students passionate about automotive field, thus leading us to better prepared students to meet the needs of the industry, increased internships and employment resulting in increased number of certificates, degrees and manufacturer certifications.
Biotechnology and Quality Project	Ongoing growth in the Quality courses requires increased ILT support to ensure students and faculty have appropriate preparations for lab instruction.	Funding for hourly non-classroom positions in Biotechnology program.
Career Education Coordination & Development	Continued development and enhancement the Office of Career Education and the Career Center and activities across divisions, schools, departments, and programs.	Continued enhancement of Career Center, Work-Based Learning, and Job Placement Services activities for students and faculty. Provide professional development and marketing support for continued increased enrollments and completions across programs.
Child Development Guided Pathways	Continued enhancement pathway towards transfer degrees, permits and licensing requirements.	Continued course and curriculum adjustments. Strengthened support system for students via ongoing in reach to students to ensure course progression. Hourly Project Assistant and ILT are used for student mentorship and program administrative duties such as student progress tracking and planning of workshops/seminars.
Counseling Aviation	Dedicated counseling faculty for direct aviation student support.	Counseling faculty release time for targeted support for aviation students which leads to streamlined course completion and integration into degree-related employment.
Emergency Medical Technician Clinical Coordinator	Clinical Coordinator release time for Emergency Medical Technician program.	Release time allows the Clinical Coordinator to place students and secure additional clinical and ambulance agreements which expands opportunities for students.
Entrepreneurship Program Development	Create Regional Entrepreneurship Center (REC) on the Miramar campus to provide students experience-based learning that mimics learning in a real-world, creative and dynamic environment.	Fund student hourly positions to assist with event planning, marketing, and 3D machinery, etc. Equipment and supply funds will allow a transformational space to be created that fosters creativity and ensures students are advancing in the entrepreneurship field.
Creation of New Program/Track Yoga RYT-300 & Enhancement of RYT-200	Create 300-hour yoga track program to expand current student enrollment.	Curriculum has been created and certificate of achievement and both have been submitted for approval. This allows students to combine the

		200-hour course with the new 300-hour for a total 500-hour course, which provides students with the opportunity for a professional salary in this field.
Fire Technology –FF Degree & COA	Create Fire Prevention Degree and Certificate of Achievement, adding a third Fire Academy option for students.	Funded release time for Fire Academy Coordinator to meet State Fire training and accreditation requirements; contract ILT to prepare for manipulative skills instruction for Fire Fighter 1 and Cal Fire Basic Academy certification.
Coordination –Administrative Support	Ongoing expansion of instructional programs requires increased administrative support to ensure students and faculty have appropriate supplies and equipment for instruction.	Funding for hourly non-classroom positions in Fitness/Yoga and Medical Laboratory Technician (CLS) programs.
Coordination - Instructional Support	Ongoing expansion of instructional support to increase access and success of career education students in the classroom	Continued funding of ILT positions in automotive, diesel technology, fire technology, EMS, and aviation programs. Funded partial position for a T-TEN automotive faculty member.
Medical Laboratory Technician – CLS Accreditation Preparation	Prepare CLT Accreditation Report and fund fees as well as professional development to stay current on technologies in the industry.	Faculty prepared reports for NAACLS and State of California Accreditation applications. Training was conducted to stay abreast on current industry standards so students are being trained with up-to-date skills.
Paralegal- Administrative Support	Administrative support needed to assist with travel, training and advisory board input to meet American Board Association (ABA) requirements.	Hourly worker funded for 8 hours per week to ensure Paralegal Program Director can educate, train and maintain new ABA guidelines to align with 3-year approval report.
Tutoring – Supplemental Instruction & Tutors	Expanded support to student enrolled in instructional Career Education programs.	Expansion of extra assistance in the form of tutors and supplemental instructors for accounting, computer science, fire technology, emergency medical services, aviation, and child development.

POSTITIONS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Automotive Faculty <i>(Hired round 2)</i>	Toyota advisory board recommended creation of a new position to support the T-TEN program.	Newly hired T-TEN faculty member resigned and the position has been vacant since January 2020. Due to COVID-19, hiring has been stalled. As courses begin to be offered on campus again, hiring for this position will become a priority.
Associate Dean, Strong Workforce <i>(hired round 1; continuing position)</i>	Provide leadership and management of local SWP, regional SWP, and Perkins funds. Manage integration of career education and services with the student experience.	Led regional consortium efforts to expand and integrate job placement and work-based learning efforts; led expansion and creation of new certificates and degrees in alignment with industry and labor market data; led development of career services such as Career Ambassadors and alumni outreach.

Administrative Technician (<i>hired round 1; continuing position</i>)	Provide support in budget and project development, tracking, and reporting.	Improved processes and documentation for budget and project development, tracking, and reporting; developed career education marketing materials; developed processes for career education outreach events.
Instructional Lab Technician – Aviation (<i>hired round 1; continuing position</i>)	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Diesel (<i>hired round 1; continuing position</i>)	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Automotive (<i>hired round 1; continuing position</i>)	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – EMT (<i>hired round 1; continuing position</i>)	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Fire (<i>hired round 1; continuing position</i>)	Provide instructional lab support	Provided support for increased course offerings and enrollments.

Round Three Highlights:

- Invested and transitioned courses to online as a result of campus closures.
 - Updated courses and awards in fitness, Child Development, and Fire Technology.
 - Provided accreditation support for Fire Technology and the Medical Lab Technician program.
 - Provided site improvements in fitness trainer, yoga, and fire technology to increase day, evening, and night section offerings and enrollments.
 - Integrated work-based learning and job placement services across all career education programs to improve student learning, persistence, completion, employment, and wage outcomes.
 - Piloted targeted counseling support for students which leads to streamlined course completion and integration into degree-related employment.
- Continued integration of supplemental instruction tutorial services into career education courses across multiple disciplines.

Round Three Lessons Learned

We learned there was a need for an online SWP application process aligned with the college's program review timeline. We also learned our faculty leads benefited from individual meetings to review metrics and data, prior to the application deadline. These lessons have enhanced our application process.

Round Four and Five Priorities

Overall Priorities:

- Create new programs not currently offered in Region 10 with labor market demand and advisory committee support

- Expand existing programs with labor market demand and advisory committee support
- Improve outcomes for disproportionately impacted populations
- Increase partnerships with high schools, industry/employers, and credentialing organizations

Round 4 Funded Projects:

- Business Management
- Diesel Technology
- Automotive Technology
- Emergency Medical Services
- Child Development
- Paralegal
- Fire Technology
- Aviation Operations
- CTE Tutoring
- Focused Counseling Pilot

Round 5 Planned Projects:

- Automotive Technology
- Aviation Maintenance
- Biotechnology/MLTT Coordination
- Biotechnology Supply Chain Experience
- Business Management
- Child Development
- Diesel Technology
- Emergency Medical Services
- Fire Technology
- Fitness
- CTE Tutoring
- Focused Counseling

Round Three Projects & Programs Funded
San Diego College of Continuing Education



PROGRAMS	RATIONALE/NEED	ROUND THREE ACTIVITIES
CTE Professional Development	Centralized resource management and outcomes assessment is important for conferences with institutional collaboration and attendance by cross-functional teams. Processes will be created and the conferences will be managed through the Professional Development Coordinator.	Institutional conferences offered to SDCCE faculty and staff (opportunities curtailed due to COVID-19)
CTE Planning and Research	The CTE Planning and Evaluation Project will enable SDCE in evaluating current and future CTE program offerings, strategies to enable to student success, and other Strong Workforce funded projects.	Support provided by PRIE to help CTE programs use data to inform decision making and program planning Completion of Student Focus Groups to inform student centric programming
CTE Marketing	SDCCE seeks to increase enrollment throughout SDCCE career training, high school and ESL classes priority programs include career training programs (all programs) and low enrolled classes in career training programs, ESL, DSPS and High School. SWP funds will be specifically allocated to address CTE programs and will be leveraged with AEP funds to address DSPS, ESL, and ABE/ASE programs.	Several different marketing tactics have been employed to support SDCCE student enrollments and community awareness of program offerings
CTE Outreach and Engagement	SDCCE will utilize the outreach project to further enhance the institutional strategic priority of increasing access and student enrollment at SDCCE. These funds will complement the SDCCE focus on access and enrollment. Specifically, SDCCE seeks to increase and enroll students in a noncredit workforce program to gain skills and earn a noncredit certificate over 48 contact hours.	A comprehensive outreach plan was completed with identified outreach goals, objectives, and measurable outcomes. The total number of potential students contacted has steadily risen over the past three years. In 2017/18 5,799 prospective students were contacted increasing to 27,928 in 2018/19. For 2019/20 there was a goal to increase this by 10% or 30,721. The final number of individuals contacted was 45,407 from February 2019-December 2019.
Job Development and Employer Engagement	Capacity is needed to field inquiries from and cultivate relationships with regional employers to understand their hiring needs and be a resource for talent. Student success in obtaining employment and advancing in their careers	Increased the number of partnerships with employer Updated the Career and College Transitions website Developed and implemented ready to work series with a C&CT Youtube Channel.

hinges upon their ability to access opportunities with regional employers. Job Developers will focus on building SDCCE brand awareness among employers – communicating the value of SDCCE credentials and the skills taught in the classroom and offering solutions to talent needs. As employers grow to recognize SDCCE as a key partner and valuable resource for talent, students will have access to more opportunities to obtain self-sustaining employment and grow their career.

Increased the number of employer Spotlights and Employer engagement on all seven campuses.

Created a collaborative partnership working with WBL efforts.

Increased the number of students applying or and transferring to postsecondary through the Promise program.

CTE Program Planning

Career and Technical Education grants need to be invested strategically within the SDCCE strategic plan priorities and guided pathways efforts. Project and financial management support for all SWP projects is needed including an additional evaluation of SWP investments to determine impact on student success measures

Developed and implementation of all Round 3 NOVA project management processes, financial reporting, and updates

Development and implementation of the Work-Based Learning project including Industry Advisory Board Enhancements and Work-Based Learning Projects within SDCCE classrooms

Implementation of Burning Glass

Development and implementation of an online book loaning program

BIT Program Growth

The Business and Accounting, Information Technology, and Digital Media program has identified four opportunities to increase student success including:

- Ensuring that BIW and Accounting classes have the most updated and aligned software packages
- Ensuring digital media students have the most up to date adobe suite of tools to ensure alignment to industry standards.
- Improving SDCE computer labs and technology for Information Technology classes to ensure the hardware and software are in place within industry standards.

Laboratory equipment was purchased to support Mac Labs on campus and the instructional programming.

Netlab equipment purchased to support SDCCE IT offerings.

Subscriptions have been purchased to ensure students have access to necessary software and e-books to support student retention.

Automotive Lab Upgrade	This new/updated equipment will keep the SDCCE Automotive Technology program up-to-date on what is currently being used out in the field. This equipment also includes various training tools that will help augment current instruction to better meet the diverse needs of students.	Equipment was purchased in line with industry standards and new lab setups. This will support the hybrid learning experience.
Assessment Center	An increase in completed workforce milestones requires greater student persistence. Data indicates that “the interaction of orientation, assessment, and counseling has a significant effect on student persistence” (Student Success and Support Handbook, CCCO). Assessment test results, as part of multiple measures, ensures appropriate placement into coursework. Assessment test results will also inform and guide in the development of necessary corequisite courses to support student success in CTE programs.	Assessment Center equipment has been purchased and will be ready once activities resume on campus at SDCCE.
Healthcare Expansion	<p>Additional equipment and supplies are needed to support the three following strategic plan goals of the SDCCE Healthcare Careers Department:</p> <p>Revise and expand on Healthcare Careers Curriculum July 2017- 2021</p> <p>Improve Department use of technology for instructional delivery and faculty collaboration</p>	<p>Lab equipment was purchased to support the instructional experience and to support hybrid learning environments was the online conversion occurred in Spring 2020</p>
Culinary Lab Upgrade	Upgraded laboratory equipment is needed to maintain relevancy and alignment to industry standards	West City Culinary Lab Equipment was purchased to align to industry trends and in support of modernizing the lab environment to improve the instructional experience
Clothing Construction Lab Upgrade	Equipment and lab upgrades are needed to support the department strategic plan goal of ensuring equitable equipment and industry standard in every classroom.	Bernina sewing machines and other lab equipment purchased to modernize clothing construction program laboratory environments

POSITIONS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Work-Based Learning Coordinator (x2) <i>(New Round 2 Position)</i>	This position was funded by regional SWP dollars	<p>Planning and research has been completed to support the following project goals:</p> <ul style="list-style-type: none"> • Identify, highlight, and integrate work-based learning within programs. • Using Burning Glass to inform project by aligning it to real-time LMI data. • Facilitated and supported Industry Advisory Board enhancements, facilitation, and coordination. • Connect our faculty with opportunities to hear and learn from industry directly. • Work with faculty to increase opportunities for our students to work with industry directly in the classroom on collaborative projects. During COVID-19 this involves using software to create experiences for online WBL.
Dean, Career and College Transitions <i>(Permanent position hired Round 2)</i>	<p>A lead manager was needed to guide the SDCCE portfolio of Career and College Transitions efforts including:</p> <ul style="list-style-type: none"> • Job Development and Employer Engagement • Pathway Navigation project • Gateway to College and Career • Career and College Transition centers 	<ul style="list-style-type: none"> • Implemented infrastructure for job development and employer engagement plan • Hired and on-boarded all three job developers • Increased the number of partnerships with employer • Updated the Career and College Transitions website • Developed and implemented ready to work series with a C&CT Youtube Channel. • Have increased the number of employer Spotlights and Employer engagement on all seven campuses. • Has created a collaborative partnership working with WBL efforts. • Has increased the number of students applying or and transferring to postsecondary through the Promise program. • Leads the efforts for the Apprenticeship Ready program in collaboration with SDWP.
Job Placement Case Manager <i>(New Round 2 Position)</i>	This position was funded by regional SWP dollars	<ul style="list-style-type: none"> • Created a process that efficiently tracks over 290 employers that have partnered with SDCCE to provide employment opportunities • Created a process for data collection from job developers and faculty for tracking student employment across the seven campuses. • Works with to support student referred for employment opportunities through the two SDCCE Learning Communities. • Works in collaboration with the WBL coordinators to provide seamless employment opportunities for students

Program Activity Manager (hired round 1; continuing position)	A lead staff member was needed to guide CTE grant initiatives including: <ul style="list-style-type: none"> • SWP • Perkins • CTE Data Unlocked • Guided Pathways • Other grant initiatives as assigned 	<ul style="list-style-type: none"> • Implementation of a SWP project framework, project team approach, and other general operating procedures. • Assisted with accounting supervisor and Special Projects manager to integrate SDCCE grant initiative management. • Led RFA process development for all regional RFA projects • Lead staff member for all Round 3 NOVA project management, financial reporting, and updates • Lead staff member on WBL coordination project • Led implementation of the use of Burning Glass
Special Projects Manager (in place round 1; continuing position)	SWP activities need to connect to other institutional special projects	<ul style="list-style-type: none"> • Oversaw Round 1 and 2 SWP plan development (and implementation) before Program Activity Manager was hired and on-boarded. Assisted in on-boarding of SWP Program Activity Manager. • Assisted with integrating grant management process together with the accounting supervisor and CTE Program Manager.
Job Developers (X3) (hired round 1; continuing position)	There was a need to connect SDCCE students to career opportunities through business engagement.	<ul style="list-style-type: none"> • Hired a full team that represents all career pathways across the seven campuses. • Creating pathway specific hiring events • Created partnerships with the faculty for employment for students • Leads for Employer Spotlights and employer informational opportunities for employment opportunities. • Created employer partnership across San Diego to increase employment opportunities. • Provides Ready To Work workshops to support student employment readiness.

Round Three Highlights:

- The implementation of the Strong Workforce program has been integrated within our portfolio of CTE grant initiatives in support of the SDCE strategic plan. The project development process is now directly connected to the institutional program review and resource allocation process.
- The Job Development and Employer Engagement function has been successfully implemented at San Diego Continuing Education including the development of more than 290 employer relationships to facilitate job opportunities for SDCCE students.
- Several SWP metrics reflecting growth in SDCE student outcomes are trending in a positive direction including:
 - Strong Workforce students
 - Students Who Attained a Noncredit Workforce Milestone in a Single Year
 - SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status
- In PY 2020, students reported through the CTEOS survey that they experience a \$5.00/hr wage increase when they obtain a job in field closely related to their field of study. The percentage of students who report obtaining a job either close or very close to their field of study has also increased from in 64% in PY 2019 to 65.5% in PY 2020.
- 1,000 students have been served with an online book loaning and instructional supply program to support online education
- The Distance Education Mentoring program of online faculty mentors served more than 60 faculty over the course of 200 hours of one-to-one mentoring during the summer of 2020. This

program has continued in the 2020-21 academic year. In addition, instructional classes were developed by the lead mentors specifically to address the conversation to remote instructor for our hard-to-convert technical education courses. This mentoring and small group workshops and training facilitated an increase in the quality of DE instruction in the 20-21 academic year.

Round Three Lessons Learned

- SWP activities should be framed around broader institutional goals and not be standalone initiatives.
- It is critical to continue to establish the expectation that CTE grant investments lead to student outcomes.

Round Four and Five Priorities

- Supporting the implementation of the Guided Pathways approach at SDCE in support of further improving the students' journey with a focus on student retention strategies
- New CTE program identification and development
- Using data to inform growth strategies, particularly to build back economically disadvantaged student populations post COVID into resilient job training
- Continued representation and advocacy for non-credit pathways at all regional governance committees and statewide convenings
- Continued implementation of a project management framework for all CTE grant investments with focus on improving the student journey and student outcomes
- Supporting the integration of equity initiatives within CTE programs at SDCE
- Career and College Transition initiatives at SDCE