Unlocking Social Mobility through Career Technical Education

Strong Workforce Program Round One Funding Report

Board of Trustees Meeting
May 9, 2019

Strong Workforce Program

- Established in response to the projected skills gap in California

- Strong Workforce Program (SWP) funding began in July 2016 to community college districts and regions

- The purpose of the SWP is to fuel regional economies with skilled workers and to lift low-wage workers into living-wage jobs

CALIFORNIA COMMUNITY COLLEGES
Doing What MATTERS™
FOR **JOBS** AND THE **ECONOMY**

Flow of Funds Statewide

60%
Local Shares
Goes to districts to invest in CTE at colleges

40%
Regional Shares
Invests in CTE at colleges upon coordinated action

5%
Statewide Activities

Funding Timeline

Round one funding was distributed in 2016-2017. Round one expenses span from July 2016 through December 2018.

- **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 One 2016 – 2018 Expenditures

Institution	Expenditures
San Diego City College	$839,323
San Diego Mesa College	$938,657
San Diego Miramar College	$787,320
San Diego Continuing Education	$790,908
Total	**$3,314,463**

Source: Reported by the institutions
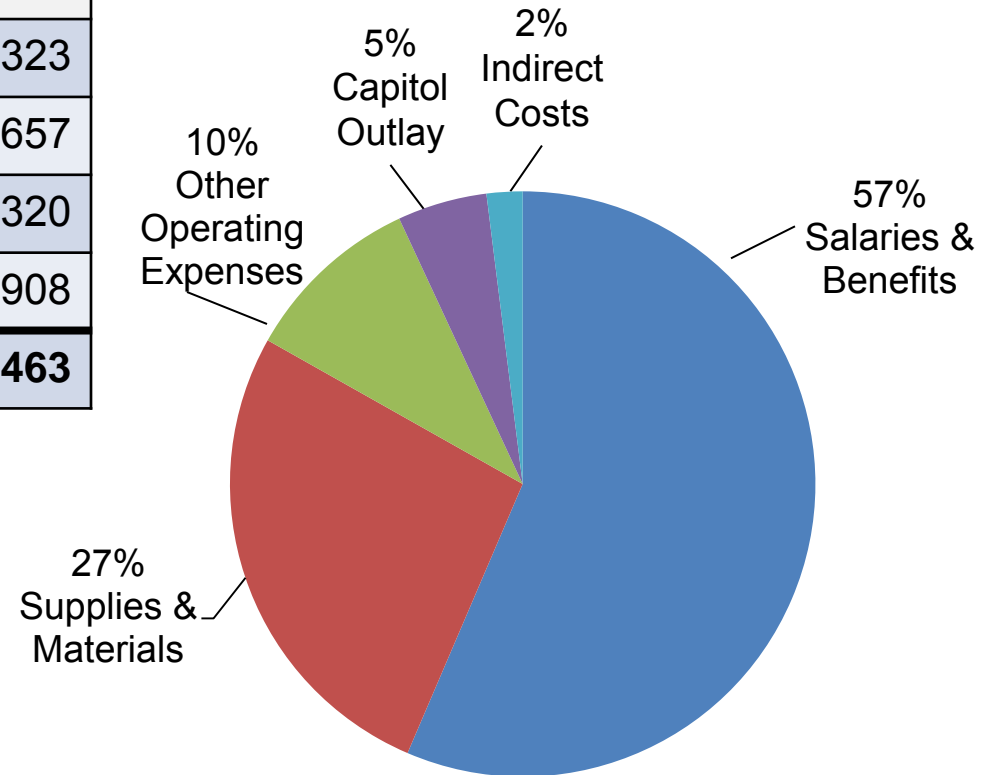
Lessons Learned

1. Establishing and maintaining the expectation that SWP investments need to lead to student outcomes is essential and requires a culture shift

2. Data are critical

3. SWP activities should be framed around broader institutional goals

4. Communication and pre-planning are critical

5. Clarity of roles and responsibilities is important

6. Improving engagement, as well as increasing effectiveness, with industry advisors and partners is needed

SAN DIEGO CITY COLLEGE

Round One Highlights

Institutional Enhancements
- Trolley and Bus Advertisements
- Social Media Blitz (regionally funded)

Instructional Improvements
- New Degrees and Certificates
  - Special Effects (Fx) Makeup Certificate of Performance and Certificate of Achievement
  - Cybersecurity Associate of Science Degree and Certificate of Achievement
- Cosmetology Program Enhancements and Outcomes
  - Weekly New-student Orientation
  - Additional Manicuring and Esthetician Cohorts
  - 50% Increase in Client Services
  - 100% Increase in Cosmetology Program Enrollment
  - Launched Barbering Conversion Course

*Cosmetology Program
San Diego City College*

SAN DIEGO MESA COLLEGE

Round One Highlights

Institutional Enhancements

- Integrated Metrics and Outcomes into Program Review, the Resource Allocation Process, and the Professional Development System
- Established the Office of Career Technical Education and the Beginning of a Work-Based Learning (WBL) Program
- Hired Two WBL Coordinators, One Part-time Internship Coordinator, and One Employment Engagement Specialist

Instructional Improvements

- Allied Health Enhancements
  - Developed New Programs that were Identified as a Regional Need
  - Increased and Strengthened Directed Clinical Practice (DCP) Program Components
  - Hired a Program Technician
- Hired a Culinary Arts/Culinary Management Program Instructional Lab Assistant
- New Industry Standard Animal Pens and Classroom Facilities for the Animal Health Technology Program

Animal Health Technology Program
San Diego Mesa College

SAN DIEGO MIRAMAR COLLEGE

Round One Highlights

Institutional Enhancements

- Reorganized Career Services into Career Education
- Developed an Integrated Career Education Plan to Leverage SWP and Carl D. Perkins with Other Funding Sources to Align State, College, and Program Goals to Improve Outcomes

Instructional Improvements

- New Airworthy Airplane for the Aviation Program
- New Clean Natural Gas (CNG) Engine for the Automotive Program
- Hired Instructional Lab Technicians in the Automotive, Aviation, Diesel, Emergency Medical Services, and Fire Technology Programs
- Biotechnology Program Enhancements
  - o Implemented an Outreach Program to Feeder High Schools
  - o Included a Three-course Credit-by-Exam and Dual-enrollment Career Pathway to Increase Enrollments and Completions

Biotechnology Program
San Diego Miramar College

SAN DIEGO CONTINUING EDUCATION

Round One Highlights

Institutional Updates

- Ranked Fourth in the State for Strong Workforce Incentive Program Outcomes
- Developed an Employer Engagement and Job Development Plan
- Implemented a Project Management Framework to Ensure SWP Investments are Addressing Identified Gaps and Lead to Clear Outcomes

Instructional Improvements

- Enhanced Classroom Equipment and Technology
- Renovated and Developed Career Centers at the Mid-City and Cesar Chavez Campuses
- Added Home Health Care Aide at the Mid-City Campus

Healthcare Program
San Diego Continuing Education

Summary

SWP Round One Investments Encouraged:

➢ Innovation

➢ New Infrastructure to Support Career Education

➢ New Program Development Tied to Workforce Needs

➢ Stronger Alignment with K-12 Career Education

➢ Use of Data Driven Metrics

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Strong Workforce Program (SWP)
Round Two Report

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

Round two funding was distributed in 2017-2018. Round two expenses and activities span from July 2017 through December 2019.
- 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 Two Expenses*

San Diego City College	$1,099,289
San Diego Mesa College	$1,226,826
San Diego Miramar College	$1,180,622
San Diego Continuing Education	$989,172
Total	**4,495,909**

As reported by the institutions.

Round Two Districtwide Activities:
- Updated equipment to industry standards and made site improvements
- Supported faculty in the revision of curriculum and the development of over six new programs
- Supported a variety of roles across multiple disciplines including instructional lab technicians and instructional assistants, as well as continued funding of Round One positions
- Expanded work-based learning opportunities for students
- Supported employer engagement, tutoring, and faculty professional development

Round Two Districtwide Lessons Learned:

1. **Continued integration of SWP into institutional planning processes is essential for increasing efficiency, meeting institutional goals, and improving student outcomes.**
   - Strengthening accountability systems and processes at the practitioner level, across student and instructional services, is needed.

2. **Data remain critical for informing strategies and tracking outcomes.**
   - Consistent and full utilization of existing data, informational systems, and related tools is needed to not only reinforce grant expectations, but also to support those

tracking outcomes and seeking funds. Improved use of data is reliant on consistent practices and, where possible, consistent definitions across tools.

3. **SWP funding, like Perkins and other categorical and grant funding, requires clear, timely, and consistent processes to ensure effective budget management.**
    - Supportive and efficient budget and procurement policies and processes are needed to prevent expenditure delays and minimize duplicative work. Clarified roles and responsibilities are needed to strengthen consistent communication and streamline expense management.

Continuous Improvement
Next steps regarding continuous SWP grant improvements include each institution's internal review of both institution specific lessons learned (noted within the attached documentation) and districtwide lessons learned.

Round Two Projects & Programs Funded
San Diego City College

PROGRAMS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Business Management Program	Program was chosen based on enrollments and labor market information (LMI)	Curriculum development addressing the entrepreneurial needs of the Cannabis Space. A course, the business of cannabis, and a certificate were developed. The Course, BUSE 145 was delivered Fall 2019 with 40 students enrolled. Established partnerships with local industry where March and Ash purchased text books for students.
Child Development Program	Program was chosen based on enrollments and LMI	ILT facilitated completion of applications for students to apply for State of CA Child Development Permits to become work-ready. Made arrangements for another professional development training for faculty and Child Development Center staff. Ordered materials for classroom copies of Frameworks and Foundations. Extensive curriculum revisions to facilitate completion and job readiness.
Cosmetology and Barbering Programs	Program was chosen based on enrollments and LMI	Created an advanced makeup class. Three sections were offered enrolling 120 students. New partnerships with Lash Affair and PCA Chemical Peeling to add new industry standard certifications in the Esthetics program. Program grew by 100%
Electrical Program	Program was chosen based on enrollments and LMI	Funded an hourly lab technician to help in the entry level electricity course such that the class cap could be increased while maintaining health and safety. Such provided added capacity for 3 apprenticeship programs
Graphic Art and Design Program	Program was chosen based on enrollments and LMI	Purchased a large format printer for program as well as other smaller supplies such as safety equipment. We still have the ILT employed as well the iMacs in our lab.
Information Technology – Cybersecurity Program	Program was chosen based on enrollments and LMI	Developed 3 new courses in Cybersecurity and a small program addressing the Amazon Web Services certification. The funds also leveraged assistance for students to secure the CASP and the CEH certification vouchers.
Machine Technology Program	Program was chosen based on enrollments and LMI	Hired a 60% contract ILT to supports all sections offered in the evenings and weekends. Upgraded the evening classes in Additive Manufacturing (3D printing), 4 & 5 Axis C.N.C. Programming, 4 & 5 Axis C.N.C. Machining, C.N.C. controlled C.M.M. Inspection, and C.N.C. Lathe Programming, and C.N.C. Lathe Machining.
Manufacturing and Industrial Technology Program	Program was chosen based on enrollments and LMI	Funded an hourly instructional assistant to help in the classroom where guitars are made.
Special Effects Makeup Program	Program was chosen based on enrollments and LMI	Purchased special oven and supply cabinets for new program, seed money for supplies, kits for first 25 students, and first two courses with 95% of instructor and hourly assistance for one semester.

POSITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Associate Dean, Strong Workforce Programs (M) *(hired round 1; continuing position)*	Manager hired to administer all aspects of Strong Workforce at San Diego City College.	• Position began in July 2017; hired Administrative Technician • Administered and monitored campus SWP budget

		• Worked with the nine CTE programs receiving SWP funding to enhance their programs • Authored and submitted five Regional RFAs for SWP funds • Attended fall and spring sessions of CCCAEO, CCCAOE Leadership Academy, and CTEOS academy, CTE Data Unlocked workshop, District SWP Workgroup meetings, District CTE Deans/CTEA meetings • Represented SWP on various college constituency groups • Conducted campus and CTEA Flex sessions on SWP • Facilitated, monitored, and reported on two Regional SWP projects: Marketing and Employment readiness.
Administrative Technician (C) *(hired round 1; continuing position)*	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) grant. Recorded and disseminated minutes for the SDCC SWP Workgroup.
ILT: Machine Shop (C) *(hired round 1; continuing position)*	Instructional Lab Technician for Machine Technology. Needed to prepare lab settings, assist students with course-related work and fulfill a much needed safety monitoring function.	Prepared lab settings; assisted students with course-work; added a layer of monitoring in the lab setting for safety purposes; assisted program with move into new building/space.
ILT: Child Development (C) *(hired round 1; continuing position)*	Instructional Lab Technician for Child Development. Needed to prepare lab settings, assist students with course-related work and fulfill a much needed safety monitoring function.	Prepared lab settings in the Child Development Center; assisted students with course-work; added a layer of monitoring in the lab setting for safety purposes.
Instructional Assistant: Graphics (C) *(hired round 1; continuing position)*	Instructional Assistant for the Graphic Arts needed to assist instructor and students in the lab setting, and provide 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) *(hired round 1; continuing position)*	This is an existing position. SWP funded 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.	Updated computer labs in the BT building; assist Cybersecurity faculty member with marketing program and purchasing of industry certifications.
Adjunct Counselors *(New)*	Adjunct Career counselors to supplement	Provided career guidance and exploration to students through career assessment.
Internship Coordinator	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.
Web Developer *(New)*	10% funding of the 1.0 Web Developer position	Customized website to meet Career Technical Education needs.

Round Two Highlights:

- A tenth (10th) category was added to the plan that included funding for: Strong Workforce Administrative staff, curriculum development, professional development, travel, and equipment for administrative staff.
- Four (4) more academic programs, Information Technology, Exercise Science and Photography were added to the last year of round 2 funding through the mini-grant process to support more workforce opportunities.
- Hired a Work Experience coordinator
- Hired two adjunct counselors in the Career Center
- Support the Established the Volunteer Income Tax Assistance Center and development of curriculum for CPA certification
- Supported five additional programs through mini grants.

Round Two Lessons Learned

- Need a dedicated Associate Dean to Administer the program
- Have two meetings per year with grantees to share the work, achievements and how to close the gap of achievements.

Round Three and Four Priorities

The San Diego City College Local Program Plan is in effect for the first three (3) years of SWP. Therefore the same nine program and coordination efforts remain in effect from round one through round three.

With the inception of Incentive Funding, the following priorities were established as additional activities:

- Continue funding to Communications Office (PIO) for marketing.
- Continue funding adjunct counselors in the Career Center
- Continue funding the Work Experience coordinator

Round Four priorities are under development.

Round Two Projects & Programs Funded
San Diego Mesa College

PROGRAMS/PROJECTS	RATIONALE/NEED	ROUND TWO ACTIVITIES

Allied Health	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. DCP work includes working with industry to establish site agreements.
	
	The development of new programs is based on industry identified needs.
	
	Staying current with industry standards in Allied Health fields requires continued comprehensive support for enrollment, academic learning support, and faculty development.
		• Funded contract positions:
		  o Instructional Lab Technician
		  o Program Technician
		• Developed new programs:
		  o Neurodiagnostic Technician
		  o Medical Coding
		• Supported tutoring:
		  o In the Allied Health building
		  o At the tutoring center
		• Developed marketing materials for outreach events.
		• Supported faculty Professional Learning activities.

Animal Health Technology	The program needs to be certified by the American Veterinary Medical Association (AVMA) for students to obtain jobs in the industry. Staying current with industry standards requires continued comprehensive support for faculty development. The program's kennel facilities are below industry and humane standards.	• Completed the AVMA self-study and accreditation application. • Supported faculty professional learning activities. • Updated kennel facilities to industry standards.
Architecture	The program's Model Shop needs appropriate ventilation and increased workspace. A Professional Display area is needed for students to showcase their work to industry professionals. The program needs to increase student access and safety to industry standard equipment located in the model shop. Increase prospective student awareness of the program at local high schools. Staying current with industry standards requires continued	• Remodeled model shop and professional display area • Provided an hourly Lab Technician for Model Shop. • Supported the creation of specialized High School Outreach Kits. • Supported faculty professional learning activities.

	comprehensive support for faculty development.	
Culinary Arts / Culinary Management (CACM)	The program needs technical support for lab courses. Support includes equipment maintenance, supply inventory, lab prep and take down, and support of student work-based learning. In response to industry recommendations, the program developed new curriculum for frozen confections and chocolate. Staying current with industry standards requires support for employee development.	• Funded contract Instructional Lab Technician position. • Purchased supplies and equipment for the program's new curriculum. • Provided professional learning support for staff.
Exercise Science	Students need supervised access in the Fitness Specialist program lab to practice their skills on industry standard equipment. As relatively new programs, Commercial Dance and Choreography need to advertise their program and increase enrollment.	• Provided hourly Lab Assistant for Fitness Specialist program. • Purchased equipment for the Fitness Trainer program • Supported the development of outreach and marketing materials for Commercial Dance & Choreography.
Fashion	Students need supervised access to practice their skills on industry standard equipment in the Fashion Sewing and Computer Labs. The program moved into new state-of-the-art facilities in Spring 2019 without some current industry standard equipment. Staying current with industry standard practices requires continued comprehensive support for faculty development.	• Provided hourly Lab Assistants for both labs. • Purchased equipment and supplies to meet industry standards. • Supported faculty professional learning activities.
Fermentation	The new Fermentation program requires classroom and lab (brewing) space, marketing and outreach, and coordination.	• Began creation of Fermentation classroom and brewing labs. • Supported the new program curriculum development. • Supported marketing and outreach for the program.
Multimedia	The program moved into new state-of-the-art facilities in Spring 2019 without some current industry standard equipment.	• Purchased 3-D printer and software licenses that meet industry standards.
Career Center	The campus needs to increase its capacity to serve students' career readiness needs, which ultimately leads to employment.	• Hired Career Peers for student-to-student career assistance. • Supported faculty and staff professional learning activities. • Supported specialized marketing and outreach for the program.

Work-Based Learning	The Work-Based Learning program coordinates WBL learning activities for the campus, mainly in collaboration with classroom faculty. Activities range from single 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.	• Provided WBL to over 3,500 students, facilitating over 350 campus events, engaging in over 500 employer connections, and establishing over 300 campus partners. • 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. • The Work-Based Learning team in, collaboration with the Career Center, facilitated a pre-conference session at the Fall 2019 CCCAOE conference.
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.	Provided the official approval of the Strong Workforce Committee, the establishment of the Strong Workforce Faculty Lead position, and secured a permanent office suite for CTE and WBL in the new Business and Technology building.

POSITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Instructional Lab Technician – Allied Health *(New Round 2 Position)*	Supports the Allied Health lab classes to improve student outcomes. The role assists faculty with lab maintenance activities, thus allowing faculty to provide more direct support to students.	Established processes for lab maintenance, supply inventory, lab set ups and take downs, and direct student support activities.
Associate Dean, CTE *(hired round 1; continuing position)*	Manages the daily operations of the Strong Workforce program.	• Led the newly approved Strong Workforce committee and subgroups for actionable items to improve CTE program outcomes. • Established Work-Based Learning tracking systems.
Administrative Technician	Supports the Associate Dean and Career Education Programs	• Supported the management of seven different active grants
Program Technician, Allied Health *(hired round 1; continuing position)*	Supports the Allied Health programs to increase the number of Directed Clinical Practice sites, improve marketing, and support the development of new programs.	• Increased number of Clinical Site locations. Supported the development of new Allied Health programs through employer engagement. • Developed Allied Health outreach and marketing materials. • Planed and assisted in Allied Health information sessions and orientations.

Work-Based Learning (WBL) Coordinator *(hired round 1; continuing position)*	Co-leads the Work-Based Learning program for the College to improve CTE students' informed career decision making, retention, completion, and job obtainment.	• Delivered over 30 different events in coordination with 20 different faculty to deliver Work-Based Learning experiences to over 1,000 students.
Instructional Lab Technician, Culinary Arts *(hired round 1; continuing position)*	Supports the Culinary Arts/Culinary Management program.	• Assisted in the transformation of the catering course to a work-experience (unpaid internship) for students.
Associate Dean, Institutional Research *(hired round 1; continuing position)*	Provides support for the ongoing research and evaluation requirements of the Strong Workforce Program.	• Created CTE tags on college data dashboards. • Developed and assessed the student outcomes of the Health Information Management program.

Round Two Highlights

New Career Education Programs: Mesa has launched and continues to develop new programs to meet the unique labor market needs of San Diego.

- In Fall 2019, Mesa launched its innovative Fermentation Management program. Based on industry needs this program focuses on management and beverage production.
- The development of a Neurological Diagnostic Technician program is complete and will begin in Fall 2021. The average annual salary of $64,000 for Neurological Diagnostic Technologists is commensurate with the advanced skills of assisting doctors in diagnosing problems with the brain, nervous system, and sleep habits of humans.
- The campus received approval to start its new Aquatics program, which will begin in Fall 2020. Requests from industry initiated Mesa's partnership with local high schools to create a pipeline for San Diego's vast aquatic recreation and sport career opportunities.
- The development of a Medical Coding certificate is complete. The certificate is stackable with the college's Health Information Technology and Health Information Management programs.

Student Success

- Strong Workforce partnered with multiple programs across campus (Library, Next Up-Foster Youth, and DSPS) to purchase a book scanning machine (Bookeye) that provides free electronic scans of textbooks to students thus reducing the financial barrier of textbook costs.
- Strong Workforce partnered with the Mesa Tutoring and Computer Center to provide tutors specifically for Career Education programs like Fashion and Physical Therapy Assistant.

Engagement Events

- Mesa Computer Information Science, Multimedia, and Geographic Information Systems faculty hosted the Empower Middle School Student Conference. This conference brought over 120 SDUSD Middle School students to campus for a full day of technology immersion.
- Major @ Mesa Day coordinated by the Work-Based Learning team, hosted over 30 academic programs on campus to highlight career and curriculum opportunities for current, and prospective students, including local high school students.

Work-Based Learning (WBL)

- Mesa implemented the Employer Engagement component of WBL. This component is intentionally designed and data-informed to improve the number of beneficial partnerships with local industry. These partnerships increase industry's participation in the entire work-based learning continuum, including employment.
- The Career Peers program, as part of the Career Center services, expanded to include peer-to-peer services for career readiness, including resume review, job search, job application, dressing for success, interviewing, and follow up.

Operational Processes
- Established a Strong Workforce Faculty Lead .20 reassigned position. The CTE faculty in this role serves as a lead faculty voice in the development and implementation of the Strong Workforce program and represents Mesa on some District and Regional projects.
- The Strong Workforce Committee established a Budget and Allocation workgroup. The workgroup developed a plan for program allocation that is aligned with the current campus process and will integrate into campus processes within three years.

Round Three and Four Priorities

Round 3 and 4 priorities are in response to achieving the Strong Workforce metrics and to meeting Regional Strong Workforce priorities (made in consultation with the campus Strong Workforce Committee), while addressing the State Chancellor's Office MIS reporting requirements and continuing the work that has already begun on campus.

1. Career Education Programs
   o Developing and implementing programs and curriculum to meet regional labor market needs. Core to the mission of the State's Strong Workforce program, meeting Regional workforce needs continues to be a priority of Mesa's Strong Workforce.

2. Data and Assessment
   o Improving internal collection and tracking systems to have data available to assess the effectiveness of work-based learning. Three factors determine this priority; 1) the implementation of MIS SG21, which requires colleges to collect data on Work-Based Learning from across the campus, 2) evaluation of the effectiveness of the Regional investment into Work-Based Learning, and 3) Mesa's desire to assess the effectiveness of our WBL program.
   o Performing equity assessments of Career Education programs and services and addressing any equity gaps. This priority is based on the campus' focus on equity and improving identified equity gaps. The State's Strong Workforce program does not have a specific equity component. The Strong Workforce committee identified equity as a goal through the process of completing the campus' equity assessment for Strong Workforce and Work-Based Learning at the end of the 18-19 academic year. The Strong Workforce committee established an equity workgroup to address this goal.

3. Work-Based Learning
   o Strengthening the internship program, including providing professional learning and tools for faculty. This priority responds to: 1)the increased state and regional focus on internships including the EDC's Advancing Cities program and the San Diego Foundation STEM grant priorities, 2) the increased national focus on internships as identified in the Department of Educations' Hispanic Serving Institution Title V grant preference priorities, and 3) the campus' strategic priority 3, goal 3.3 - Collaborate with area organizations and businesses to build internship opportunities aligned with student educational goals. Additionally, internships are the last component in the

established Work-Based Learning continuum prior to obtainment of full-time employment.

- o Expanding Employer Engagement to integrate with regional processes. The basis for this priority is: 1) the Region's focus on Employer Engagement and Job Placement, 2) the Strong Workforce metric for students to obtain a living-wage job in their field of student, and 3) the College's strategic priority 3, goal 3.2 - Collaborate with local industries to build relationships and assure consistency with workforce needs.

4. Student Success, Retention, and Completion
   - o Supporting faculty as they assess, develop, and implement program modifications. The driver for this goal is the Regional Strong Workforce Program Faculty Institute and the associated three-year grant.
   - o Advancing the partnership with tutoring services to strategically address the needs of students in CTE programs. This priority is both a continuation of the Regional CTE Tutoring Workgroup and improving the current collaboration with CTE and Tutoring that is driven by faculty requests for CTE specific tutors.

Round Two Projects & Programs Funded
San Diego Miramar College

PROGRAMS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Automotive Shop and Manufacturer-Specific Program Modernization	Due to aging equipment and infrastructure and with the advocacy of the general and manufacturer-specific advisory boards, the automotive program received support to improve the program.	Purchased equipment to meet industry and partnership standards. Modernized equipment to current certification and safety standards. Developed course plan for the service of general and Toyota/Honda Hybrid/Electric and Alternative fueled vehicles. Expanded our ongoing commitment to our industry partners at Chrysler-Mopar CAP and Subaru University.
Biotechnology and Quality Project	Development of the Office of Career Education to include the Career Center and activities across divisions, schools, departments, and programs.	Reorganized the Career Center and related services to report directly to the Associate Dean, Strong Workforce. Integrated Career Center, work-based learning, and job placements services into a one-stop service for faculty and students. Provided professional development and marketing support to increase enrollments and completions across programs.
Career Education Coordination & Development	Invest in an airworthy airplane to provide students with real-world experience and increase enrollments	Airworthy airplane purchased; enrollments, completions, and placements increased
Child Development Guided Pathways	Evaluate, strengthen and revise the current pathway towards transfer degrees, permits and licensing requirements using regional and state models leading to higher employment and wage outcomes.	Adjusted curriculum and courses; modified certificates in alignment with the California State Permit for Child Development. Created support system to provide ongoing inreach to current students to ensure course progression.
Clean Heavy Duty Diesel Night Apprenticeship Program	Develop evening course pathway and purchase new engines with state-of-the-art after-treatment components.	Received additional California Apprenticeship Initiative grant to create a private-sector apprenticeship with industry partners. Seeking state approval of degree and courses. Five apprentices identified for first cohort. Purchased five engines with state-of-the-art after-treatment components.
Clinical Laboratory Scientist Program	Create a Certification of Achievement and Associate in Science in Clinical Laboratory Science (CLS) meeting a dire need in the local labor market.	Curriculum approved. Implementation of program is awaiting hiring of new MLT program director.
Computer Science / Engineering Expansion Viability	Investigate development of robotics curriculum and maker	Faculty determined that viability did not exist for the program at this time.

	space/ microcontroller training lab.	
Creation of New Program/Track Yoga RYT-300 & Enhancement of RYT-200	Create a new degree and courses in RYT-300 and enhance the current RYT-200 yoga award.	Courses and award created for RYT-300 yoga accredited program. Marketing campaign completed to increase enrollments and pipeline of yoga professionals with advanced industry-recognized certifications. Renovated classroom for multi-use space including additional sections of yoga fitness courses.
Enhancement of the Personal Training Program	Creation of a Human Movement Lab in the Personal Training Center to include state-of-the-art equipment that meets needs and abilities for female and differently abled students.	Purchased and implemented new advanced technologies serving female and differently abled students in addition to traditional fitness students.
Explore Viability of a Paramedic Program	Explore the viability of offering a paramedic training program to improve employment and wage outcomes for fire and EMS students.	Faculty determined that the program is not viable at this time.
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.
Legal Office Technology Certificate Program	Create a Legal Office Technical Assistant Certificate of Achievement.	Created a Legal Office Technical Assistant Certificate Program utilizing both the paralegal and CBTE courses and 3 new courses leading to careers for legal secretaries.
New Degrees / COA Fire Technology - Entry level Firefighter and Fire Prevention	Meet staffing and equipment needs for Entry Level Firefighter degree and certificate.	Funded NANCE ILT positions to increase section offerings. Made site improvements for lighting to support expansion of evening sections.
New Programs in Computer and Information Sciences	Provide marketing for new AS-T in Computer Science and align CISC awards with industry needs. Need to improve success rate in CISC courses.	Funded marketing efforts to increase enrollments in CISC. Piloted supplemental instruction expansion for CISC courses. Updated curriculum approved by CIC.
Public Safety Management Certificate and Degree	Labor market studies show a need to for public administration degrees and certificates from two-year college.	Created a new Certificate of Achievement and Associate of Science in Public Safety Management that would prepare students for entry level or first-level supervisor positions in the Criminal Justice field. Initiated creation of a new Associate of Science in Public Administration to prepare students for transfer to a university in the Public Administration major. Initiated creation of a new interdisciplinary Public Administration program that would encompass these three new awards and be housed in the Business Department.

Supplemental Instruction & Tutors for Accounting Classes & Marketing	Need to strengthen the technical skills of students enrolled in accounting courses.	Piloted expansion of extra assistance in the form of tutors and supplemental instructors.

POSTITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Automotive Faculty *(Hired round 2)*	Toyota advisory board recommended creation of a new position to support the T-TEN program.	Hired position, trained faculty member in T-TEN curriculum, and increased sections offered in automotive for T-TEN student cohort.
Associate Dean, Strong Workforce *(hired round 1; continuing position)*	Provide leadership and management of local SWP, regional SWP, and Perkins funds. Manage integration of career education and services with the student experience.	Secured California Apprenticeship Initiative grant to support expansion of apprenticeships in diesel technology; 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 *(hired round 1; continuing position)*	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 *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Diesel *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Automotive *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – EMT *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Fire *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.

Round Two Highlights:

Round 2 funding investments were focused mostly on researching the viability of and creating new associate and certificate awards aligned with industry partners' needs and labor market data. Resources were also allocated across various programs to increase direct instructional and non-instructional support in and out of the classroom. Lastly, a significant portion of funds were allocated to improve and update career education laboratory spaces in multiple programs.

- Created new awards in medical laboratory technician training, fitness/yoga instructor, legal office technology, and public safety management in alignment with industry needs and labor market data.
- Updated courses and awards in automotive technology, biotechnology, child development, and diesel technology to meet industry needs.
- 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 integration of supplemental instruction tutorial services into career education courses across multiple disciplines.

Round Two Lessons Learned

- Planning for Strong Workforce and Perkins annual allocations within the same planning structures would allow for faculty to focus on program and course improvements over trying to compete for funding. Improvements were implemented for Round 3 to integrate faculty proposal processes.
- An increasing number of proposals are asking for permanent, ongoing human resources which won't be sustainable in the long-run and should be identified and included in general campus planning processes.
  The SWP committee needed broader input from more faculty disciplines, so membership was expanded for Round 3 to include two members from each instructional department with career education programs

Round Three and Four Priorities

- Four funding priorities added to the proposal application allowing faculty to demonstrate how they were creating "more and better CTE" and focusing on equitable outcomes for students.
- Thirteen disciplines are being supported in Round 3 to implement program-specific improvements in alignment with program review goals, advisory board recommendations, and labor market data.
- The pilot for supplemental instruction are being broadened to include an investment directly with the tutoring center to provide supplemental instructors to any career education program requesting to participate to improve retention, success, persistence, and completion outcomes.
- Embedded counseling services are being piloted in four disciplines to improve student enrollment, retention, persistence, and completion outcomes.
- Career services are being expanded to provide additional support to instructional programs to increase completion, employment, and wage outcomes.

Round Two Projects & Programs Funded
San Diego Continuing Education

PROGRAMS	RATIONALE/NEED	ROUND TWO ACTIVITIES
CTE Professional Development	• San Diego Continuing Education (SDCE) is in the planning stages of the guided pathways approach and seeks to understand how best to implement guided pathways for CTE programs. • SDCE offers numerous in-demand CTE trainings and seeks to ensure that programs are routinely updated to be in line with industry trends. • SDCE is working to improve cross-functional approaches and projects	• The professional development project has supported guided pathways efforts, efforts designed to support integration of initiatives cross-functionally, and in support of data driven decision making. • The following efforts were funded by this project: Guided Pathways Speaker at Institutional Day, Career Coaching seminar, NACE conference attendance, Data Informed Integrated Planning, Academic Impressions memberships, Leading from the Middle participation, Business Engagement training, CTEOS Research Academy, Learning Academy, CCAOE, and JSPAC attendance. Burning Glass was recently renewed with 20 licenses available to SDCE staff representatives to better align LMI information to SDCE programs to improve student outcomes.
Online Course Development	• San Diego Continuing Education faculty lack the equipment or space to develop online course materials.	• The equipment for the facilitators to support online coursework has been purchased and is being installed. Scheduling the room for faculty use will now be included in the campus room scheduling.
CTE Marketing	• SDCE seeks to increase enrollment throughout SDCE 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.	The following marketing approaches were funded as result of Round 2 SWP: • Career education billboards and bus bench advertisements • print advertising for free career training continue in community papers • radio advertisements • CTE mobile advertisements w/ geofencing in alignment with billboard advertisement; • social media advertising on SDCE Facebook and Twitter platforms, and on internet search advertisement (Google)
CTE Outreach	• SDCE seeks to increase the number of students accessing SDCE CTE programs	• A comprehensive outreach plan was completed with identified outreach goals, objectives, and measurable outcomes. • The plan also includes collaborating with CTE faculty to identify Outreach support for programs and classes. Outreach is represented at Industry advisory meetings as invited by the Deans with consistent attendance and participation in the Skills Trades CTE programs. • The development of curriculum to train outreach ambassadors on specifics of CTE programs is in progress. • 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.

Employer Engagement and Job Development	• 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 hinges upon their ability to access opportunities with regional employers. Job Developers will focus on building SDCE brand awareness among employers – communicating the value of SDCE credentials and the skills taught in the classroom and offering solutions to talent needs. As employers grow to recognize SDCE 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.	• All deliverables outlined in the employer engagement and job development plan have been completed. The job development function has been fully implemented at San Diego Continuing Education include:
		  o Implementation of the job development communication plan
		  o Definition of referral process for students
		  o Creation of an external communication plan
		  o Understanding from employers how we should evaluate when students are job ready
		  o Development and implementation of a list of services for businesses
		  o Creation of an employer questionnaire
		• From the period of January 2019 through December 2019 the following is a list of activities that occurred:
		  o Six hiring events
		  o Two Career and College Transition months
		  o 17 employer highlights

CTE Planning and Institutional Effectiveness	• 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.	• The enrollment management survey was completed and distributed to CTE students throughout SDCE. Delivered results in Flex, PC, EPC, Program Chair meeting, and via web. The next phase of this project will include student focus groups. • The faculty Program Review Coordinator, in partnership with the Research and Planning Analyst, developed and planned new fall 2019 program review workshop training sessions in summer 2019. This preparation consisted of presentations and scheduling for multiple trainings delivered in multiple formats (Flex, meetings, workshops) in fall 2019 in direct support of the department's and institution's strategic goals and in support of data-based decision making By faculty and administrators for CTE program
BIT Course and Program Development	• San Diego Continuing Education students have identified a need to return to San Diego Continuing Education to supplement their Project Management certificate • The Interactive Media Certificate Program has identified the need to modernize curriculum with evolving industry needs and with the articulation agreement with Mesa College • The Business and Information worker program seeks to ensure books and e-learning licenses are current to industry trends	• Revised and renamed the IMCP program to the Digital Design Certificate Program, breaking up the program into smaller certificates to meet a changed student population. • The purchase of the Pi-Top computer kit to support the Internet of Things class, which teaches connectivity of items using programming and networking skills. • The purchase and implementation of typing club and BIW books to support student success in the program.

Child Development Instructional Support	• Local San Diego employers are requesting child development training offerings at work-site locations and online. • Child Development classrooms are aiming to increase average class size which requires additional instructional support to meet the needs of child development students	The Child Development instructional support project assisted the program in the following outcomes: • The program currently offers 11 online sections. This is a significant increase from the 3 that were offered in 2017. Approximate increase in FTES= 17.5 • The program converted four courses from strictly on-campus to hybrid offerings. Course outlines were revised to provide flexibility to students with transportation and childcare challenges. • The program continues to collaborate with the credit colleges to provide information, advertise credit program activities, provide ambassadors in classes, and involve credit faculty in advisory board meetings to strengthen relationships.
HVAC program development	• There is a current growing demand for students to complete an HVAC training program within the San Diego Area. • There is additional opportunity to align the HVAC program with K-12 and credit college partners.	• HVAC supplies have been purchased to enable SDCE to open additional sections of the program and to align current offerings with industry recommendations.
Integrated Education and Training	• Students entering career education with lower basic and English skills have lower persistence rates. Students often side step ESL/ABE courses in a race to get a job, making the student unsuccessful in vocational programs	• Standardized curriculum has been developed for VESL/VABE faculty to use with introductory auto tech students, that can be modified and replicated for use with other CTE careers
Interior Design and Soft Goods program development	• SDCE needs to update curriculum and develop the program to be in line with identified industry needs	• Restructured certificate program to include sewn product construction program and sewn product entrepreneurship which will include soft goods program. Ready for technical review in Spring 2020. • Three certificates will be introduced: sewn product construction essentials, advanced sewn product construction, and sewn product entrepreneurship. This was developed in response to industry trends in textiles.
Senior Activity Director program development	• As the population continues to age, there is a growing demand for activity directors in nursing homes, senior centers, assisted living facilities and memory care units. This project will explore the development and creation of a short term certificate program to meet this societal need.	• Research was conducted with industry leaders, practitioners, employers, and state agencies. In the research process (which included labor market information) it was discovered that state certification (for activity directors) was desirable and led to higher wages and better jobs. • Two course outlines have been drafted for future consideration.

POSTITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Work-Based Learning Coordinator (x2) *(New Round 2 Position)*	An opportunity was collectively identified by the regional colleges to establish (and enhance) work-based learning functions at each college that will provide all students with a continuum of critical experiences and support to deepen classroom learning and facilitate employment. Specifically, to focus on setting up and increasing work based learning for CTE Students.	Planning and research has been completed to support the following project goals: • Identify, highlight, and integrate work-based learning within programs. • Look for ways to continue to enhance our industry advisory boards. • 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
Dean, Career and College Transitions *(Permanent position hired Round 2)*	A lead manager was needed to guide the SDCE portfolio of Career and College Transitions efforts including: • Job Development and Employer Engagement • Pathway Navigation project • Gateway to College and Career • Career and College Transition centers	• 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
Job Placement Case Manager *(New Round 2 Position)*	An opportunity was collectively identified by the regional colleges that job placement functions at each college were needed to facilitate employment opportunities for CTE students.	• Created a process that efficiently tracks employers that we have partnered with. • Created a process for data collection from job developers and faculty for tracking student employment across the seven campuses.
Program Activity Manager *(hired round 1; continuing position)*	A lead staff member was needed to guide CTE grant initiatives including: • SWP • Perkins • CTE Data Unlocked • Guided Pathways • Other grant initiatives as assigned	• Implementation of a SWP project framework, project team approach, and other general operating procedures. • Assisted with accounting supervisor and Special Projects manager to integrate SDCE grant initiative management. • Led RFA process development for all regional RFA projects • Lead staff member for all Round 2 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	• 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 San Diego Continuing Education students to career opportunities through business engagement.	• 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
Accounting Technician *(hired round 1; continuing position)*	There was a need to add business services staff as SDCE receives more categorical funds	• The accounting technician has assisted in tracking all expenditures, processing POs, and developing financial reports for various constituencies. • Additionally, the account technician has been pivotal in assisting in the integration of CTE grant initiative management.

19

Accounting supervisor *(not funded by SWP)*	This is a non-SWP funded position	• The accounting supervisor has assisted in the integration of CTE grant initiative management and several regional grant awards.
Lead CTE Dean *(not funded by SWP)*	This is a non-SWP funded positions	• Led efforts to coordinate participation on all regional SWP committees • Chaired regional Work Group 6 – Employer engagement • Noncredit taskforce ensuring noncredit is represented on regional website • Leading coordination efforts between regional and local planning

Round Two Highlights:

San Diego Continuing Education (SDCE) utilized Round 2 Strong Workforce Program (SWP) funds to focus on increasing the footprint of its existing Career and Technical Education (CTE) programming and to work with CTE programs to expand opportunities to its students with new curriculum, classroom space, and updated technical equipment. SWP funds also supported SDCE in enhancing services that provide assistance in improving the students' journey while at SDCE. This included continuing to invest in outreach to facilitate a smooth enrollment process and investing in the job development team to provide assistance in obtaining a job once they complete their certificate or course sequence at SDCE.

Funds via professional development and research were also invested to improve upon the capacity of CTE programs to analyze program outcomes including specific emphasis placed on hearing from students directly through focus groups and other means. This work is meant to establish strategies to support the improvement of student outcomes. Funds were also used to finalize the development of internal infrastructure, including processes and procedures, to support future rounds of SWP funding.

Highlights:
- Several new course outlines were developed and instructional programs expanded to support more and better CTE at SDCE. Specific emphasis has been placed on creating stackable course sequences and enhancing the capacity of SDCE CTE programs to provide online classes.
- 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.
- Several SWP metrics reflecting growth in SDCE student outcomes are trending in a positive direction including:
  - *Students Who Attained a Noncredit Workforce Milestone in a Single Year*
  - *SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status*
  - *Median Annual Earnings for SWP Exiting Students*
  - *Median Change in Earnings for SWP Exiting Students*
  - *SWP Exiting Students Who Attained the Living Wage*
- In PY 2019, 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 student which is up from a $4.00/hr wage increase reported in PY 2018. The percentage of students who report obtaining a job either close or very close to their field of study has also increased from in 60.1% in PY 2018 to 64% in PY 2019.

Round Two 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 Three and Four 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
- 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

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Strong Workforce Program (SWP)
Round Two Executive Summary

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

Round two funding was distributed in 2017-2018. Round two expenses and activities span from July 2017 through December 2019.
- 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 Two Focus: Maintenance & Expansion

Round One Focus
- Infrastructure development
- Program Improvements

Round Two Focus
- Infrastructure maintenance
- Integration into existing systems
- Development and Expansion of Work Based Learning
- Program improvements supported by
  o Faculty professional development
  o Increased access to Labor Market Information

Round Two Districtwide Activities:
- Updated equipment to industry standards and made site improvements
- Supported faculty in the revision of curriculum and the development of over six new programs
- Supported a variety of roles across multiple disciplines including instructional lab technicians and instructional assistants, as well as continued funding of Round One positions
- Expanded work-based learning opportunities for students
- Supported employer engagement, tutoring, and faculty professional development

Round Two Expenditures	
Institution	**Expenditures**
San Diego City College	$1,099,289
San Diego Mesa College	$1,226,826
San Diego Miramar College	$1,180,622
San Diego Continuing Education	$989,172
Total	**$4,495,909**

Source: Reported by the institutions

Round Two Districtwide Lessons Learned:

1. **Continued integration of SWP into institutional planning processes is essential for increasing efficiency, meeting institutional goals, and improving student outcomes.**
    - Strengthening accountability systems and processes at the practitioner level, across student and instructional services, is needed.
2. **Data remain critical for informing strategies and tracking outcomes.**
    - Consistent and full utilization of existing data, informational systems, and related tools is needed to not only reinforce grant expectations, but also to support those tracking outcomes and seeking funds. Improved use of data is reliant on consistent practices and, where possible, consistent definitions across tools.
3. **SWP funding, like Perkins and other categorical and grant funding, requires clear, timely, and consistent processes to ensure effective budget management.**
    - Supportive and efficient budget and procurement policies and processes are needed to prevent expenditure delays and minimize duplicative work. Clarified roles and responsibilities are needed to strengthen consistent communication and streamline expense management.

Round Two Institution-Specific Highlights:

SAN DIEGO CITY COLLEGE

Institutional Enhancements
- Added new adjunct counselors to provide career guidance and exploration to students through career assessment
- Improved website/online representation and promotion of career education programs
- Expanded SWP mini grants to support more programs

Instructional Improvements
- Developed new courses in Business Cannabis, Advanced Makeup, and three new courses in Cybersecurity address Amazon Web Services.
- Supported Cybersecurity students in securing the CompTIA Advanced Security Practitioner (CASP) and Certified Ethical Hacker (CEH) certification vouchers

Graphic Design Program
San Diego City College

- Expanded Machine Technology evening course offerings
- Purchased industry aligned state of the art equipment for Graphic Arts and Design and Special Effects Makeup
- New Instructional Learning Technicians in Machine Technology, Electrical, Graphic Arts, and Child Development

Instructional Services Division
April 2019

SAN DIEGO MESA COLLEGE

Institutional Enhancements
- Expanded CTE specific tutoring services
- Expanded access to free electronic scans of textbooks
- Implementation of Employer Engagement component of Work Based Learning
- Expanded the Career Peers program within the Career Center to include peer-to-peer services for career readiness, including resume review, dressing for success, interviewing, job search, and follow up.

Instructional Improvements
- New Programs
  - Fermentation Management
  - Approval for a new Aquatics program with industry requests for support of a High School to Mesa College pathway
  - Developed a Medical Coding certificate program that is stackable with the Health Information Technology and Health Information Management programs.

Neurological Diagnostic Technician Program San Diego Mesa College

SAN DIEGO MIRAMAR COLLEGE

Institutional Enhancements
- Integrated work-based learning and job placement services across all career education programs
- Increased integration of, access to, and engagement with labor market information to inform program improvements and development

Instructional Improvements
- Created new industry-aligned program awards in medical laboratory technician training, legal office technology, public safety management, and yoga
- Updated courses and awards in automotive technology, biotechnology, child development, and diesel technology
- Made site improvements in fitness trainer, yoga, and fire technology labs to increase day, evening and night section offerings and enrollments.
- Piloted integration of supplemental instruction tutoring in career education courses across multiple disciplines

Fire Technology Program San Diego Miramar College

SAN DIEGO CONTINUING EDUCATION

Institutional Updates
- Invested in outreach to facilitate a smooth enrollment process
- Invested in job development team to provide assistance in obtaining a job once students complete a certificate or course sequence
- Increased capacity across the institution to analyze program outcomes and hear directly from students through student focus groups

3

- Integration of SWP into program review

Instructional Improvements
- Creation of stackable course sequences
- Expanded capacity to provide online courses
- In PY2019, student reported an $5.00/hr wage increase when they obtained a job closely related to their field of student. This is an increase of $1.00 from PY18.
- New course outlines and program improvements in Business Information Tech, Child Development, HVAC, and Interior Design
- Equipment and Software purchase to align with industry requirements

Healthcare Program
San Diego Continuing Education

Round Two Regional Engagement & Support:

Regional infrastructure
- Supports alignment & creates efficiencies

Round Two included expanded Regional engagement and investment in the institutions:
- Job Placement Coordinators
- Work-Based Learning Coordinators
- Marketing
- Employer engagement through Regional Directors
- Communities of practice

Faculty and Administrators from each institution dedicate time to lead regional workgroups, regional processes, and inform regional investments

Instructional Services Division
April 2019

San Diego Community College District
Strong Workforce Program

Round Two Projects & Programs Funded

San Diego City College
San Diego Mesa College
San Diego Miramar College
San Diego Continuing Education

Round Two Projects & Programs Funded
San Diego City College

SAN DIEGO CITY COLLEGE

PROGRAMS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Business Management Program	Program was chosen based on enrollments and labor market information (LMI)	Curriculum development addressing the entrepreneurial needs of the Cannabis Space. A course, the business of cannabis, and a certificate were developed. The Course, BUSE 145 was delivered Fall 2019 with 40 students enrolled. Established partnerships with local industry where March and Ash purchased text books for students.
Child Development Program	Program was chosen based on enrollments and LMI	ILT facilitated completion of applications for students to apply for State of CA Child Development Permits to become work-ready. Made arrangements for another professional development training for faculty and Child Development Center staff. Ordered materials for classroom copies of Frameworks and Foundations. Extensive curriculum revisions to facilitate completion and job readiness.
Cosmetology and Barbering Programs	Program was chosen based on enrollments and LMI	Created an advanced makeup class. Three sections were offered enrolling 120 students. New partnerships with Lash Affair and PCA Chemical Peeling to add new industry standard certifications in the Esthetics program. Program grew by 100%
Electrical Program	Program was chosen based on enrollments and LMI	Funded an hourly lab technician to help in the entry level electricity course such that the class cap could be increased while maintaining health and safety. Such provided added capacity for 3 apprenticeship programs
Graphic Art and Design Program	Program was chosen based on enrollments and LMI	Purchased a large format printer for program as well as other smaller supplies such as safety equipment. We still have the ILT employed as well the iMacs in our lab.
Information Technology – Cybersecurity Program	Program was chosen based on enrollments and LMI	Developed 3 new courses in Cybersecurity and a small program addressing the Amazon Web Services certification. The funds also leveraged assistance for students to secure the CASP and the CEH certification vouchers.
Machine Technology Program	Program was chosen based on enrollments and LMI	Hired a 60% contract ILT to supports all sections offered in the evenings and weekends. Upgraded the evening classes in Additive Manufacturing (3D printing), 4 & 5 Axis C.N.C. Programming, 4 & 5 Axis C.N.C. Machining, C.N.C. controlled C.M.M. Inspection, and C.N.C. Lathe Programming, and C.N.C. Lathe Machining.
Manufacturing and Industrial Technology Program	Program was chosen based on enrollments and LMI	Funded an hourly instructional assistant to help in the classroom where guitars are made.
Special Effects Makeup Program	Program was chosen based on enrollments and LMI	Purchased special oven and supply cabinets for new program, seed money for supplies, kits for first 25 students, and first two courses with 95% of instructor and hourly assistance for one semester.

POSITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Associate Dean, Strong Workforce Programs (M) *(hired round 1; continuing position)*	Manager hired to administer all aspects of Strong Workforce at San Diego City College.	• Position began in July 2017; hired Administrative Technician • Administered and monitored campus SWP budget

		• Worked with the nine CTE programs receiving SWP funding to enhance their programs • Authored and submitted five Regional RFAs for SWP funds • Attended fall and spring sessions of CCCAEO, CCCAOE Leadership Academy, and CTEOS academy, CTE Data Unlocked workshop, District SWP Workgroup meetings, District CTE Deans/CTEA meetings • Represented SWP on various college constituency groups • Conducted campus and CTEA Flex sessions on SWP • Facilitated, monitored, and reported on two Regional SWP projects: Marketing and Employment readiness.
Administrative Technician (C) *(hired round 1; continuing position)*	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) grant. Recorded and disseminated minutes for the SDCC SWP Workgroup.
ILT: Machine Shop (C) *(hired round 1; continuing position)*	Instructional Lab Technician for Machine Technology. Needed to prepare lab settings, assist students with course-related work and fulfill a much needed safety monitoring function.	Prepared lab settings; assisted students with course-work; added a layer of monitoring in the lab setting for safety purposes; assisted program with move into new building/space.
ILT: Child Development (C) *(hired round 1; continuing position)*	Instructional Lab Technician for Child Development. Needed to prepare lab settings, assist students with course-related work and fulfill a much needed safety monitoring function.	Prepared lab settings in the Child Development Center; assisted students with course-work; added a layer of monitoring in the lab setting for safety purposes.
Instructional Assistant: Graphics (C) *(hired round 1; continuing position)*	Instructional Assistant for the Graphic Arts needed to assist instructor and students in the lab setting, and provide 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) *(hired round 1; continuing position)*	This is an existing position. SWP funded 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.	Updated computer labs in the BT building; assist Cybersecurity faculty member with marketing program and purchasing of industry certifications.
Adjunct Counselors *(New)*	Adjunct Career counselors to supplement	Provided career guidance and exploration to students through career assessment.
Internship Coordinator	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.
Web Developer *(New)*	10% funding of the 1.0 Web Developer position	Customized website to meet Career Technical Education needs.

Round Two Highlights:

- A tenth (10th) category was added to the plan that included funding for: Strong Workforce Administrative staff, curriculum development, professional development, travel, and equipment for administrative staff.
- Four (4) more academic programs, Information Technology, Exercise Science and Photography were added to the last year of round 2 funding through the mini-grant process to support more workforce opportunities.
- Hired a Work Experience coordinator
- Hired two adjunct counselors in the Career Center
- Support the Established the Volunteer Income Tax Assistance Center and development of curriculum for CPA certification
- Supported five additional programs through mini grants.

Round Two Lessons Learned

- Need a dedicated Associate Dean to Administer the program
- Have two meetings per year with grantees to share the work, achievements and how to close the gap of achievements.

Round Three and Four Priorities

The San Diego City College Local Program Plan is in effect for the first three (3) years of SWP. Therefore the same nine program and coordination efforts remain in effect from round one through round three.

With the inception of Incentive Funding, the following priorities were established as additional activities:

- Continue funding to Communications Office (PIO) for marketing.
- Continue funding adjunct counselors in the Career Center
- Continue funding the Work Experience coordinator

Round Four priorities are under development.

Round Two Projects & Programs Funded
San Diego Mesa College

SAN DIEGO MESACOLLEGE

PROGRAMS/PROJECTS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Allied Health	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. DCP work includes working with industry to establish site agreements. The development of new programs is based on industry identified needs. Staying current with industry standards in Allied Health fields requires continued comprehensive support for enrollment, academic learning support, and faculty development.	- Funded contract positions: - Instructional Lab Technician - Program Technician - Developed new programs: - Neurodiagnostic Technician - Medical Coding - Supported tutoring: - In the Allied Health building - At the tutoring center - Developed marketing materials for outreach events. - Supported faculty Professional Learning activities.
Animal Health Technology	The program needs to be certified by the American Veterinary Medical Association (AVMA) for students to obtain jobs in the industry. Staying current with industry standards requires continued comprehensive support for faculty development. The program's kennel facilities are below industry and humane standards.	- Completed the AVMA self-study and accreditation application. - Supported faculty professional learning activities. - Updated kennel facilities to industry standards.
Architecture	The program's Model Shop needs appropriate ventilation and increased workspace. A Professional Display area is needed for students to showcase their work to industry professionals. The program needs to increase student access and safety to industry standard equipment located in the model shop. Increase prospective student awareness of the program at local high schools. Staying current with industry standards requires continued	- Remodeled model shop and professional display area - Provided an hourly Lab Technician for Model Shop. - Supported the creation of specialized High School Outreach Kits. - Supported faculty professional learning activities.

		comprehensive support for faculty development.
Culinary Arts / Culinary Management (CACM)	The program needs technical support for lab courses. Support includes equipment maintenance, supply inventory, lab prep and take down, and support of student work-based learning. In response to industry recommendations, the program developed new curriculum for frozen confections and chocolate. Staying current with industry standards requires support for employee development.	• Funded contract Instructional Lab Technician position. • Purchased supplies and equipment for the program's new curriculum. • Provided professional learning support for staff.
Exercise Science	Students need supervised access in the Fitness Specialist program lab to practice their skills on industry standard equipment. As relatively new programs Commercial Dance and Choreography need to advertise their program and increase enrollment.	• Provided hourly Lab Assistant for Fitness Specialist program. • Purchased equipment for the Fitness Trainer program • Supported the development of outreach and marketing materials for Commercial Dance & Choreography.
Fashion	Students need supervised access to practice their skills on industry standard equipment in the Fashion Sewing and Computer Labs. The program moved into new state-of-the-art facilities in Spring 2019 without some current industry standard equipment. Staying current with industry standard practices requires continued comprehensive support for faculty development.	• Provided hourly Lab Assistants for both labs. • Purchased equipment and supplies to meet industry standards. • Supported faculty professional learning activities.
Fermentation	The new Fermentation program requires classroom and lab (brewing) space, marketing and outreach, and coordination.	• Began creation of Fermentation classroom and brewing labs. • Supported the new program curriculum development. • Supported marketing and outreach for the program.
Multimedia	The program moved into new state-of-the-art facilities in Spring 2019 without some current industry standard equipment.	• Purchased 3-D printer and software licenses meet industry standards.
Career Center	The campus needs to increase its capacity to serve student's career readiness needs, which ultimately leads to employment.	• Hired Career Peers for student-to-student career assistance. • Supported faculty and staff professional learning activities. • Supported specialized marketing and outreach for the program.

Work-Based Learning	The Work-Based Learning program coordinates WBL learning activities for the campus, mainly in collaboration classroom faculty. Activities range from single 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.	• Provided WBL to over 3,500 students, facilitating over 350 campus events, engaging in over 500 employer connections, and establishing over 300 campus partners. • 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. • The Work-Based Learning team in, collaboration with the Career Center, facilitated a pre-conference session at the Fall 2019 CCCAOE conference.
Career Education Office	The office of CTE manages the daily operations of Strong Workforce including, local and regional budges, 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.	Provided the official approval of the Strong Workforce Committee, the establishment of the Strong Workforce Faculty Lead position, and securing a permanent office suite for CTE and WBL in the new Business and Technology building.

POSITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES	
Instructional Lab Technician – Allied Health *(New Round 2 Position)*	Supports the Allied Health lab classes to improve student outcomes by alleviating the faculty of lab maintenance activities to allow them more time with students and providing direct student support.	Established processes for lab maintenance, supply inventory, lab set ups and take downs, and direct student support activities.	
Associate Dean, CTE *(hired round 1; continuing position)*	Manages the daily operations of the Strong Workforce program.	•	Lead the newly approved Strong Workforce committee and subgroups for actionable items to improve CTE program outcomes. • Established Work-Based Learning tracking systems.
Administrative Technician	Supports the Associate Dean and Career Education Programs	•	Supported the management of seven different active grants
Program Technician, Allied Health *(hired round 1; continuing position)*	Supports the Allied Health programs to increase the number of Directed Clinical Practice sites, improve marketing, and support the development of new programs.	•	Increased number of Clinical Site locations. Supported the development of new Allied Health programs through employer engagement. • Developed Allied Health outreach and marketing materials. • Planed and assisted in Allied Health information sessions and orientations.

Work-Based Learning (WBL) Coordinator *(hired round 1; continuing position)*	Co-leads the Work-Based Learning program for the College to improve CTE students' informed career decision making, retention, completion, and job obtainment.	• Delivered over 30 different events in coordination with 20 different faculty to deliver Work-Based Learning experiences to over 1,000 students.
Instructional Lab Technician, Culinary Arts *(hired round 1; continuing position)*	Supports the Culinary Arts/Culinary Management program.	• Assisted in the transformation of the catering course to a work-experience (unpaid internship) for students.
Associate Dean, Institutional Research *(hired round 1; continuing position)*	Provides research and evaluation needs of Strong Workforce require ongoing and closely coordinated efforts.	• Created CTE tags on college data dashboards. • Developed and assessed the student outcomes of the Health Information Management program.

Round Two Highlights

New Career Education Programs: Mesa has launched and continues to develop new programs to meet the unique labor market needs of San Diego.
- In Fall 2019, Mesa launched its innovative Fermentation Management program. Based on industry needs this program focuses on management and beverage production.
- The development of a Neurological Diagnostic Technician program is complete and will begin in Fall 2020. The average annual salary of $64,000 for Neurodiagnostic Technologists is commensurate with the advanced skills of assisting doctors in diagnosing problems with the brain, nervous system, and sleep habits of humans.
- The campus received approval to start its new Aquatics program, which will begin in Fall 2020. Requests from industry initiated Mesa's partnership with local high schools to create a pipeline for San Diego's vast aquatic recreation and sport career opportunities.
- The development of a Medical Coding certificate is complete. The certificate is stackable with the college's Health Information Technology and Health Information Management programs.

Student Success
- Strong Workforce partnered with multiple programs across campus (Library, Next Up-Foster Youth, and DSPS) to purchase a book scanning machine (Bookeye) that provides free electronic scans of textbooks to students thus reducing the financial barrier of textbook costs.
- Strong Workforce partnered with the Mesa Tutoring and Computer Center to provide tutors specifically for Career Education programs like Fashion and Physical Therapy Assistant.

Engagement Events
- Mesa Computer Information Science, Multimedia, and Geographic Information Systems faculty hosted the Empower Middle School Student Conference. This conference brought over 120 SDUSD Middle School students to campus for a full day of technology immersion.
- Major @ Mesa Day coordinated by the Work-Based Learning team, hosted over 30 academic programs on campus to highlight career and curriculum opportunities for current, and prospective students, including local high school students.

Work-Based Learning (WBL)

- Mesa implemented the Employer Engagement component of WBL. This component is intentionally designed and data-informed to improve the number of beneficial partnerships with local industry. These partnerships increase industry's participation in the entire work-based learning continuum, including employment.
- The Career Peers program, as part of the Career Center services, expanded to include peer-to-peer services for career readiness, including resume review, job search, job application, dressing for success, interviewing, and follow up.

Operational Processes
- Established a Strong Workforce Faculty Lead .20 reassigned position. The CTE faculty in this role serves as a lead faculty voice in the development and implementation of the Strong Workforce program and represents Mesa on some District and Regional projects.
- The Strong Workforce Committee established a Budget and Allocation workgroup. The workgroup developed a plan for program allocation that is aligned with the current campus process and will integrate into campus processes within three years.

Round Three and Four Priorities

Round 3 and 4 priorities are in response to achieving the Strong Workforce metrics, in response to meeting Regional Strong Workforce priorities, made in consultation with the campus Strong Workforce Committee, address the State Chancellor's Office MIS reporting requirements, and continues work that has already begun on campus.

1. Career Education Programs
   - Developing and implementing programs and curriculum to meet regional labor market needs. Core to the mission of the State's Strong Workforce program, meeting Regional workforce needs continues to be a priority of Mesa's Strong Workforce.

2. Data and Assessment
   - Improving internal collection and tracking systems to have data available to assess the effectiveness of work-based learning. Three factors determine this priority; 1) the implementation of MIS SG21, which requires colleges to collect data on Work-Based Learning from across the campus, 2) evaluation of the effectiveness of the Regional investment into Work-Based Learning, and 3) Mesa's to assess the effectiveness of our WBL program.
   - Performing equity assessments of Career Education programs and services and addressing any equity gaps. This priority is based on the campus' focus on equity and improving identified equity gaps. The State's Strong Workforce program does not have a specific equity component. The Strong Workforce committee identified equity as a goal through the process of completing the campus' equity assessment for Strong Workforce and Work-Based Learning at the end of the 18-19 academic year. The Strong Workforce committee established an equity workgroup to address this goal.

3. Work-Based Learning
   - Strengthening the internship program, including providing professional learning and tools for faculty. This priority responds to: 1)the increased state and regional focus on internships including the EDC's Advancing Cities program and the San Diego Foundation STEM grant priorities, 2) the increased national focus on internships as identified in the Department of Educations' Hispanic Serving Institution Title V grant preference priorities, and 3) the campus' strategic priority 3, goal 3.3 - Collaborate with area organizations and businesses to build internship opportunities aligned with student educational goals. Additionally, internships are the last component in the

established Work-Based Learning continuum prior to obtainment of full-time employment.

- o Expanding Employer Engagement to integrate with regional processes. The basis for this priority is: 1) the Region's focus on Employer Engagement and Job Placement, 2) the Strong Workforce metric for students to obtain a living-wage job in their field of student, and 3) the College's strategic priority 3, goal 3.2 - Collaborate with local industries to build relationships and assure consistency with workforce needs.

4. Student Success, Retention, and Completion
   - o Supporting faculty as they assess, develop, and implement program modifications. The driver for this goal is the Regional Strong Workforce Program Faculty Institute and the associated three-year grant.
   - o Advancing the partnership with tutoring services to strategically address the needs of students in CTE programs. This priority is both a continuation of the Regional CTE Tutoring Workgroup and improving the current collaboration with CTE and Tutoring that is driven by faculty requests for CTE specific tutors.

Round Two Projects & Programs Funded
San Diego Miramar College

PROGRAMS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Automotive Shop and Manufacturer-Specific Program Modernization	Due to aging equipment and infrastructure and with the advocacy of the general and manufacturer-specific advisory boards, the automotive program received support to improve the program.	Purchased equipment to meet industry and partnership standards. Modernized equipment to current certification and safety standards. Developed course plan for the service of general and Toyota/Honda Hybrid/Electric and Alternative fueled vehicles. Expanded our ongoing commitment to our industry partners at Chrysler-Mopar CAP and Subaru University.
Biotechnology and Quality Project	Development of the Office of Career Education to include the Career Center and activities across divisions, schools, departments, and programs.	Reorganized the Career Center and related services to report directly to the Associate Dean, Strong Workforce. Integrated Career Center, work-based learning, and job placements services into a one-stop service for faculty and students. Provided professional development and marketing support to increase enrollments and completions across programs.
Career Education Coordination & Development	Invest in an airworthy airplane to provide students with real-world experience and increase enrollments	Airworthy airplane purchased; enrollments, completions, and placements increased
Child Development Guided Pathways	Evaluate, strengthen and revise the current pathway towards transfer degrees, permits and licensing requirements using regional and state models leading to higher employment and wage outcomes.	Adjusted curriculum and courses; modified certificates in alignment with the California State Permit for Child Development. Created support system to provide ongoing inreach to current students to ensure course progression.
Clean Heavy Duty Diesel Night Apprenticeship Program	Develop evening course pathway and purchase new engines with state-of-the-art after-treatment components.	Received additional California Apprenticeship Initiative grant to create a private-sector apprenticeship with industry partners. Seeking state approval of degree and courses. Five apprentices identified for first cohort. Purchased five engines with state-of-the-art after-treatment components.
Clinical Laboratory Scientist Program	Create a Certification of Achievement and Associate in Science in Clinical Laboratory Science (CLS) meeting a dire need in the local labor market.	Curriculum approved. Implementation of program is awaiting hiring of new MLT program director.
Computer Science / Engineering Expansion Viability	Investigate development of robotics curriculum and maker	Faculty determined that viability did not exist for the program at this time.

	space/ microcontroller training lab.	
Creation of New Program/Track Yoga RYT-300 & Enhancement of RYT-200	Create a new degree and courses in RYT-300 and enhance the current RYT-200 yoga award.	Courses and award created for RYT-300 yoga accredited program. Marketing campaign completed to increase enrollments and pipeline of yoga professionals with advanced industry-recognized certifications. Renovated classroom for multi-use space including additional sections of yoga fitness courses.
Enhancement of the Personal Training Program	Creation of a Human Movement Lab in the Personal Training Center to include state-of-the-art equipment that meets needs and abilities for female and differently abled students.	Purchased and implemented new advanced technologies serving female and differently abled students in addition to traditional fitness students.
Explore Viability of a Paramedic Program	Explore the viability of offering a paramedic training program to improve employment and wage outcomes for fire and EMS students.	Faculty determined that the program is not viable at this time.
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.
Legal Office Technology Certificate Program	Create a Legal Office Technical Assistant Certificate of Achievement.	Created a Legal Office Technical Assistant Certificate Program utilizing both the paralegal and CBTE courses and 3 new courses leading to careers for legal secretaries.
New Degrees / COA Fire Technology - Entry level Firefighter and Fire Prevention	Meet staffing and equipment needs for Entry Level Firefighter degree and certificate.	Funded NANCE ILT positions to increase section offerings. Made site improvements for lighting to support expansion of evening sections.
New Programs in Computer and Information Sciences	Provide marketing for new AS-T in Computer Science and align CISC awards with industry needs. Need to improve success rate in CISC courses.	Funded marketing efforts to increase enrollments in CISC. Piloted supplemental instruction expansion for CISC courses. Updated curriculum approved by CIC.
Public Safety Management Certificate and Degree	Labor market studies show a need to for public administration degrees and certificates from two-year college.	Created a new Certificate of Achievement and Associate of Science in Public Safety Management that would prepare students for entry level or first-level supervisor positions in the Criminal Justice field. Initiated creation of a new Associate of Science in Public Administration to prepare students for transfer to a university in the Public Administration major. Initiated creation of a new interdisciplinary Public Administration program that would encompass these three new awards and be housed in the Business Department.

| Supplemental Instruction & Tutors for Accounting Classes & Marketing | Need to strengthen the technical skills of students enrolled in accounting courses. | Piloted expansion of extra assistance in the form of tutors and supplemental instructors. |

POSTITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Automotive Faculty *(Hired round 2)*	Toyota advisory board recommended creation of a new position to support the T-TEN program.	Hired position, trained faculty member in T-TEN curriculum, and increased sections offered in automotive for T-TEN student cohort.
Associate Dean, Strong Workforce *(hired round 1; continuing position)*	Provide leadership and management of local SWP, regional SWP, and Perkins funds. Manage integration of career education and services with the student experience.	Secured California Apprenticeship Initiative grant to support expansion of apprenticeships in diesel technology; 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 *(hired round 1; continuing position)*	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 *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Diesel *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Automotive *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – EMT *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Fire *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.

Round Two Highlights:

Round 2 funding investments were focused mostly on researching the viability of and creating new associate and certificate awards aligned with industry partners' needs and labor market data. Resources were also allocated across various programs to increase direct instructional and non-instructional support in and out of the classroom. Lastly, a significant portion of funds were allocated to improve and update career education laboratory spaces in multiple programs.

- Created new awards in medical laboratory technician training, fitness/yoga instructor, legal office technology, and public safety management in alignment with industry needs and labor market data.
- Updated courses and awards in automotive technology, biotechnology, child development, and diesel technology to meet industry needs.
- 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 integration of supplemental instruction tutorial services into career education courses across multiple disciplines.

Round Two Lessons Learned

- Planning for Strong Workforce and Perkins annual allocations within the same planning structures would allow for faculty to focus on program and course improvements over trying to compete for funding. Improvements were implemented for Round 3 to integrate faculty proposal processes.
- An increasing number of proposals are asking for permanent, ongoing human resources which won't be sustainable in the long-run and should be identified and included in general campus planning processes.
  The SWP committee needed broader input from more faculty disciplines, so membership was expanded for Round 3 to include two members from each instructional department with career education programs

Round Three and Four Priorities

- Four funding priorities added to the proposal application allowing faculty to demonstrate how they were creating "more and better CTE" and focusing on equitable outcomes for students.
- Thirteen disciplines are being supported in Round 3 to implement program-specific improvements in alignment with program review goals, advisory board recommendations, and labor market data.
- The pilot for supplemental instruction are being broadened to include an investment directly with the tutoring center to provide supplemental instructors to any career education program requesting to participate to improve retention, success, persistence, and completion outcomes.
- Embedded counseling services are being piloted in four disciplines to improve student enrollment, retention, persistence, and completion outcomes.
- Career services are being expanded to provide additional support to instructional programs to increase completion, employment, and wage outcomes.

Round Two Projects & Programs Funded
San Diego Mesa College

SAN DIEGO CONTINUING EDUCATION

PROGRAMS	RATIONALE/NEED	ROUND TWO ACTIVITIES
CTE Professional Development	• San Diego Continuing Education (SDCE) is in the planning stages of the guided pathways approach and seeks to understand how best to implement guided pathways for CTE programs. • SDCE offers numerous in-demand CTE trainings and seeks to ensure that programs are routinely updated to be in line with industry trends. • SDCE is working to improve cross-functional approaches and projects	• The professional development project has supported guided pathways efforts, efforts designed to support integration of initiatives cross-functionally, and in support of data driven decision making. • The following efforts were funded by this project: Guided Pathways Speaker at Institutional Day, Career Coaching seminar, NACE conference attendance, Data Informed Integrated Planning, Academic Impressions memberships, Leading from the Middle participation, Business Engagement training, CTEOS Research Academy, Learning Academy, CCAOE, and JSPAC attendance. Burning Glass was recently renewed with 20 licenses available to SDCE staff representatives to better align LMI information to SDCE programs to improve student outcomes.
Online Course Development	• San Diego Continuing Education faculty lack the equipment or space to develop online course materials.	• The equipment for the facilitators to support online coursework has been purchased and is being installed. Scheduling the room for faculty use will now be included in the campus room scheduling.
CTE Marketing	• SDCE seeks to increase enrollment throughout SDCE 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.	The following marketing approaches were funded as result of Round 2 SWP: • Career education billboards and bus bench advertisements • print advertising for free career training continue in community papers • radio advertisements • CTE mobile advertisements w/ geofencing in alignment with billboard advertisement; • social media advertising on SDCE Facebook and Twitter platforms, and on internet search advertisement (Google)
CTE Outreach	• SDCE seeks to increase the number of students accessing SDCE CTE programs	• A comprehensive outreach plan was completed with identified outreach goals, objectives, and measurable outcomes. • The plan also includes collaborating with CTE faculty to identify Outreach support for programs and classes. Outreach is represented at Industry advisory meetings as invited by the Deans with consistent attendance and participation in the Skills Trades CTE programs. • The development of curriculum to train outreach ambassadors on specifics of CTE programs is in progress. • 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.

Employer Engagement and Job Development	• 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 hinges upon their ability to access opportunities with regional employers. Job Developers will focus on building SDCE brand awareness among employers – communicating the value of SDCE credentials and the skills taught in the classroom and offering solutions to talent needs. As employers grow to recognize SDCE 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.	• All deliverables outlined in the employer engagement and job development plan have been completed. The job development function has been fully implemented at San Diego Continuing Education include:
		   o Implementation of the job development communication plan
		   o Definition of referral process for students
		   o Creation of an external communication plan
		   o Understanding from employers how we should evaluate when students are job ready
		   o Development and implementation of a list of services for businesses
		   o Creation of an employer questionnaire
		• From the period of January 2019 through December 2019 the following is a list of activities that occurred:
		   o Six hiring events
		   o Two Career and College Transition months
		   o 17 employer highlights

CTE Planning and Institutional Effectiveness	• 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.	• The enrollment management survey was completed and distributed to CTE students throughout SDCE. Delivered results in Flex, PC, EPC, Program Chair meeting, and via web. The next phase of this project will include student focus groups. • The faculty Program Review Coordinator, in partnership with the Research and Planning Analyst, developed and planned new fall 2019 program review workshop training sessions in summer 2019. This preparation consisted of presentations and scheduling for multiple trainings delivered in multiple formats (Flex, meetings, workshops) in fall 2019 in direct support of the department's and institution's strategic goals and in support of data-based decision making By faculty and administrators for CTE program
BIT Course and Program Development	• San Diego Continuing Education students have identified a need to return to San Diego Continuing Education to supplement their Project Management certificate • The Interactive Media Certificate Program has identified the need to modernize curriculum with evolving industry needs and with the articulation agreement with Mesa College • The Business and Information worker program seeks to ensure books and e-learning licenses are current to industry trends	• Revised and renamed the IMCP program to the Digital Design Certificate Program, breaking up the program into smaller certificates to meet a changed student population. • The purchase of the Pi-Top computer kit to support the Internet of Things class, which teaches connectivity of items using programming and networking skills. • The purchase and implementation of typing club and BIW books to support student success in the program.

Child Development Instructional Support	• Local San Diego employers are requesting child development training offerings at work-site locations and online. • Child Development classrooms are aiming to increase average class size which requires additional instructional support to meet the needs of child development students	The Child Development instructional support project assisted the program in the following outcomes: • The program currently offers 11 online sections. This is a significant increase from the 3 that were offered in 2017. Approximate increase in FTES= 17.5 • The program converted four courses from strictly on-campus to hybrid offerings. Course outlines were revised to provide flexibility to students with transportation and childcare challenges. • The program continues to collaborate with the credit colleges to provide information, advertise credit program activities, provide ambassadors in classes, and involve credit faculty in advisory board meetings to strengthen relationships.
HVAC program development	• There is a current growing demand for students to complete an HVAC training program within the San Diego Area. • There is additional opportunity to align the HVAC program with K-12 and credit college partners.	• HVAC supplies have been purchased to enable SDCE to open additional sections of the program and to align current offerings with industry recommendations.
Integrated Education and Training	• Students entering career education with lower basic and English skills have lower persistence rates. Students often side step ESL/ABE courses in a race to get a job, making the student unsuccessful in vocational programs	• Standardized curriculum has been developed for VESL/VABE faculty to use with introductory auto tech students, that can be modified and replicated for use with other CTE careers
Interior Design and Soft Goods program development	• SDCE needs to update curriculum and develop the program to be in line with identified industry needs	• Restructured certificate program to include sewn product construction program and sewn product entrepreneurship which will include soft goods program. Ready for technical review in Spring 2020. • Three certificates will be introduced: sewn product construction essentials, advanced sewn product construction, and sewn product entrepreneurship. This was developed in response to industry trends in textiles.
Senior Activity Director program development	• As the population continues to age, there is a growing demand for activity directors in nursing homes, senior centers, assisted living facilities and memory care units. This project will explore the development and creation of a short term certificate program to meet this societal need.	• Research was conducted with industry leaders, practitioners, employers, and state agencies. In the research process (which included labor market information) it was discovered that state certification (for activity directors) was desirable and led to higher wages and better jobs. • Two course outlines have been drafted for future consideration.

POSTITIONS	RATIONALE/NEED	ROUND TWO ACTIVITIES
Work-Based Learning Coordinator (x2) *(New Round 2 Position)*	An opportunity was collectively identified by the regional colleges to establish (and enhance) work-based learning functions at each college that will provide all students with a continuum of critical experiences and support to deepen classroom learning and facilitate employment. Specifically, to focus on setting up and increasing work based learning for CTE Students.	Planning and research has been completed to support the following project goals: • Identify, highlight, and integrate work-based learning within programs. • Look for ways to continue to enhance our industry advisory boards. • 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
Dean, Career and College Transitions *(Permanent position hired Round 2)*	A lead manager was needed to guide the SDCE portfolio of Career and College Transitions efforts including: • Job Development and Employer Engagement • Pathway Navigation project • Gateway to College and Career • Career and College Transition centers	• 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
Job Placement Case Manager *(New Round 2 Position)*	An opportunity was collectively identified by the regional colleges that job placement functions at each college were needed to facilitate employment opportunities for CTE students.	• Created a process that efficiently tracks employers that we have partnered with. • Created a process for data collection from job developers and faculty for tracking student employment across the seven campuses.
Program Activity Manager *(hired round 1; continuing position)*	A lead staff member was needed to guide CTE grant initiatives including: • SWP • Perkins • CTE Data Unlocked • Guided Pathways • Other grant initiatives as assigned	• Implementation of a SWP project framework, project team approach, and other general operating procedures. • Assisted with accounting supervisor and Special Projects manager to integrate SDCE grant initiative management. • Led RFA process development for all regional RFA projects • Lead staff member for all Round 2 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	• 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
Job Developers (X3) *(hired round 1; continuing position)*	There was a need to connect San Diego Continuing Education students to career opportunities through business engagement.	• 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
Accounting Technician *(hired round 1; continuing position)*	There was a need to add business services staff as SDCE receives more categorical funds	• The accounting technician has assisted in tracking all expenditures, processing POs, and developing financial reports for various constituencies. • Additionally, the account technician has been pivotal in assisting in the integration of CTE grant initiative management.

Accounting supervisor *(not funded by SWP)*	This is a non-SWP funded position	• The accounting supervisor has assisted in the integration of CTE grant initiative management and several regional grant awards.
Lead CTE Dean *(not funded by SWP)*	This is a non-SWP funded positions	• Led efforts to coordinate participation on all regional SWP committees • Chaired regional Work Group 6 – Employer engagement • Noncredit taskforce ensuring noncredit is represented on regional website • Leading coordination efforts between regional and local planning

Round Two Highlights:

San Diego Continuing Education (SDCE) utilized Round 2 Strong Workforce Program (SWP) funds to focus on increasing the footprint of its existing Career and Technical Education (CTE) programming and to work with CTE programs to expand opportunities to its students with new curriculum, classroom space, and updated technical equipment. SWP funds also supported SDCE in enhancing services that provide assistance in improving the students' journey while at SDCE. This included continuing to invest in outreach to facilitate a smooth enrollment process and investing in the job development team to provide assistance in obtaining a job once they complete their certificate or course sequence at SDCE.

Funds via professional development and research were also invested to improve upon the capacity of CTE programs to analyze program outcomes including specific emphasis placed on hearing from students directly through focus groups and other means. This work is meant to establish strategies to support the improvement of student outcomes. Funds were also used to finalize the development of internal infrastructure, including processes and procedures, to support future rounds of SWP funding.

Highlights:
- Several new course outlines were developed and instructional programs expanded to support more and better CTE at SDCE. Specific emphasis has been placed on creating stackable course sequences and enhancing the capacity of SDCE CTE programs to provide online classes.
- 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.
- Several SWP metrics reflecting growth in SDCE student outcomes are trending in a positive direction including:
  - *Students Who Attained a Noncredit Workforce Milestone in a Single Year*
  - *SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status*
  - *Median Annual Earnings for SWP Exiting Students*
  - *Median Change in Earnings for SWP Exiting Students*
  - *SWP Exiting Students Who Attained the Living Wage*
- In PY 2019, 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 student which is up from a $4.00/hr wage increase reported in PY 2018. The percentage of students who report obtaining a job either close or very close to their field of study has also increased from in 60.1% in PY 2018 to 64% in PY 2019..
- close to their field of study has also increased from in 60.1% in PY 2018 to 64% in PY 2019..

Round Two 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 Three and Four 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
- 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

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • COLLEGE OF CONTINUING EDUCATION

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*

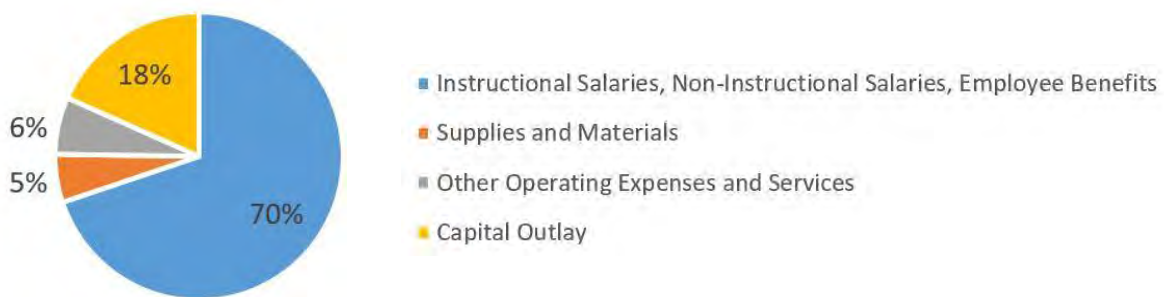## Round Three Districtwide Activities:
- Adapted to the impacts of COVID-19 including the move to online instruction, adaptation of hard-to-convert courses and programs, and remote student support and engagement. The majority of Round three funds were expended during the COVID-19 Pandemic. Institutions 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

Pie chart:
- 70% Instructional Salaries, Non-Instructional Salaries, Employee Benefits
- 5% Supplies and Materials
- 6% Other Operating Expenses and Services
- 18% Capital Outlay

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) *(hired round 1; continuing position)*	Continuation from previous rounds. Manager hired to administer all aspects of Strong Workforce at San Diego City College.	• 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) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	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) *(continuing position)*	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) *(continuing position)*	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,

Web Designer (C) *(continuing position)*	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) *(continuing position)*	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) *(continuing position)*	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) *(New)*	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 *(New)*	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) *(New)*	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

Round Three Projects & Programs Funded
San Diego Mesa College

PROGRAMS/PROJECTS	RATIONALE/NEED	ROUND THREE ACTIVITIES

Allied Health	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.
	
	Staying current with industry standards in Allied Health fields requires continued comprehensive support for enrollment, academic learning support, and faculty development.
		• Funded contract positions:
		  ○ Instructional Lab Technician
		  ○ Program Technician
		  ○ Supported faculty Professional Learning activities.

Distance Education	CTE programs needed support with the rapid and transition to the remote learning environment.	• 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	The program needs to implement new presentation technology for students to stay current with industry practices.	• Funded the implementation of new digital presentation equipment in the design center instructional labs and classrooms.
Culinary Arts / Culinary Management (CACM)	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.	• Funded contract Instructional Lab Technician position
Fermentation	The new Fermentation program requires classroom and lab (brewing) space, marketing and outreach, and coordination.	• Completing the beer brewing lab.
Career Center	The campus needs to increase its capacity to serve students' career readiness needs, leading to employment.	• Hired Career Peers for student-to-student career assistance. • Provided online office hours for student career support.
Work-Based Learning	The Work-Based Learning program coordinates WBL learning activities for the campus, mainly in collaboration with classroom faculty. Activities range from single	• 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 *(New Round 2 Position)*	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.	• 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 *(hired round 1; continuing position)*	Manages the daily operations of the Strong Workforce program.	• 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	• 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 *(hired round 1; continuing position)*	Supports the Allied Health programs to increase the number of Directed Clinical Practice sites, improve marketing, and support the development of new programs.	• 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 *(hired*	Co-leads the Work-Based Learning program for the College	• Pivoted WBL activities during COVID to more in-classroom activities and faculty support.

round 1; continuing position)	to improve CTE students' informed career decision making, retention, completion, and job obtainment.	
Instructional Lab Technician, Culinary Arts *(hired round 1; continuing position)*	Support the Culinary Arts/Culinary Management program.	• Developed a new inventory tracking system. • Provided support for on-campus classes during COVID.
Associate Dean, Institutional Research *(hired round 1; continuing position)*	Provides support for the ongoing research and evaluation requirements of the Strong Workforce program.	• 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 *(Hired round 2)*	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 *(hired round 1; continuing position)*	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 *(hired round 1; continuing position)*	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 *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Diesel *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Automotive *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – EMT *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Fire *(hired round 1; continuing position)*	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 disproportionally 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	Additional equipment and supplies are needed to support the three following strategic plan goals of the SDCCE Healthcare Careers Department: Revise and expand on Healthcare Careers Curriculum July 2017- 2021 Improve Department use of technology for instructional delivery and faculty collaboration	Lab equipment was purchased to support the instructional experience and to support hybrid learning environments was the online conversion occurred in Spring 2020
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

POSTITIONS	RATIONALE/NEED	ROUND THREE ACTIVITIES
Work-Based Learning Coordinator (x2) *(New Round 2 Position)*	This position was funded by regional SWP dollars	Planning and research has been completed to support the following project goals: • 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 *(Permanent position hired Round 2)*	A lead manager was needed to guide the SDCCE portfolio of Career and College Transitions efforts including: • Job Development and Employer Engagement • Pathway Navigation project • Gateway to College and Career • Career and College Transition centers	• 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 *(New Round 2 Position)*	This position was funded by regional SWP dollars	• 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:
	  • SWP
	  • Perkins
	  • CTE Data Unlocked
	  • Guided Pathways
	  • Other grant initiatives as assigned
		• 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	• 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.	• 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 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

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Strong Workforce Program
Round Four Districtwide Report

This report is the fourth report on Local Strong Workforce Program funding and provides a high-level, districtwide summary of round four activities and lessons learned. Round 4 institution-specific highlights and programs, projects, and positions funded by Round 4 begin on page 5.

Round 4 funding was distributed in 2019-2020. Round 4 expenses and activities span from July 2019 through December April 2022*.
- 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 – April 2022) – *Funds Authorized in 2019-2020*

Round 4 funding is the final year of the original Strong Workforce Program legislation.

Background
More and Better Career Technical Education to Increase Social Mobility and Fuel Regional Economies with Skilled Workers
In 2016, at the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of $248 million to spur career education. This state economic development program is driven by "more and better" career education. The "more" is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs. The "better" is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings. Funding is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortia of colleges to focus on the state's seven macro-economic regions.

SWP 2.0
After the initial four years of funding, the State initiated grant program management changes, beginning in Round 5 (2020-2021) and impacting rounds 5 and 6 (2021-2022). These changes are anticipated to remain for the duration of this new four year cycle (2020-21 through 2023-24).
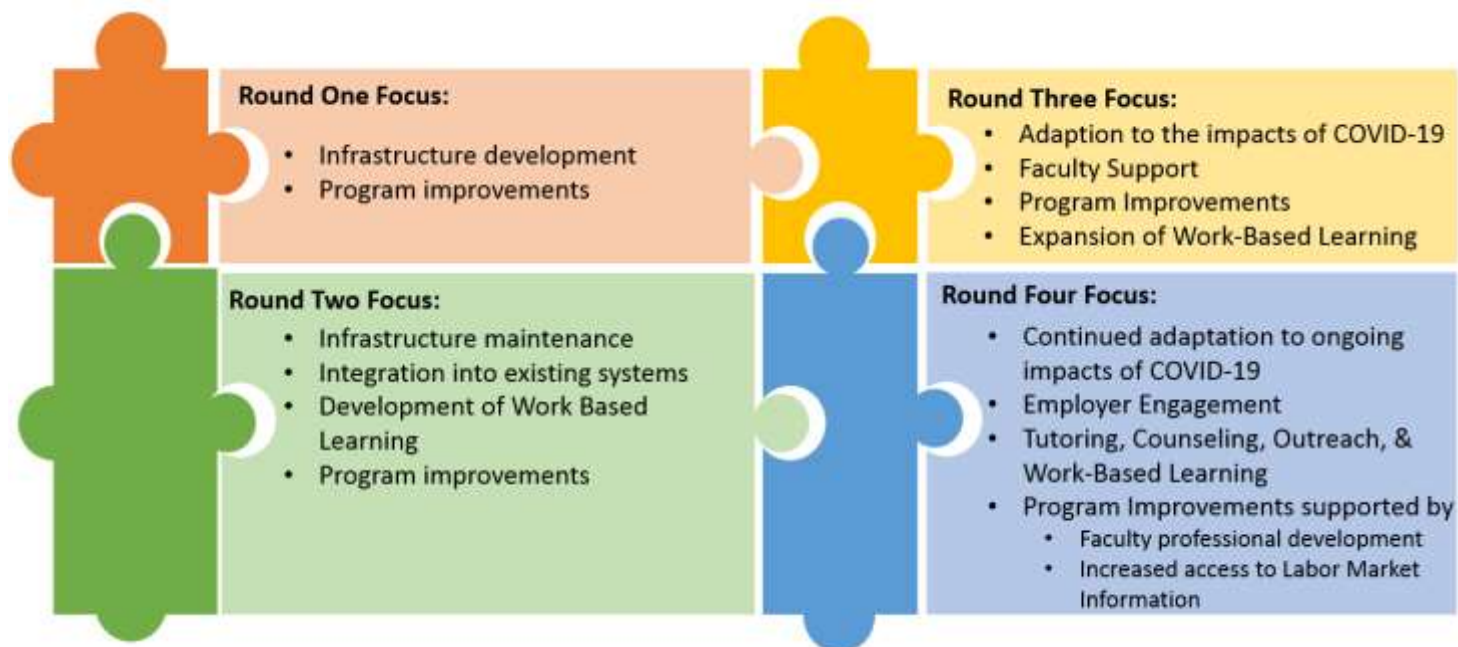
Past Districtwide Strong Workforce Program Reporting
- Round 1 Presentation to the Board of Trustees, May 2019
- Round 2 Chancellor's Cabinet Report, Executive Summary, and Projects & Programs Funded, July 2020
- Round 3 Chancellor's Cabinet Report, June 2021

---

* Original funding period was July 2020 – December 2021; Statewide extension was granted.

Round Four Districtwide Activities

Summary of Round 4 activities across San Diego City College, Mesa College, Miramar College, and the College of Continuing Education.

- Continued to adapt program and student support services in response to the ongoing impacts of COVID-19, including support for strengthening online instruction and services for students, faculty, and staff to meet student learning outcomes. 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.

- Updated equipment to industry standards and made site improvements.

- Continued allocation of significant resources to increase direct instructional and non-instructional support in and out of the classroom.

- Supported counseling for career education students, strengthened marketing and outreach, tutoring, and expanded work-based learning opportunities.

- Supported employer engagement and faculty professional development.

- Supported a variety of roles across multiple disciplines including instructional lab technicians and instructional assistants, as well as continued funding of Rounds 1, 2, and 3 positions.

Round One Focus:

- Infrastructure development
- Program improvements

Round Three Focus:

- Adaption to the impacts of COVID-19
- Faculty Support
- Program Improvements
- Expansion of Work-Based Learning

Round Two Focus:

- Infrastructure maintenance
- Integration into existing systems
- Development of Work Based Learning
- Program improvements

Round Four Focus:

- Continued adaptation to ongoing impacts of COVID-19
- Employer Engagement
- Tutoring, Counseling, Outreach, & Work-Based Learning
- Program Improvements supported by
  - Faculty professional development
  - Increased access to Labor Market Information

Districtwide Lessons Learned

Summary of Round 4 lessons learned across San Diego City College, Mesa College, Miramar College, and the College of Continuing Education.
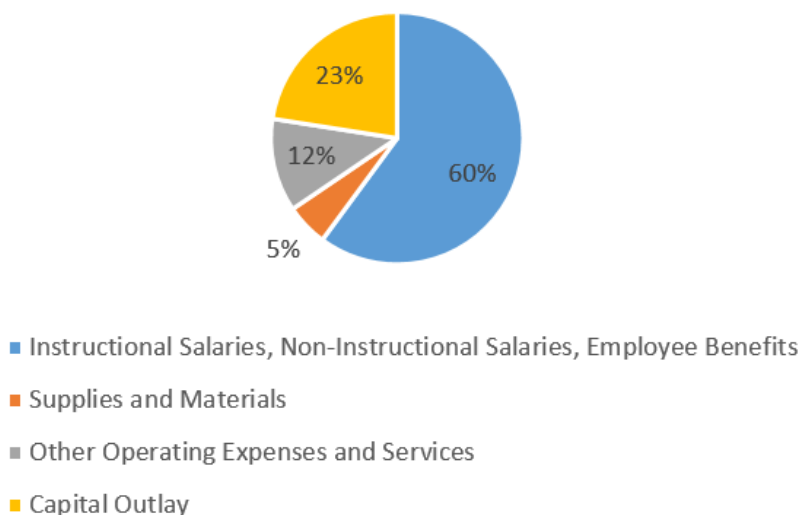
1. **Continued integration of Strong Workforce Program (SWP) into institutional planning processes is essential for increasing efficiency, meeting institutional goals, and improving student outcomes.**
   - Ensuring that the SWP message is conveyed and shared regularly across multiple platforms and constituent groups is important.
   - Contextualizing SWP activities within broader institutional goals is more impactful than standalone initiatives.

2. **Data informed decision making remains essential.**
   - It is critical to continue to reinforce the expectation that career education grant investments lead to student outcomes.
   - Consistent and full utilization of existing data, informational systems, and related tools is needed to not only reinforce grant expectations, but also to support those tracking outcomes and seeking funds. Improved use of data is reliant on consistent practices and, where possible, consistent definitions across tools.

3. **Flexibility is necessary in times of uncertainty.**
   - The ability for programs and grant management to adapt to unexpected circumstances while still meeting goals and objectives is important.
   - The ability to be nimble, particularly in response to COVID-19, amplified the need for change within internal structures, particularly in technology, budgeting, and purchasing.
   - The demands on career education programs to stay current with ever-changing industry needs are often stymied by structures of higher education.

4. **Grant management requires clear, timely, and consistent processes to ensure effective use of funds for student success.**
   - Supportive and efficient budget and procurement policies and processes are needed to prevent expenditure delays and minimize duplicative work.
   - Clarified roles and responsibilities are needed to strengthen consistent communication and streamline expense management.
   - Delays caused by miscommunication or unclear processes negatively impact grant compliance and student success.
   - NOVA reporting, amidst the regularly changing, and often unclear guidance from the State, is increasingly time consuming and challenging, requiring additional staff time.

Round Four Funding and Expenditures

	Round 4 Total Funds
City College	$1,155,698
Mesa College	$1,149,422
Miramar College	$1,329,998
College of Continuing Education	$1,206,833
	$4,841,951

Source: Reported by SWP Grant Leads within NOVA Round 4 Institution-specific Worksheets

Round 4 Expenditures

- 60% Instructional Salaries, Non-Instructional Salaries, Employee Benefits
- 5% Supplies and Materials
- 12% Other Operating Expenses and Services
- 23% Capital Outlay

Source: Reported by SWP Grant Leads within NOVA Round 4 Institution-specific Worksheets

Round Four Institution-Specific Highlights
The following pages includes institution-specific highlights and programs, projects, and positions funded by Round 4.

Round Four Projects & Programs Funded
San Diego City College

Round Four Highlights

1. Supported transition of programs to an online learning environment to address the needs of students during the public health crisis.
2. Provided extended professional development for CTE faculty focused on online course accessibility strategies.
3. Nursing became an in demand career during this time, and funding supported their ability to continue to offer their program remotely to increase program completers. They were able to reduce their attrition rate to just 3% during this time.

Round Four 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.
- Flexibility is necessary in times of uncertainty. The ability for programs and grant management to adapt to unexpected circumstances while still meeting goals and objectives is important.

PROGRAMS FUNDED	RATIONALE/NEED	ROUND FOUR ACTIVITIES
SDCC R4: Distance Education	In response to distance ed requirements for pandemic. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Provide software, equipment, supplies, and professional support for use in transition to distance education offerings
SDCC R4: Grant Management	Based upon continued need to administer Strong Workforce Programs. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Continue to provide an Associate Dean, and Administrative Technician for the Initiative
SDCC R4: Instructional Support	Based upon continued need to provide instructional support to students to improve outcomes. Programs highlighted within sectors chosen based on LMI data,	Provide ILT's for programs

	enrollments, and completer needs.	
SDCC R4: Lab Enhancement	Based upon need to update technologies and equipment to meet industry standards, particularly in the wake of distance education focus. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Provide equipment and technologies for CTE programs to meet industry standards
SDCC R4: Program and Course Improvements	Based upon need to provide professional development, consultant needs, marketing and outreach for associated Strong Workforce activities. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Curriculum development; marketing of programs; professional development and travel for CE faculty
SDCC R4: Research and Data	Based upon the need to improve student learning outcomes and disaggregate data to better plan for future program needs. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Update of data sources, support for local research activities, development of future SWP plans, web designer support

POSITIONS FUNDED	RATIONALE/NEED	ROUND FOUR ACTIVITIES
Associate Dean, Strong Workforce Programs (M) *(hired round 1; continuing position)*	Continuation from previous rounds. Manager hired to administer all aspects of Strong Workforce at San Diego City College.	• 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) *(hired round 1; continuing position)*	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	Assisted Associate Dean with all aspects of budget tracking and reconciling related to SWP. Assisted CTE Dean with budget matters related to CTEA (Perkins). Recorded and disseminated minutes for the SDCC SWP Workgroup.

6

	Services paperwork/processes, purchasing, and budget monitoring.	
ILT: Machine Shop (C) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	Continuation from previous rounds. Instructional Lab Technician for Child Development. Needed to prepare 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) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	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.
Web Designer (C) *(continuing position)*	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.

FUTURE PLANNING - Round Five and Six Priorities

The state transitioned to capping overall grant management functions to 10% of any given spending plan and across all plans. This requires redistribution of functions and activities to be more focused on individual projects and programs. The state has also required spending to occur in a more evenly distributed manner across the lifespan of each round and as such has instituted measures which provide more scrutiny on spending habits at a local level. As such, the school will adapt timelines, application processes, and rules to adhere to new requirements. The school will also support the regional priority sectors in several key areas that have impact on local and regional needs assessments. Major areas of focus will include, but are not limited to:

- Distance Education
- Instructional Support

- Lab Enhancements
- Program and Course Improvements
- Research and Data

Round Four Highlights

Mesa College is exceptionally proud of its Strong Workforce Round 4 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 implementing 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 met 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.

9

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, Business and Medical Assisting. 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.

During the 2020-2021 Academic Year the Work-Based Learning Team worked with 2,409 students, hosted 300 appointments & events, and partnered with 151 faculty members.

Process towards Outcomes
Through the representative Strong Workforce Committee, Strong Workforce formalized four official sub-committees including: Budget and Allocation, Employer Engagement and Internships, Professional Learning, and Marketing & Outreach. These sub-committees are 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 four sub-committee's 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), and students employed in their field of study (Employer Engagement and Internships). The sub-committee's also enable Mesa College to effectively implement regional SWP projects and grants.

Round Four Lessons Learned

Round 4 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.

PROGRAMS/PROJECTS FUNDED	RATIONALE/NEED	ROUND FOUR ACTIVITIES

Allied Health	The Allied Health programs require technical support for multiple lab courses and directed clinical practices. Lab duties include	• Funded contract positions:
		  ○ Instructional Lab Technician
		  ○ Program Technician
		• Supported faculty Professional Learning activities.

10

	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. Staying current with industry standards in Allied Health fields requires continued comprehensive support for enrollment, academic learning support, and faculty development.	
Distance Education	CTE programs needed support with the rapid and transition to the remote learning environment.	• 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	The program needs to implement new presentation technology for students to stay current with industry practices.	• Funded the implementation of new digital presentation equipment in the design center instructional labs and classrooms.
Culinary Arts / Culinary Management (CACM)	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.	• Funded contract Instructional Lab Technician position.
Fermentation	The new Fermentation program requires classroom and lab (brewing) space, marketing and outreach, and coordination.	• Completing the beer brewing lab.
Career Center	The campus needs to increase its capacity to serve students' career readiness needs, leading to employment.	• Hired Career Peers for student-to-student career assistance. • Provided online office hours for student career support.
Work-Based Learning	The Work-Based Learning program coordinates WBL learning activities for the campus, mainly in collaboration with classroom faculty. Activities range from single classroom presentations to large-scale, campus-wide events.	• In AY21 WBL served over 2,000 students, facilitating virtual campus events, engaging employer connections, and participating with campus partners. • 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.

11

	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. ● Office of communication supported campus
Exercise Science	There is a need to provide marketing, outreach, supplies, and equipment for the Fitness Trainer, Commercial Dance, Choreography, Aquatics (new), and Health and Wellness (new) programs	● Support was provided for the new programming within Exercise Science ● Support provided to program to support accreditation process for NBWHC

POSITIONS FUNDED	RATIONALE/NEED	ROUND FOUR ACTIVITIES
Instructional Lab Technician – Allied Health (hired round 2; continuing position)	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.	● 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 (hired round 1; continuing position)	Manages the daily operations of the Strong Workforce program.	• 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 (hired round 1; continuing position)	Supports the Associate Dean and Career Education Programs	• 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 (hired round 1; continuing position)	Supports the Allied Health programs to increase the number of Directed Clinical Practice sites, improve marketing, and support the development of new programs.	• Assisted in the development and distribution of take-home kits for Allied Health programs. • Planed and assisted in Allied Health information sessions and orientations.
Work-Based Learning (WBL) Coordinator (hired round 1; continuing position)	Co-leads the Work-Based Learning program for the College to improve CTE students' informed career decision making, retention, completion, and job obtainment.	• Pivoted WBL activities during COVID to more in-classroom activities and faculty support
Instructional Lab Technician, Culinary Arts (hired round 1; continuing position)	Support the Culinary Arts/Culinary Management program.	• Developed a new inventory tracking system. • Provided support for on-campus classes during COVID.
Associate Dean, Institutional Research (hired round 1; continuing position)	Provides support for the ongoing research and evaluation requirements of the Strong Workforce program.	• Provided timely data regarding student needs in response to the transition to remote learning.
Research Analyst Institutional Research (hired round 1; continuing position)	Provides support for the ongoing research and evaluation requirements of the Strong Workforce program.	• Support provided to enable data driven decision making

FUTURE PLANNING - Round Five and Six Priorities

Round 5 and 6 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

13

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. Additionally focus will be put on further integrating student supports & instruction, marketing to prospective student populations & and developing new prospective student populations, continuing professional learning efforts, expanding internship opportunities, implementing new technology, and integrating work-based learning into more departments

Round Four Highlights:

- Supported the creation of the new Regional Entrepreneurship Center (REC).
- Provided accreditation support for the Paralegal program.
- Provided site improvements for Fire Technology to stay in compliance with SFT accreditation.
- Integrated Work-Based Learning (WBL) and job placement services across all career education programs to improve student learning, persistence, completion, employment, and wage outcomes.
- Continued piloting 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.
  $196,500 spent on CTE equipment and supplies

Round Four Lessons Learned

Early planning of Strong Workforce funds in rounds one through two hired significant instructional support staffing with no clear plan of institutionalization. These continued positions reduce project funding year-over-year as a result of pay increases, benefits, and COLA. The ability to fund special projects and activities that directly support SWP outcomes are becoming more limited with each round of funding. Additional risks come into play resulting from COVID enrollment issues and future exits from hold harmless outcomes

PROGRAMS	RATIONALE/NEED	ROUND FOUR ACTIVITIES
Automotive Technology Program	Rising need for technician demand and changing technology requiring new equipment and faculty training.	Program coordination & faculty professional development.
Child Development Navigation Success	Need to increase support, outreach, and provide activities to help increase student success and completion.	Outreach, community partner engagement, marketing material creation, increased program coordination, and program coordination.
Aviation Technology Program	Well-known shortage of pilots, techs, air traffic controllers, and flight crew. Keeping equipment up to date is critical to program and student success.	Equipment updates, updated curriculum (GPS, communications), and faculty professional development.
Emergency Medical Technician	The Fire/EMT clinical advisory committee has	Funding a clinical coordinator to provide placements for EMGM 105A

	noted a deficit in EMT training, therefore, supports the advanced training provided in EMGM 205. Additionally, enrollments have been steadily increasing.	and EMGM 205. Additional activities include curriculum updates and equipment purchases.
Entrepreneurship Program REC Innovation Labs	According to Intuit, 50% of the workforce is now freelance (GIG econ); students need training in Entrepreneurship to gain the skills to be successful and prepare them for higher paying careers working for themselves.	Create workplans for the creation of the REC, schedule and book speakers, and plan out equipment acquisitions and site improvements.
Counseling Enrollment Retention and Successful Employment	Dedicated counseling faculty for direct aviation, auto, diesel, and paralegal student support.	Counseling faculty release time for targeted support for CTE students, which leads to streamlined course completion and integration into degree-related employment.
Fire Technology –FF Degree & COA	Air compressor unit is needed to stay in compliance with SFT accreditation.	Compressor purchase and install.
Paralegal- Program Improvement	Administrative support needed to assist with interim evaluation report to meet American Board Association (ABA) requirements. Additional funding needs to support subscriptions and training.	Survey grads, hold focus groups, prepare curriculum binders, submit reports to ABA, and attend ABA conferences.
Tutoring – Supplemental Instruction & Tutors	Expanded support to students 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 FOUR ACTIVITIES
Automotive Faculty *(Hired round 2) Vacant*	Toyota advisory board recommended the 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	Provide leadership and management of local SWP, regional SWP, and Perkins	Led regional consortium efforts to expand and integrate job placement and work-based learning efforts; led

16

(hired round 1; continuing position)	funds. Manage integration of career education and services with the student experience.	expansion and creation of new certificates and degrees in alignment with industry and labor market data; led the development of career services such as Career Ambassadors and alumni outreach.
Administrative Technician *(hired round 1; continuing position)*	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. Supports apprenticeship programs and serves as the liaison between College, apprentices/students, and apprenticeship partners.
Associate Dean, Academic Success & Integrated Support Services	Provide leadership in advancing student retention, success, and goal completion through the integration of student success initiatives Responsible for overseeing the planning, organization, development, and evaluation of the activities for all tutoring programs of the Academic Success Center (ASC), including supplemental instruction for CTE.	Led the Academic Success Center in developing a comprehensive tutor training program designed to prepare tutors at any stage of expertise around diversity, equity, and inclusion to develop additional skills that could support them when tutoring students in subjects including CTE courses. Tutors reviewed relevant student success and retention data for their particular discipline and worked with the ASC team and CTE faculty to develop strategies to better support disproportionately impacted student groups. In addition, the Associated Dean provided leadership in expanding tutoring support to include contextualized tutoring in math and English/writing support for CTE courses
Instructional Lab Technician – Aviation *(hired round 1; continuing position)*	Provide instructional lab support	ILT resigned and the position has been vacant since August 2021. The vacancy is currently posted on SDCCD HR website and collecting applications for interview selection. This position provides lab support to both the Aviation Operations and Aviation Maintenance programs.
Instructional Lab Technician – Diesel *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Automotive *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.

Instructional Lab Technician – EMT *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Fire *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Career Counselor - Overload	Provides Career Services Leadership	Creating a presentation for LGBTQ+, developing a group conference presentation with Kristy Carson (Mesa) and Karl Cameron (Continuing Ed), and coordinating employer engagement activities and student activities during Covid closures.
Adjunct Career Counselors – Career Services	Provide career planning services to students.	Providing valuable services to students, hosting employer events, etc.
Hourly Support (ILT, Project Assistant, Outreach Mentor)	Provide administrative and program support.	Career Services, BTCWI Dean's Office, Entrepreneurship, Fitness, Biotech, Automotive, Child Development, Fire Technology, Counseling, and Tutoring.

FUTURE PLANNING - Round Five and Six Priorities

The goal is to provide program improvement and support funding to keep programs and services relevant to the current and future needs of industry. Project proposals need to demonstrate labor market need and show how their projects support SWP metrics and attainment of living wage opportunities

Round 5:
Round 5 Funded Project Sectors:
- Advanced Transportation (Aviation & Auto) - Improve and modernize programs through supplies, equipment, and professional development.
- Business & Entrepreneurship – Train & Gain: Work-study employment program, building a comprehensive Work-Based Learning opportunity for students.
- Education & Human Development (Child Development) – Focus on student centered support and services including equitable resources and professional development. Additionally, fund course revisions to courses, develop equitable SLOs, and ensure culturally responsive teaching practices to improve outcomes for disproportionally impacted populations.
- Health (Fitness) – Expanding 3 certifications programs, updating equipment, and focusing on enrollment through marketing.
- Life Sciences & Biotechnology (MLT, Biotech) – Supporting the continuation of the Supply Chain Experience (SCE), a work readiness and lab based training program.

18

- Public Safety (Fire) - Program and curriculum improvement support to stay in compliance with the requirements of that accrediting agency, (SFT) and National Fire Protection Agency (NFPA) requirements (NFPA 1001).

CTE Student Support Services
- Enrollment Retention & Successful Employment - targeted counseling support for CTE students to increase enrollment, retention, and completion of certs and degrees in specific program areas.
- Supplemental instruction tutorial services into career education courses across multiple disciplines.

Round 6: The CCCCO advanced the plan application due dates in NOVA by 5 months requiring Miramar to pivot and change up planning processes. Because of the truncated timeline, Miramar chose to augment Round 5 projects to continue the good work and provide more planning lead-time for Round 7 projects.

Round 6 Funded Project Sectors:
- Advanced Transportation (Aviation, Diesel, Auto)
- Business & Entrepreneurship
- Education & Human Development (Child Development)
- Health (Fitness)
- Life Sciences & Biotechnology (MLT, Biotech)
- Public Safety (EMT, Fire)

CTE Student Support Services
- Enrollment Retention & Successful Employment - targeted counseling support for CTE students to increase enrollment, retention, and completion of certs and degrees in specific program areas.
- Supplemental instruction tutorial services into career education courses across multiple disciplines.

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

Round Four Highlights

- The implementation and transition to a new EZText system as part of the marketing project to connect with 12,947 prospective, current and alumni students, partners, agencies, and groups as identified by programs and departments.
- The Job Development and Employer Engagement function has continued to increase opportunities for students looking for employment through the Career and College Transition Centers, which include an increase in employer spotlights by 50%, employer partnerships by 50%, job readiness workshops by 50%, student engagement increased by 40%, and job placements increased by 20%.
- 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 continued expansion of online programming with the development and implementation of over 20 fully online certificate programs through the ICOM Academy.
- Work-Based Learning initiatives expanded in 2021 with more Work-Based Learning classroom opportunities and increased employer partnerships through Industry Advisory Boards.
- Over 2,000 students have been served with an online book loaning and instructional supply program to support online education. This initiative has helped students save over $200,000 as well as enabled hard-to-convert programs and students to continue online learning during the COVID-19 pandemic.
- The continued expansion of the Distance Education Mentoring program of online faculty mentors in the 2020-2021 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. These mentoring and small group workshops and training facilitated an increase in the quality of DE instruction in the 20-21 academic year

Round Four 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 are backed by data driven decision making that lead to student outcomes.

PROGRAMS	RATIONALE/NEED	ROUND FOUR ACTIVITIES
CTE Professional Development	Centralized resource management and outcomes assessment is important for conferences with institutional collaboration and attendance by	Institutional conferences offered to SDCCE faculty and staff (opportunities curtailed due to COVID-19)

20

	cross-functional teams. Processes will be created and the conferences will be managed through the Professional Development Coordinator.	
CTE Planning and Research	The CTE Planning and Evaluation Project will enable SDCCE 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. Student survey created to better understand student retention and inform future institutional procedures. Additional faculty data training workshops were developed and implemented to support CTE faculty/program review writers.
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
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 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	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. 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.

21

	partner and valuable resource for talent, students will have access to more opportunities to obtain self-sustaining employment and grow their career.	
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 4 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 Development and implementation of new courses for the ICOM Academy platform
BIT Program Growth	The BIT program growth project will focus on making strategic investments in the business information worker program, IT program, PMCP, and digital media programs. The projects supports the strategic goals of these programs. The BIT program has identified four opportunities to increase student success which include: reducing the levels of ancillary costs in support of CE's mission of a zero textbook environment, ensuring that BIW and Accounting classes have the most up to date and align software packages, ensuring digital media students have the most up-to-date adobe suite and tools, and improving SDCCE computer labs and technology for IT classes.	Typing club subscriptions were purchased and implemented to support the improvement of student keyboarding skills. Adobe Suite licenses were updated to ensure alignment with current industry standards and student learning outcomes for the Digital Media courses. Office 2016 support materials were purchased and added to all BIW computer labs. Updated software and instructional materials were acquired for all accounting classes that help align the courses with current industry standards. Computers were purchased for the Information Technology program to improve coding, programming, and computer configuration skills with updated computer equipment. Curriculum development and implementation of Advanced Project Management course.
Automotive Lab Upgrade	The Automotive Lab upgrade project is important in order to keep the SDCCE Automotive Technology program up-to-date with current industry standards and equipment. The new	All capital outlay equipment funds were utilized to purchase, install, and integrate relevant equipment into course and program instruction. These upgrades improve the student classroom experience by receiving hands-on training utilizing the most current industry tools and equipment.

22

	equipment will enhance the current hands-on experience and will improve the skill set the students obtain in order to meet the demands of the automotive industry. This project aligns with five (5) departmental strategic goals as well as helps the department to meet the needs of their diverse student population.	All equipment purchased for the Automotive Technology program was reviewed and approved by the Automotive Technology Industry Advisory Board.
Clothing Construction Lab Upgrade	Upgrades to the SDCCE Clothing & Textiles program are relevant in order to ensure that the lab classroom experience prepares students to be successful upon completion of the program certificates. The Clothing Construction Lab upgrade project aims to add a fleet of industrial sewing equipment to enhance the program curriculum to meet industry standards and ensure the construction techniques learned prepare students for the workforce. The Clothing and Textiles department is also developing new certificate programs and professional development opportunities for faculty members that match industry demand and satisfy department strategic goals.	All serger equipment and industrial sewing machines were purchased, installed, and faculty training was completed. Purchased additional industrial equipment due to strong negotiations benefiting SDCCE. Room 211 at West City was converted into an industrial sewing lab. Curriculum development for the Industrial Sewing program was completed and submitted to curriculum committee for review with an anticipated 2023 start date. New equipment has been used by Sewn Product Business 2 students. These students were able to manufacture several service projects through work-based learning and industry standard skills to produce elementary school uniform blouses for a school in Belize and backpacks for an orphanage in Mexico.

POSTITIONS	RATIONALE/NEED	ROUND FOUR ACTIVITIES
Work-Based Learning Coordinator (x2) *(New Round 2 Position)*	This position was funded by regional SWP dollars	Planning and research has been completed to support the following project goals: • Identify, highlight, and integrate work-based learning within programs. • Facilitated and supported Industry Advisory Board enhancements, facilitation, and coordination. • Connect our faculty with opportunities to hear and learn from industry directly.

23

		• 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 *(Permanent position hired Round 2)*	A lead manager was needed to guide the SDCCE portfolio of Career and College Transitions efforts including: • Job Development and Employer Engagement • Pathway Navigation project • Gateway to College and Career • Career and College Transition centers	• 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. • Leads the efforts for the Gateway to College Career Readiness programs to support opportunity youth ages 16 – 24. • Leads the pathway Navigation efforts to support Career Planning before Educational Planning for new and current students entering CTE courses.
Job Placement Case Manager *(New Round 2 Position)*	This position was funded by regional SWP dollars	• 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. • Supported the implementation of Handshake.

		• Maintains a student caseload in addition to supporting the Job Placement Specialists with students who need work readiness services. • Tri Chair of Regional Workgroup 3 Pathways Navigation.
Program Activity Manager *(hired round 1; continuing position)*	A lead staff member was needed to guide CTE grant initiatives including: • SWP • Perkins • CTE Data Unlocked • Guided Pathways • Other grant initiatives as assigned	• 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 4 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	• 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.	• 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
Account Technician	There was a need to add business services staff as SDCCE receives more categorical funds	• The accounting technician has assisted in tracking all expenditures, processing POs, and developing financial reports for various constituencies. • Additionally, the account technician has been pivotal in assisting in the integration of CTE grant initiative management. •
Accounting Supervisor	This is a non-SWP funded position	• The accounting supervisor has assisted in the integration of CTE grant initiative management and several regional grant awards.

Lead CTE Dean	This is a non-SWP funded positions	• Led efforts to coordinate participation on all regional SWP committees • WG6 Employer engagement – co-chair • Led Faculty Institute efforts along with data & research to graduate first cohort •

FUTURE PLANNING - Round Five and Six Priorities

- Supporting the implementation of an equity-minded Guided Pathways approach at SDCCE in support of further improving the students' journey with a focus on student retention strategies.
- New CTE program identification, development and continuous improvement.
- Continued representation and advocacy for noncredit pathways at all regional governance committees and statewide convening's.
- 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 SDCCE.
- Supporting Distance Education new and continuous improvement initiatives for faculty and students.
- SDCCE to complete a Comprehensive Needs Assessment (CLNA) as part of our funding, to identify gaps and support projects that focus on those areas.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Strong Workforce Program
Round Five Districtwide Report

This report is the fifth report on Local Strong Workforce Program (SWP) funding and provides a high-level overview of SWP round five activities and lessons learned. Round 5 institution-specific highlights and programs, projects, and positions funded by Round 5 begin on page 3.

Round 5 funding was distributed in 2020-2021. Round 5 expenses and activities spanned from July 2020 through December 2022*.

- 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 – April 2022) – *Funds Authorized in 2019-2020*
- Round 5 (July 2020 – December 2022) – Funds Authorized in 2020-2021

Background
More and Better Career Technical Education to Increase Social Mobility and Fuel Regional Economies with Skilled Workers
In 2016, at the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of $248 million to spur career education. This state economic development program is driven by "more and better" career education. The "more" is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs. The "better" is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings. Funding is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortia of colleges to focus on the state's seven macro-economic regions.

SWP 2.0
After the initial four years of funding, the State initiated grant program management changes, beginning in Round 5 (2020-2021) and impacting rounds 5 and 6 (2021-2022).

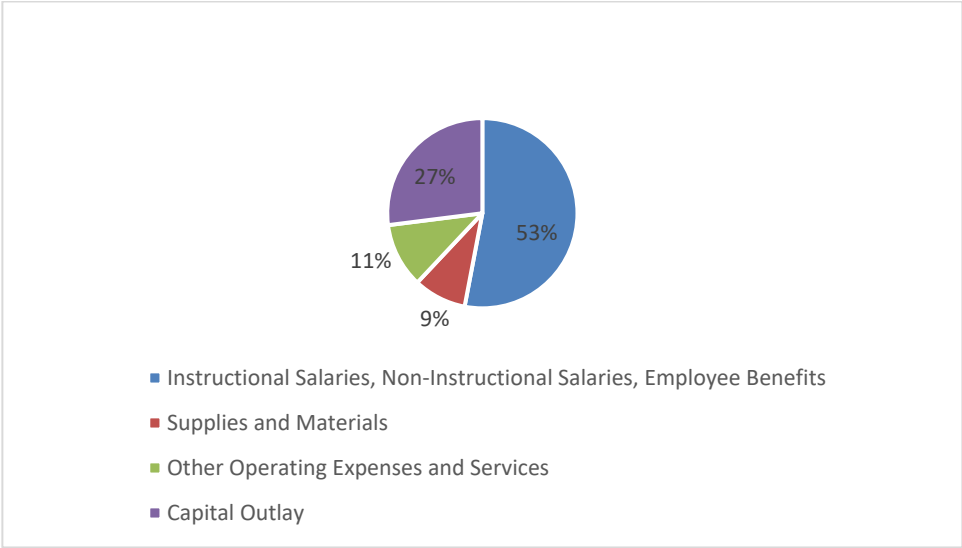Past Districtwide Strong Workforce Program Reporting
- [Round 1 Presentation to the Board of Trustees](#), May 2019
- Round 2 [Chancellor's Cabinet Report](#), [Executive Summary](#), and [Projects & Programs Funded](#), July 2020
- [Round 3 Chancellor's Cabinet Report](#), June 2021
- [Round 4 Chancellor's Cabinet Report](#), May 2022

* Original funding period was July 2020 – June 2022; Statewide extension was granted.

Round Five Funding and Expenditures

	Round 5 Total Funds
City College	$1,191,236
Mesa College	$1,304,370
Miramar College	$1,342,036
College of Continuing Education	$1,184,993
	$5,022,635

Source: Reported by SWP Grant Leads within NOVA Round 5 Institution-specific Worksheets

Pie chart segments: 53%, 9%, 11%, 27%

- Instructional Salaries, Non-Instructional Salaries, Employee Benefits
- Supplies and Materials
- Other Operating Expenses and Services
- Capital Outlay

Source: Reported by SWP Grant Leads within NOVA Round 5 Institution-specific Worksheets

Round Five Institution-Specific Highlights

The following pages includes institution-specific highlights and programs, projects, and positions funded by Round 5.

Round Five Projects & Programs Funded
San Diego City College
July 2020 – December 2022

Round Five Highlights

Please add one to five high level highlights from round 5
- Continued support of programs from online to hybrid or online modalities to address the varied needs of students during the public health crisis.
- Continued professional development for CTE faculty including the development of new programs, course accessibility, and equity minded strategies for student success.
- Continued professional development and program support to Nursing and Business to support the in-demand needs due to the public health crisis.

Round Five Lessons Learned

Please add one to five lessons learned from round 5.
- Access to data and equity minded practices is paramount in decision making and providing support. The needs of our populations, labor market, and infrastructure fluctuate. Equity minded data is necessary to make decisions rooted in student success.
- Internal processes and support are critical for fiduciary responsibilities. Budget monitoring is only one part of detailed systems from various stakeholders to support the dissemination of funds and student support. Continuity and processes need to be developed and adhered to for success.
- Professional development and consistent messages institution wide about SWP is necessary so that all stakeholders understand processes, access information, and ensure accurate reporting annually.

City Expense Summary - Round Five

Category	Round 5 Dollar Amount
Instructional Salaries, Non-Instructional Salaries, Employee Benefits	$ 397,534
Supplies and Materials	$306,131
Other Operating Expenses and Services	$60,871
Capital Outlay	$426,700
Indirect Costs	$0

Educational Services Division
August 2023

Programs Funded with Round 5

PROGRAMS FUNDED	RATIONALE/NEED	ROUND FIVE ACTIVITIES
SDCC R5: Distance Education	In response to distance ed requirements for pandemic. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Provide software, equipment, supplies, and professional support for use in transition to distance education offerings
SDCC R5: Grant Management	Based upon continued need to administer Strong Workforce Programs. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Continue to provide an Associate Dean, and Administrative Technician for the Initiative
SDCC R5: Instructional Support	Based upon continued need to provide instructional support to students to improve outcomes. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Provide ILT's for programs
SDCC R5: Lab Enhancement	Based upon need to update technologies and equipment to meet industry standards, particularly in the wake of distance education focus. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Provide equipment and technologies for CTE programs to meet industry standards
SDCC R5: Program and Course Improvements	Based upon need to provide professional development, consultant needs, marketing and outreach for associated Strong Workforce activities. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Curriculum development; marketing of programs; professional development and travel for CE faculty
SDCC R5: Research and Data	Based upon the need to improve student learning outcomes and disaggregate data to better plan for future program needs. Programs highlighted within sectors chosen based on LMI data, enrollments, and completer needs.	Update of data sources, support for local research activities, development of future SWP plans, web designer support

Positions Funded with Round 5

POSITIONS FUNDED	RATIONALE/NEED	ROUND FIVE ACTIVITIES
Associate Dean, Strong Workforce Programs (M) *(hired round 1; continuing position)*	Continuation from previous rounds. Manager hired to administer all aspects of Strong Workforce at San Diego City College.	• 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) *(hired round 1; continuing position)*	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). Recorded and disseminated minutes for the SDCC SWP Workgroup.
ILT: Machine Shop (C) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	Continuation from previous rounds. Instructional Lab Technician for Child Development. Needed to prepare 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) *(hired round 1; continuing position)*	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) *(hired round 1; continuing position)*	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	Update/upkeep of computer labs in the BT building; assist Cybersecurity faculty member with marketing program and purchasing of industry certifications and computers.

	instructional computer labs updated throughout the year.	
Web Designer (C) *(continuing position)*	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.

6

Round Five Projects & Programs Funded
San Diego Mesa College
July 2020 – December 2022

SAN DIEGO MESACOLLEGE

Round Five Highlights

Mesa College is exceptionally proud of its Strong Workforce Round 5 Accomplishments. Four themes encapsulate our highlights: Laboratory upgrades aligned to evolving industry needs, Internships, Work-Based Learning, and Professional Development.

Laboratory upgrades aligned to evolving industry needs

While preparing to come back to campus many CTE programs were supported during Round 5 by upgrading lab spaces around campus. Two of the projects included the completion of the Fermentation Lab space and installation of HyFlex equipment to support the Allied Health programs. The Allied Health program investments ensured Industry-standard equipment and technology will be purchased and installed for Fall 2022 instruction to ensure that students are learning and training on the appropriate equipment for employability.

Additionally, the Veterinary Technician program was also supported to ensure that the program provides industry relevant lab spaces to prepare students for jobs in their field of study. Specifically, funds supported the College's Veterinary Technician program to make the required improvements for the American Veterinary Medical Association standards for the program to remain accredited for the employability of the program's students.

Internships

The Mesa Impactship Program (MIP) supports students with exploring careers, developing professional skills, and compensating hands-on industry experiences through internships, volunteering, or Directed Clinical Practice (DCP). MIP is designed to promote workforce training & employment opportunities with focus on underserved student populations. Eligible Mesa students may receive a one-time $1000 payment (also called a stipend) OR hourly compensation for student workplace training & enrollment in a Work Experience or Directed Clinical Practice (DCP) course. Funding is intended to support students with reducing or eliminating out-of-pocket expenses such as childcare, equipment, fees, meals, professional attire, & more. MIP students will be part of a cohort community supported by Mesa faculty to help them prepare for career pathways. During Round 5 Strong Workforce supported MIP which resulted in 105 Mesa Students receiving MIP services in 2022-2023, and with plans to serve 150+ students in 2023-2024.

Work-Based Learning

Work-Based Learning continued its work at Mesa College by launching the WBL Faculty Liaison project. Mesa College Work-Based Learning (WBL) is launching our next iteration of WBL at Mesa College with the hiring of Faculty Liaisons within seven instructional schools. The WBL team is thrilled to continue its work of supporting, implementing, and incorporating WBL. This work will support Mesa 2030, specifically including our goals of increasing Pathways & Partnerships in support of equity and excellence. The work of each liaison will

7

include advocating and supporting faculty members within schools to further integrate WBL & Career within course curriculum and syllabus activities; promoting WBL as a tool to support retention, completion, employability, equity & social mobility, and technical skills; and supporting Work-Based learning data collection efforts, known as the "SG21 framework."

During the 2022-2023 Academic Year the Work-Based Learning Team and Campus partners worked with 6,989 including direct support by the WBL team and within the classroom at Mesa College.

Professional Development

During Round 5 additional support was provided to all CTE stakeholders through several professional development initiatives. Led and advised by the Strong Workforce Professional Learning sub-committee, funds supported direct professional development to all CTE stakeholders through the conference and travel committee. Additionally, the Strong Workforce Faculty Institute supported 25 faculty members in reviewing their course level data and plans were developed for a similar initiative for Mesa College counselors. Finally, Career Education Networking events are being held throughout campus.

Round Five Lessons Learned

Round Five Lessons Learned included many lessons learned from the implementation of complex projects to start and revise CTE programs. Specifically, lessons learned included the important of implementing a project management approach and to engage all stakeholders impacted by significant programmatic and construction projects at Mesa College.

Additionally, 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, and now AI, 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. While this is an on-going lesson learned, with the inclusion of significant changes in the local labor market, the lesson learned remains salient.

Mesa Expense Summary – Round 5

Category	Round 5 Dollar Amount*
Instructional Salaries, Non-Instructional Salaries, Employee Benefits	$398,710
Supplies and Materials	$48,044
Other Operating Expenses and Services	$204,869.24
Capital Outlay	$652,746.31
Indirect Costs	$0

Provided by college's SWP grant lead

Mesa Programs Funded with Round 5

PROGRAMS FUNDED	RATIONALE/NEED	ROUND FIVE ACTIVITIES

Allied Health	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.
	
	Staying current with industry standards in Allied Health fields requires continued comprehensive support for enrollment, academic learning support, and faculty development.
		● Funded contract positions:
		  ○ Instructional Lab Technician
		  ○ Program Technician
		● Supported faculty Professional Learning activities.
		● Upgraded lab spaces on campus to support hyflex teaching for Allied Health programming.

Professional Development	CTE programs needed support with the rapid and transition to the remote learning environment and the transition back to campus in 2022-2023	● Supported CTE faculty professional learning for Canvas, new software, and online tools. ● Provided CTE faculty with equipment and software for remote working and teaching.
Culinary Arts / Culinary Management (CACM)	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.	● Funded contract Instructional Lab Technician position. Currently unfilled in AY22-23.
Fermentation	The new Fermentation program requires classroom and lab (brewing) space, marketing and outreach, and coordination.	● Completed the beer brewing lab in Spring 2023.
Career Center	The campus needs to increase its capacity to serve students' career readiness needs, leading to employment.	● Hired Career Peers for student-to-student career assistance. ● Provided online office hours for student career support.
Work-Based Learning	The Work-Based Learning program coordinates WBL learning activities for the campus, mainly in collaboration with classroom faculty. Activities range from single classroom presentations to large-scale, campus-wide events. The management of the WBL program includes marketing and	● In AY22-23 WBL program team members directly served over 1,000 students, facilitating campus events, engaging employer connections, and participating with campus partners. ● 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. ● Launched the WBL Faculty Liaison project by hiring 7 faculty liaisons for each school at Mesa

9

	outreach, data collection and analysis, testing out new WBL learning systems, and providing and participating in professional learning.	College who partner with the WBL coordinators.
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 CTE programs, including funding for technology, equipment, supplies, and professional development. • Office of communication supported campus Marketing needs.

Mesa Positions Funded with Round 5

POSITIONS FUNDED	RATIONALE/NEED	ROUND FIVE ACTIVITIES
Instructional Lab Technician – Allied Health	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.	• Continued support to Mesa College Allied Health programs, including activities to support the return to campus.
Associate Dean, CTE	Manages the daily operations of the Strong Workforce program.	• Co-led four Strong Workforce sub-committees and the full committee for actionable items to improve CTE program outcomes. • Leading efforts to expand and enhance the Mesa Impactship Program • Leads regional Data and Innovation work group. • Actively identified alternate funding streams to support CTE programs including the Perkins Reserve funding
Administrative Technician	Supports the Associate Dean and Career Education Programs	• Supported the management of 10 different active grants.

		• Supported the purchase process of equipment, supplies, and software for the online CTE environment.
Program Technician, Allied Health	Supports the Allied Health programs to increase the number of Directed Clinical Practice sites, improve marketing, and support the development of new programs.	• Assisted in the development and distribution of take-home kits for Allied Health programs. • Planed and assisted in Allied Health information sessions and orientations.
Work-Based Learning (WBL) Coordinator	Co-leads the Work-Based Learning program for the College to improve CTE students' informed career decision making, retention, completion, and job obtainment.	• Provided WBL support for assigned schools. • Launched the WBL Faculty Liaison project by hiring 7 faculty liaisons for each school at Mesa College who partner with the WBL coordinators.
Instructional Lab Technician, Culinary Arts	Support the Culinary Arts/Culinary Management program.	• Position is currently unfilled during 2022-2023.
Associate Dean, Institutional Research (partially funded)	Provides support for the ongoing research and evaluation requirements of the Strong Workforce program.	• Provided timely data regarding student needs in response to request from CTE programs. • Began development of CTE Research Agenda
Research Analyst Institutional Research (partially funded)	Provides support for the ongoing research and evaluation requirements of the Strong Workforce program.	• Support provided to enable data driven decision making

11

Round Five Highlights:

- Advanced transportation continued to show a positive number of students in quality career education.
- Began developing a process for Credit for Prior Learning to help increase the number of students in our programs.
- Increased access to counseling services specifically for our Aviation Maintenance, Aviation Operations, Automotive Technology, Diesel, and Paralegal programs for students that historically do not seek these and other resources to complete these programs successfully, allowing them to attain certificates, degrees, and gainful employment.
- Supported specific needs such as purchasing capital equipment, including chainsaws and rescue saws, to meet NFPA 1001, funding for the coordinator, support funding for curriculum development, and lab support.

Round Five Lessons Learned

- Moving Child Development classes to remote settings created a downward trend in our pathways and enrollments.
- Need to seek new ways to find additional grants for Child Development.

Miramar Expense Summary – Round Five

Category	Round 5 Dollar Amount *
Instructional Salaries, Non-Instructional Salaries, Employee Benefits	$ 1,067,757
Supplies and Materials	$ 24,747
Other Operating Expenses and Services	$ 111,118
Capital Outlay	$ 138,414
Indirect Costs	$ 0

Provided by college's SWP grant lead

Miramar Programs Funded with Round 5

PROGRAMS	RATIONALE/NEED	ROUND FIVE ACTIVITIES
Automotive Technology Program	Rising need for technician demand and changing technology requiring new equipment and faculty training.	Program coordination & faculty professional development.

Program	Need	Activities
Child Development Navigation Success	Need to increase support, outreach, and provide activities to help increase student success and completion.	Outreach, community partner engagement, marketing material creation, increased program coordination, and program coordination.
Aviation Technology Program	Well-known shortage of pilots, techs, air traffic controllers, and flight crew. Keeping equipment up to date is critical to program and student success.	Equipment updates, updated curriculum (GPS, communications), and faculty professional development.
Emergency Medical Technician	The Fire/EMT clinical advisory committee has noted a deficit in EMT training, therefore, supports the advanced training provided in EMGM 205. Additionally, enrollments have been steadily increasing.	Funding a clinical coordinator to provide placements for EMGM 105A and EMGM 205. Additional activities include curriculum updates and equipment purchases.
Entrepreneurship Program REC Innovation Labs	According to Intuit, 50% of the workforce is now freelance (GIG econ); students need training in Entrepreneurship to gain the skills to be successful and prepare them for higher paying careers working for themselves.	Create workplans for the creation of the REC, schedule and book speakers, and plan out equipment acquisitions and site improvements.
Counseling Enrollment Retention and Successful Employment	Dedicated counseling faculty for direct aviation, auto, diesel, and paralegal student support.	Counseling faculty release time for targeted support for CTE students, which leads to streamlined course completion and integration into degree-related employment.
Fire Technology –FF Degree & COA	Air compressor unit is needed to stay in compliance with SFT accreditation.	Compressor purchase and install.
Paralegal- Program Improvement	Administrative support needed to assist with interim evaluation report to meet American Board Association (ABA) requirements. Additional funding needs to support subscriptions and training.	Survey grads, hold focus groups, prepare curriculum binders, submit reports to ABA, and attend ABA conferences.
Tutoring – Supplemental Instruction & Tutors	Expanded support to students 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.

Miramar Positions Funded with Round 5

POSTITIONS	RATIONALE/NEED	ROUND FIVE ACTIVITIES
Automotive Faculty *(Hired round 2) Vacant*	Toyota advisory board recommended the 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 *(hired round 1; continuing position)*	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 the development of career services such as Career Ambassadors and alumni outreach.
Administrative Technician *(hired round 1; continuing position)*	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. Supports apprenticeship programs and serves as the liaison between College, apprentices/students, and apprenticeship partners.
Associate Dean, Academic Success & Integrated Support Services	Provide leadership in advancing student retention, success, and goal completion through the integration of student success initiatives Responsible for overseeing the planning, organization, development, and evaluation of the activities for all tutoring programs of the Academic Success Center (ASC), including supplemental instruction for CTE.	Led the Academic Success Center in developing a comprehensive tutor training program designed to prepare tutors at any stage of expertise around diversity, equity, and inclusion to develop additional skills that could support them when tutoring students in subjects including CTE courses. Tutors reviewed relevant student success and retention data for their particular discipline and worked with the ASC team and CTE faculty to develop strategies to better support disproportionately impacted student groups. In addition, the Associated Dean provided leadership in expanding tutoring support to include contextualized tutoring in math and English/writing support for CTE courses
Instructional Lab Technician – Aviation *(hired round 1; continuing position)*	Provide instructional lab support	ILT position was filled in Spring 2023. This position provides lab support to both the Aviation Operations and Aviation Maintenance programs.
Instructional Lab Technician – Diesel *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician –	Provide instructional lab support	Provided support for increased course offerings and enrollments.

14

Automotive *(hired round 1; continuing position)*	15	
Instructional Lab Technician – EMT *(hired round 1; continuing position)*	Provide instructional lab support	Provided support for increased course offerings and enrollments.
Instructional Lab Technician – Fire *(hired round 1; continuing position)*	Provide instructional lab support	Currently vacant. Provided support for increased course offerings and enrollments.
Adjunct Career Counselors – Career Services	Provide career planning services to students.	Providing valuable services to students, hosting employer events, etc.
Hourly Support (ILT, Project Assistant)	Provide administrative and program support.	Career Services, BTCWI Dean's Office, Entrepreneurship, Fitness, Biotech, Automotive, Child Development, Fire Technology, Counseling, and Tutoring.

15

Round Five Projects & Programs Funded
San Diego College of Continuing Education
July 2020 – December 2022

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION

Round Five Highlights

- The Job Development and Employer Engagement function has continued to increase employer partnerships such as: TESLA and United States Post Office leading to short term or long-term employment. Created a pathway to enter an Apprenticeship Ready Program training resulting in over 25 students being placed in a union or apprenticeship.

- The Career and College Transition team collaborated with the Life Science Young Leaders Fellowship, a career exploration programs for first-generation college graduates with STEM degrees. 60 high school students attended workshops of career readiness and exploration.

- 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 continued expansion of online programming with the development and implementation of fully online certificate programs.

- Work-Based Learning initiatives continue to expand with more Work-Based Learning classroom opportunities and increasing employer partnerships through Industry Advisory Boards.

Round Five 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.

SDCCE Expense Summary – Round Five

Category	Round 5 Dollar Amount*
Instructional Salaries, Non-Instructional Salaries, Employee Benefits	$791,519
Supplies and Materials	$50,485

Other Operating Expenses and Services	$182,192
Capital Outlay	$160,797
Indirect Costs	$0

* Provided by college's SWP grant lead

SDCCE Programs Funded with Round 5

PROGRAMS	RATIONALE/NEED	ROUND FIVE ACTIVITIES
CTE Professional Development	Promote and organize attendance for cross-program team conferences and for workshops, trainings, and presentations that support teaching and learning, equity and anti-racism, technology (online and remote) skills development. Development of avenues to assess PD outcomes and impacts. Conferences support increase in information and understanding about CTE and noncredit adult outcomes, local, and state-wide policies. This will assist in closing student success gaps within career education programs.	Promote and Organize conference attendance, Promote and organize workshops, PD assessment
Automotive Hybrid Lab Upgrades	This project will seek to upgrade Automotive Technology Laboratory Space to align to new industry trends in renewable energy. Investments will be made with guidance and support provided by the local industry advisory board. There is a need to develop more green technology training within the automotive technology department. This project supports the department objective modify and create curriculum to incorporate more green technology into our courses.	Equipment List, Space Consultation, Purchase lab equipment.
Business and Information Technology Program Development	The project will invest in three new areas of program development: Mobile Application Development, Digital Photography, and Google Suite. There is a need in Information Technology and	MAD 1 course outline, MAD 1 Course Modules, Remaining Curriculum submission, Google certificate curriculum, Decision on expanding certificate focus, Netlab upgraded and moved from NCC to ECC.

17

	Digital Media to keep program offerings current to labor market trends. Specifically this project will focus on Mobile Application Development, Digital Photography, and Google Collaboration.	
Career Education Data and Research	Expand data available to the English as a Second Language (ESL) program; the High School Diploma/High School Equivalency (HSD/HSE) and Basic Skills program; and CTE programs for continuous quality improvement, including data related to student access, transition, certificate completion, and employment outcomes. There is a need to ensure projects and programs are developed based upon gaps in student outcomes. This project will support increasing data available to support project and program development.	Build factbooks. Attend professional development conferences Develop Perkins needs assessment Feedback on needs assessment metrics ESL to CTE transitions Define metrics Comprehensive review Student Interviews and Surveys Report and data visualizations
Career Education DSPS support	The goal of this project is to research and develop new curriculum to support students who have disabilities in entering, persisting, and completing Career Technical Education programming to become gainfully employed. This includes, but isn't limited to, research and development of student interest in particular program pathways, research of projected workforce needs in the local community, developing relationships with potential employer community partnerships, development of co-requisite support courses for DSPS student success, and research on potential grant funding to fund and sustain project. There is a need to support SDCCE DSPS students in successfully retaining and	Identify faculty leads, Course Outline is completed and submitted, Sustainability plan

18

	completing Career Education programs.	
Career Education Marketing	SDCE seeks to increase enrollment throughout SDCE career training, high school and ESL classes. Increased marketing is needed to facilitate greater access to SDCCE services and to build back the enrollment pipeline post COVID-19, specifically as SDCCE transitions back in person.	Mobile Advertisements Digital Advertising Print Media Billboard and Busbench Advertising Internal Marketing
Clothing Construction Lab Upgrade	The overall goal of this project is to implement a new textile technology lab space to support the Clothing Construction Program. To prepare SDCE students for success in a rapidly changing and high challenging economic environment, the implementation of maker-centered learning as a key component of academic and social emotional skill building and workforce development is essential. The Textile Technology Lab will provide SDCE's student's access to hands-on making with digital tools to meet the 21st century workforce needs. The second phase of development of the SDCE West City Textile Technology Lab will meet the following SDCE institutional priorities and the CLTX department goals: Design and construct Maker-Centered Learning Spaces and Creative Reuse Stores for innovative teaching and integrated learning to intersect, while increasing student equity and fostering interdisciplinary collaboration. Increase and strengthen industry, community and alumni involvement, collaborations and partnerships. Perform a complete Clothing and Textile Arts Program renovation to update and develop curriculum for improved student outcomes, increased attendance threshold	Advisement on curriculum and equipment needs. Determination of curriculum needs. Complete curriculum work. Finalize equipment list. Install equipment. Launch new space.

19

	rates and completions. Pursue best practices for sustainable manufacturing.	
Healthcare Program Development	The goal of this project is to establish a Healthcare Program in North San Diego Area to enable great access for students and to assist students in decreasing commuting times. There are currently no nurse assistant programs offered in North Inland San Diego region by community colleges. There are currently no nurse assistant programs offered in North Inland San Diego region by community colleges.	Identify facilities location Purchase equipment CDPH approval Curriculum work Build industry pipeline
Job Development and Employer Engagement	Job Developers will during the next school year focus on transitioning career series back to campus from a remote environment. They will also work on building a more collaborative relationship with the Work Based Learning coordinators that will support reciprocity in building employer engagement. Additionally, job developers will continue to focus on building awareness of SDCCE among San Diego employers which includes communicating the value of SDCCE courses and programs which lead to employment ready students. The goal is to continue to build upon an already substantive employer based network thus providing greater opportunities for students to have access to employment opportunities. Job Developers will continue to be part of the institutions goal of creating a workforce development presence. 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	Employer Mixer, Campus Informational, Updating current Ready to Work presentations, New Ready to Work Presentations, District Wide Hiring Event

20

	advancing in their careers hinges upon their ability to access opportunities with regional employers.	
Career Education Program Management	Career and Technical Education grants need to be invested strategically within the San Diego Continuing Education 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. The needs of this project are determined by a review of SWP outcomes at SDCCE. Specifically, SWP students, students who complete a non-credit workforce milestone, students who complete a certificate, and students who obtain a job in their field of study.	Project planning and implementation, Accounting and purchasing support
Culinary Program Development	The intent of this project is to renovate and refurbish the Culinary Laboratory environments on campuses. The following needs motivated this project: 1. Find more classrooms for Foods classes in CE and in the community. 2. Research and purchase equipment and tools needs for newly acquired classrooms. 3. Develop a syllabus and lesson plans for each course	Identify lab needs, Purchase and install new and upgraded lab equipment,
Small Business Growth and Planning tutoring support	This project will provide tutoring support for current Small Business students to support successful completion of Small Business Capstone projects. This project will also, as conditions permit, allow for the opening of an Entrepreneur Space for current Small Business students for approximately 360 hours during Fall and Spring semesters to	Tutoring assistance for Capstone Projects

POSTITIONS	RATIONALE/NEED	ROUND FIVE ACTIVITIES
access equipment such as computers, Internet, video and sound recording for program projects. There is a need to for funding for Tutoring and Instructional Support: Business Financials and Online Tutoring and Instructional Support for students and programs.		
Work-Based Learning Coordination	the Work-Based Learning Coordination supports the following goals: Perkins V federal grant focus of promoting, creating and expanding work-based learning opportunities. Strong Workforce Program focus of increasing work-based learning. Regional Strong Workforce focus of strengthening work-based learning functions at each college to provide students with a continuum of critical experiences and support to deepen classroom learning. WBL successfully connects the classroom to real-world employment experiences. This necessitates this project as all project goals are aimed to build the capacity and to support direct implementation of work-based learning at SDCCE.	Support and Enhance Industry Advisory Boards, Increase Work-Based Learning, Faculty Professional Development, Funding priorities.

SDCCE Positions Funded with Round 5

POSTITIONS	RATIONALE/NEED	ROUND FIVE ACTIVITIES
Work-Based Learning Coordinator (x2)	This position was funded by regional SWP dollars	Planning and research has been completed to support the following project goals: • Identify, highlight, and integrate work-based learning within programs. • 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.
Dean, Career and College Transitions	A lead manager was needed to guide the SDCCE portfolio of Career and College Transitions efforts including: • Job Development and Employer Engagement • Pathway Navigation project • Gateway to College and Career • Career and College Transition centers	• Implemented infrastructure for job development and employer engagement plan • 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. • Leads the efforts for the Gateway to College Career Readiness programs to support opportunity youth ages 16 – 24. • Leads the pathway Navigation efforts to support Career Planning before Educational Planning for new and current students entering CTE courses.
Program Activity Manager	A lead staff member was needed to guide CTE grant initiatives including: • SWP • Perkins • CTE Data Unlocked • Guided Pathways • Other grant initiatives as assigned	• 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 5 NOVA project management, financial reporting, and updates • Lead staff member on WBL coordination project • Led implementation of the use of EMSI/Burning Glass
Job Developers (X3)	There was a need to connect SDCCE students to career opportunities through business engagement.	• 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

23

		• 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
Account Technician	There was a need to add business services staff as SDCCE receives more categorical funds	• The accounting technician has assisted in tracking all expenditures, processing POs, and developing financial reports for various constituencies. • Additionally, the account technician has been pivotal in assisting in the integration of CTE grant initiative management.