Strengthening Community Colleges Training Grants Program Round 3: Overview and Project Summaries of Grants Announced February 24, 2023

The U.S. Department of Labor awarded grants February 24, 2023 totaling $50 million through the third round of the Strengthening Community College Training Grants (SCC3) program to build community college capacity to address equity gaps and meet the skill development needs of employers and workers more effectively. SCC3 aims to help people in marginalized and underrepresented populations overcome barriers to career and technical education programs they need to connect with quality jobs. Applications for both the second and third rounds of SCC grants used the same Funding Opportunity Announcement (FOA-ETA-22-02); Amendment 2 of the FOA pertains to SCC3 grants.

Two types of funding for this training initiative were available through the funding opportunity announcement: SCC3 Program Grants and Additional SCC3 Evaluation Funding. Community colleges could apply for SCC3 Program Grants as a single institution or a consortium of colleges. Consortium applicants could organize around a state focus, a regional labor market focus, or an affinity focus. In addition, to increase access to educational and economic opportunities – particularly for individuals from historically underrepresented and marginalized populations – the department gave special consideration to applications submitted by Historically Black Colleges and Universities, Tribal Colleges and Universities, Minority-Serving Institutions Programs, or Strengthening Institutions Programs using the U.S. Department of Education's eligibility indicators, and referred to as Qualified Institutions for the purposes of SCC3 grants.

To support rigorous evaluation, this funding opportunity offered the opportunity for successful applicants to receive additional funds beyond the grant maximum to conduct an impact, outcome, or behavioral interventions study that focuses on evaluating the achievement of their proposed equity gap goals.

- Of the 15 grants selected, eight are consortium applicants, and seven are single institutions. Among consortium grantees, four are regional labor market-focused, and four are affinity-focused. All awardees are Qualified Institutions.

- Grants are located in 14 states: Arkansas, California, Colorado, Florida, Iowa, Illinois, Minnesota, New Jersey, Ohio, Oklahoma, South Carolina, Texas, Virginia, Wisconsin

- The grants proposed results-driven designs to work in a range of industry sectors. Eleven grants focus on a single sector and four focus on multiple sectors. Industry sectors represented include:
  - Healthcare, including Allied Health, Emergency Services and Nursing (8)
  - Advanced Manufacturing (4)
  - Information Technology (4)
  - Clean Energy (1)
  - Education (2)

Grant summaries for these projects are included below, as submitted by applicants.

Arapahoe Community College (Consortium)

Project Title/Name and Purpose: *Year to Career Through Micro-Pathways (Year to Career)* will catalyze   collaboration and innovation between education and industry by creating skills-focused, market-driven, affordable learning opportunities to support learners and employers within the talent-pipeline and by initiating and sustaining system change within the participating colleges and larger Colorado Community College System. The project will advance equity, grow accelerated career pathways, create results-driven designs for curriculum and systems, and work for sustainable systems change.
Total Funding Requested for SCC Program Grant: $4,989,433.96
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Institution Consortium, Affinity-Focused
Industry Sector(s): Healthcare and Information Technology
Geographic Area Served: Denver Metropolitan Area and Pueblo, Colorado
Intended Beneficiaries: New majority learners, primarily learners of color and specifically Hispanic/Latinx and English-language learners
Eligibility of Lead Applicant as Qualified Institution: Title III Strengthening Institutions Program

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
Arapahoe Community College (Title III qualified Institution	
Community College of Denver (HSI qualified institution)	
Pueblo Community College (HSI qualified institution)	
Pueblo Community College (HSI qualified institution)	
Colorado Community College System (governing entity for above partners)	
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Centura Health	CyberUP
DaVita	Second-61
Greater metro Denver Healthcare Partnership	Splash Fiber LLC
HCA Healthcare	Upper Arkansas Health & Wellness Partnership
Parkview Health System	FEDC WellSTART
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants)*	
Colorado Department of Labor and Employment	Colorado Rural Workforce Consortium—Pueblo & Upper Arkansas Workforce Sub-Areas
Arapahoe/Douglas County Works!	Denver Services
OPTIONAL PARTNER(s)	
Education Design Lab subrecipient)	League for Innovation in the Community College

Project Information

Summary of Proposed Project: Over the course of the grant period, *Year to Career* will focus on the following strategies to successfully design, develop, and implement the program. 1) Prioritize the new majority learner population as a focus for the curriculum design, recruitment, enrollment, and completion in each of the micro-pathways helping to ensure commitment to diversity, equity and inclusion; 2) Create and implement micro-pathways and second language learner bridge programs that prepare learners for occupations in high-growth, high-demand industries; 3) Use micro-pathways to institutionalize a seamless system for awarding credit for learning acquired outside traditional credit-bearing classroom activities through Prior Learning Assessment (PLA) and ensuring noncredit workforce credentials and courses articulate to credit to remove barriers so that learners can continue on the pathway to achieve economic mobility; 4) Use the *Year to Career* bridge and micro-pathway programs as a pilot for providing comprehensive and more seamless supports for students moving to and through noncredit to credit programs; 5) Use tools for employer engagement and skills mapping to strengthen current employer relationships and grow new ones; and 6) Incorporate work-based learning within each micro-pathway.

Program(s) of Study to be developed or enhanced: *Year to Career* will create six (6) micro-pathways. Three (3) will be focused in the healthcare industry and another three (3) will be focused in the information technology industry to provide scalable, stackable credentialing in the career pathways of Health Information Technology, Behavioral Healthcare, Emergency Healthcare, Allied Health, IT Support, Cybersecurity, Cloud Computing, and Data Analytics.

Industry-Recognized Credential(s) to be Awarded: During the grant cycle several pre-established credentials and micro-credentials are included and awarded as learners progress through the micro- pathways. Specific credentials are dependent on program analysis during the grant cycle, but could include Certified Nursing Assistant, Certified Electronic Health Records Specialist (CEHRS), National Emergency Medical Technician (EMT) Certification, American Heart Association CPR/BLS Certification, Registered Behavior TechnicianTM (RBTTM), Google IT Professional Support Certificate, Comp TIA IT Fundamentals+, CompTIA Network+, CompTIA A+, AWS Certified Cloud Practitioner, and Google Data Analytics Professional Certificate. In addition to these established credentials, the colleges will also create new non-credit employer validated certificate level micro-credentials which will meet skills required to obtain employment within their organizations.

Summary of Program Activities:
- Collectively the consortium colleges will create six (6) new micro-pathways and two (2) second language learner bridge programs.
- Collectively the consortium colleges will create and institutionalize a more seamless system for awarding PLA credit for noncredit workforce programs.
- Each college will build at least five new collaborative relationships with local employers.
- Each of the consortium colleges will create a sustainability plan allowing for the *Year to Career* programs to continue beyond the grant cycle.
- Each of the consortium colleges will create and implement outreach and recruitment plans which support meeting the equity outcome targets by the end of the grant cycle.
- One consortium college (CCD) will create two (2) bridge programs for second language learners to increase matriculation into micro-pathways.

Subrecipient Activities: *N/A*

Capacity-Building Performance Outcomes

Capacity Building Outcome 1	*Year to Career* will develop six (6) micro-pathways with at least two micro-pathways implemented at each consortium college.
Capacity Building Outcome 2	Two of the *Year to Career* colleges will develop and implement noncredit bridge programs supporting the enrollment of second language learners into at least four micro-pathways.
Capacity Building Outcome 3	Each *Year to Career* college will build at least five new collaborative relationships with local employers in efforts to support an effective feedback loop for continuous process improvement of the micro-pathway programs and the hiring of program completers.
Equity Performance Outcomes	
Equity Outcome 1	One of the *Year to Career* consortium colleges (CCD) will increase matriculation of second language learners to existing academic programs or new micro-pathways. CCD will increase from 14 to 20 in year one and a minimum 10% increase for the remainder of the grant.
Equity Outcome 2	Two of the *Year to Career* colleges (ACC, PCC) will increase the enrollment and completion of learners of color by 10%.
Description of student cohort to be used for participant tracking: The second language learner bridge programs of study have been chosen for participant tracking.	

Public Contact

Point of Contact Name and Title:	Julie Beggs, Dean Workforce & Community Programs
Institution:	Arapahoe Community College
Address:	5900 S. Santa Fe Drive, Littleton, CO 80120
Phone Number:	303-797-5714

Brazosport College (Single)

Project Title/Name and Purpose: EnrichED Pathways Project
Total Funding Requested for SCC Program Grant: $1,598,762
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Single
Industry Sector(s): Education Services
Geographic Area Served: Southern Brazoria County, Texas
Intended Beneficiaries: Potential K-12 Teachers, Underrepresented Populations in southern Brazoria County, specifically BIPOC students, Low-Income students, Men, BIPOC Men.
Eligibility of Lead Applicant as Qualified Institution: Brazosport College is applying as a Qualified Institution.

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
N/A	*N/A*
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants*	
Gulf Coast Workforce Board	Board of Directors for Local Workforce Development Board (Workforce Solutions in Houston-Galveston Region)
Texas Workforce Commission	Governmental Agency
Greater Houston Partnership	Chamber of Commerce / Economic Development Organization
DOL Houston Area Apprenticeship Committee	Advocacy Group
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Brazosport ISD	Education Services / Independent School District
Angleton ISD	Education Services / Independent School District
Columbia-Brazoria ISD	Education Services / Independent School District
Sweeny ISD	Education Services / Independent School District
OPTIONAL PARTNER(s)	
Region 4's INSPIRE TEXAS	Industry-Sector Partner / Education Preparation Program

Project Information

Key Equity Gap(s) to be addressed: Academic, financial, and social equity gaps in the Education Services industry-sector for underrepresented students (e.g., BIPOC students, low- income students, and men) interested in becoming K-12 Teachers. Subsequently, the project will address an equity gap within the service area's existing K-12 Teacher workforce to better reflect the community and student body by improving hiring of underrepresented K-12 Teachers.
Program(s) of Study to be developed or enhanced: Associate of Arts. Associate of Science.
Bachelor's degree / 4-year degree program.

Industry-Recognized Credential(s) to be Awarded: State of Texas Educator Certification	
Summary of Program Activities: The EnrichED Pathways Project envisions expanded access to the K-12 Teacher career, which will allow ISDs and Workforce/Industry Partners to address the teacher shortage in Texas and help Brazosport College meet its mission to improve graduation rates for underrepresented students. The project will achieve the following desired results: **a**ddress the workforce development crisis in the Education Services industry-sector by engaging participants with targeted recruitment into a registered apprenticeship program; improve the graduation rate of underrepresented populations pursuing an associate or bachelor's degree by bolstering registered apprenticeship with academic, financial, and social supports, expand local, regional, & national support of K-12 Teacher RAPs, and improve the enrollment rate of underrepresented populations pursuing an associate or bachelor's degree by providing a low-cost/no-cost training opportunity.	
Subrecipient Activities: *N/A*	
Capacity-Building Performance Outcomes	
Capacity Building Outcome 1	Implement a formalized K-12 Teacher registered apprenticeship program (RAP) aimed at underrepresented populations.
Capacity Building Outcome 2	Increase persistence and academic success of underrepresented EnrichED apprentices by developing comprehensive strategies and materials for a seamless academic experience.
Capacity Building Outcome 3	Scale the EnrichED Pathways registered apprenticeship model at the local, state, and national level.
Equity Performance Outcomes	
Equity Outcome 1	Enroll students from underrepresented populations in a K-12 Teacher registered apprenticeship program with focus on students who are BIPOC, low-income, and/or men.
Equity Outcome 2	Deliver comprehensive social supports to underrepresented populations to ensure registered apprenticeship program completion.
Description of student cohort to be used for participant tracking: Participants will be apprentices who are employed by one of the ISD Employer Partners, are working on a degree through Brazosport College, and participating in on-the-job training through an Industry Partner.	

Public Contact

Point of Contact Name and Title:	Dr. Shelley Diviney Vice President of Academic and Student Affairs
Institution:	Brazosport College
Address:	500 College Drive
Phone Number:	(979) 230-3422

Chippewa Valley Technical College (CVTC) (Consortium)

Project Title/Name and Purpose: EduSTAT in Rural Healthcare	
Total Funding Requested for SCC Program Grant: $4,994,776	
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A	
Type of Applicant: Affinity-focused consortium	
Industry Sector(s): Allied Health Occupations	
Geographic Area Served: Counties: Adams, Ashland, Barron, Bayfield, Buffalo, Burnett, Chippewa, Clark, Crawford, Douglas, Dunn, Eau Claire, Iron, Jackson, Juneau, LaCrosse, Marathon* (very small portion of bottom), Monroe, Pepin, Pierce, Polk, Portage, Richland, Rusk, Sauk, Sawyer, St. Croix, Taylor, Trempealeau, Vernon, Waushara, Wood	
Intended Beneficiaries: Rural secondary and postsecondary students, students of color, and healthcare employers	
Eligibility of Lead Applicant as Qualified Institution: Chippewa Valley Technical College is a Qualified Institution, meeting eligibility requirements under Part A of the Higher Education Act of 1965.	

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
Chippewa Valley Technical College	Qualified Institution
Mid-State Technical College	Qualified Institution
Western Technical College	Qualified Institution
Northwood Technical College	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants)*	
West Central Wisconsin Workforce Development Board	Workforce Development Board
Western Wisconsin Workforce Development Board, Inc.	Workforce Development Board
Northwest Wisconsin Workforce Investment Board	Workforce Development Board
North Central Wisconsin Workforce Development Board	Workforce Development Board
Workforce Resources, Inc.	Workforce System Partner
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Baldwin Area EMS	Healthcare
Sawyer County Ambulance	Healthcare
Spooner Health	Healthcare
Aspirus Riverview Hospital and Clinics	Healthcare
Marshfield Clinic Health System	Healthcare
Chippewa Manor Nursing & Rehab	Healthcare
Grace Lutheran Foundation, Inc.	Healthcare
Spring Valley Senior Living and Health Care Campus	Healthcare
Mayo Clinic Health System-Northwest Wisconsin	Healthcare

Essentia Institute of Rural Health	Healthcare
Gundersen Moundview Hospital and Clinics	Healthcare
OPTIONAL PARTNER(s)	
Northwest Wisconsin Area Health Education Center	Area Health Education Cooperative
Altoona High School	Public Education Institution
Boyceville High School	Public Education Institution
Osseo-Fairchild High School	Public Education Institution
Adams-Friendship High School	Public Education Institution

Project Information

Key Equity Gap(s) to be addressed: The *EduSTAT* project intends to focus on closing equity gaps for two groups of students across its region: individuals living in rural areas and individuals of color. The gaps to be addressed will be disparities in credential attainment, job placement, and earnings for these populations.

Program(s) of Study to be developed or enhanced:
CVTC – K12 Healthcare Academies (Menomonie, Osseo), Virtual K12 Healthcare Academy, Medical Assistant, pre-program Medical Terminology course sections
MSTC – Medical Assistant, K12 Healthcare Academy in Adams, pre-program Medical Terminology course sections
NTC – Medical Assistant, Nursing, Occupational Therapy Assistant, Phlebotomy, Paramedic Technician, pre-program Medical Terminology course sections
WTC – pre-program Medical Terminology course sections

Industry-Recognized Credential(s) to be Awarded: K12 Healthcare Academy – Menomonie (technical diploma); K12 Healthcare Academy – Osseo (technical diploma); K12 Virtual Healthcare Academy (technical diploma); K12 Certified Nursing Assistant Academy (technical diploma); Medical Assistant (technical diploma); Nursing (associate degree); Certified Nursing Assistant (technical diploma); Paramedic Technician (associate degree); Occupational Therapy Assistant (associate degree); Phlebotomy (local certificate); Emergency Medical Technician – Paramedic Technician (technical diploma)

Summary of Program Activities:
This project is a regional effort designed to recruit, train, and prepare underserved individuals for essential healthcare careers across rural western Wisconsin and focus on addressing existing equity gaps preventing widespread access to educational and economic opportunity. Key activities include:
- Creating, expanding, and enhancing career pathways in healthcare to incorporate stacked and latticed credentials, credit for prior learning assessments, and dual enrollment opportunities.
- Bridging equity gaps through intensive outreach, case management, academic support, and non-academic support of target populations.
- Developing innovative, affordable, and technology-enabled methods for increasing access to and improving healthcare education across the region.
- Convening Rural Healthcare Learning Communities with employers, educators, and workforce partners to strategize on supporting and growing the regional workforce.
- Developing free, accessible resources to facilitate credential attainment.

Subrecipient Activities: N/A

Capacity-Building Performance Outcomes *(Insert from the Performance Outcomes Table – See Appendix G)*	
Through expanded, enhanced, and accelerated pathways, award at least 785 participants industry-recognized healthcare credentials.	
Increase employer engagement in education and training programs through participation in four Rural Healthcare Learning Communities and referral of at least 160 individuals into health career pathways.	
Increase access to healthcare career pathways through innovative technology, online, and distance education programs and services, resulting in at least 470 participants living in rural areas earning credentials or accessing grant-funded learning content.	
Equity Performance Outcomes *(Insert from Performance Outcomes Table – See Appendix G)*	
Increase the graduation rate of students of color in identified healthcare programs of study by 5%.	
Develop and implement an open educational resource (OER) in at least 150 Medical Terminology course sections.	
Description of student cohort to be used for participant tracking *(see Section IV.B.3(b)(3))* Enrollment into a program of study will be defined as students who enroll into one of the grant-impacted programs listed above during the grant period and *after* the program has been modified, expanded, or developed using grant funds. Identifying characteristics and demographic information, such as whether the student resides in a rural county or is a student of color, is attached to the student's record in the college's enterprise system and will accompany participant enrollment data for disaggregation. Participant cohorts will be established by each college's Institutional Research (IR) office and reported through the Wisconsin Technical College System (WTCS) Client Reporting System, whereby all college data is submitted annually for central analysis and reporting purposes. Participant cohort data will be pulled from the WTCS data cubes by college IR offices as part of the project's annual and ongoing evaluation throughout the project period. Participants will be disaggregated based on rurality and race/ethnicity.	

Point of Contact Name and Title:	Shana Schmidt, CVTC Director of College Effectiveness Institution:
Institution:	Chippewa Valley Technical College
Address:	620 W. Clairemont Avenue Eau, WI 54703
Phone Number:	715-833-6410

College of Central Florida (Consortium)

Project Title/Name and Purpose: Increasing Access: The Next Generation of Healthcare Professionals
Total Funding Requested for SCC Program Grant: $4,966,409
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Consortium
Industry Sector(s): Healthcare and Emergency Services
Geographic Area Served: Citrus, Desoto, Hardee, Highlands, Lake, Levy, Marion, and Sumter counties in Central Florida
Intended Beneficiaries: New and incumbent workers
Eligibility of Lead Applicant as Qualified Institution: Not Applicable

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
College of Central Florida (lead applicant)	N/A
Lake-Sumter State College	N/A
South Florida State College	Qualified Institution
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
CareerSource Heartland	Workforce Investment Board
CareerSource Citrus Levy Marion	Workforce Investment Board
CareerSource of Central Florida	Workforce Investment Board
EMPLOYER PARTNER(S) (Required for all applicants)	
Advent Health	Healthcare
HCA Florida Ocala Hospital	Healthcare
Orlando Health, South Lake Hospital	Healthcare
OPTIONAL PARTNER(s)	
Avon Park Chamber of Commerce	Chamber of Commerce
Ocala Metro Chamber and Economic Partnership	Chamber of Commerce

Project Information

Key Equity Gap(s) to be addressed:
Program(s) of Study to be developed or enhanced: Diagnostic Medical Sonography (A.S.), Cardiovascular Technology (A.S.), Respiratory Therapy (A.S.), Surgical Services (A.S.), LPN to RN bridge, Anesthesia Technology (A.S.); Transition LPN, Paramedic, and Respiratory Technician to RN; EMT to Fire Science (A.S.); Dental Assistant to Dental Hygiene (A.S.); and LPN to RN to BSN programs.
Industry-Recognized Credential(s) to be Awarded: Associate of Science, RN, and BSN
Summary of Program Activities: Through the Increasing Access Consortium, three Florida colleges will collaborate to advance system-wide change for allied health degree and certificate programs to effectively prepare students to graduate and enter high demand health fields by: a.   Establishing 11 new degree and certificate programs that address workforce needs;
b.   Increasing enrollment in allied health programs leading to a degree or certificate; c.   Improving retention and degree/ certificate attainment rates in health programs; and d.   Identifying and addressing equity gaps in enrollment, retention, attainment, and workforce representation for underserved students.

Subrecipient Activities: 1. Expand health certificate and degree programs at three Florida community colleges by: a. Adding new programs in diagnostic medical sonography, cardiovascular technology, respiratory therapy, and anesthesia technology, and certificate to degree pathway programs leading to an A.S. or RN, including through curriculum development and by pursuing accreditation for each program.   2. Recruit students into health programs by (1) conducting community outreach, including to area high school students and health employers; and (2) increasing outreach to underrepresented students.   3. Support, retain and graduate well-qualified future health professionals by (1) strengthening tutoring and other academic supports; (2) providing wraparound supports; (3) providing practical assistance (e.g. uniforms, books, laptops)
Capacity-Building Performance Outcomes
Capacity Building Outcome 1: Systematically improve pathways into health degree and certificate programs for new and incumbent workers by establishing collaborative learning communities and work groups among three consortium colleges.
Capacity Building Outcome 2: Increase retention and degree attainment for students in health degree and certificate programs at three consortium colleges by strengthening access to comprehensive support.
Capacity Building Outcome 3: Align health-focused degree and certificate programs at three consortium colleges with local workforce needs by adding and seeking accreditation for new programs, and collaborating with local healthcare and public workforce development partners.
Equity Performance Outcomes
Equity Outcome 1: Increase recruitment of African American students into health programs at three consortium colleges to more closely match the composition of the local service area
Equity Outcome 2: Increase health degree and certificate attainment rates for African American students to match attainment rates for all students in each program.
Description of student cohort to be used for participant tracking: Each institution will enroll students who are new or incumbent workers, in the new/ enhanced health-focused programs and track their progress toward attaining associate, RN, and/or BSN degrees, as well as passing mandatory state licensure examinations associated with each occupation. The project will especially strive to recruit and retain students of color.

Public Contact Information

Point of Contact Name and Title:	Matt Matthews
	Director, Resource Development & Accreditation
	College of Central Florida
Institution:	College of Central Florida
Address:	3001 SW College Road Ocala, FL 34474
Phone Number:	(352) 854-2322 ext. 1566

County College of Morris (CCM) (Single)

Project Title/Name and Purpose: Closing Equity Gaps through Accelerated Pathways (CEGAP) will increase the capacity to close equity gaps for female and Hispanic students who are new and incumbent workers and address the needs of IT industry employers and workers in Morris County in northwest New Jersey.	
Total Funding Requested for SCC Program Grant: $1,600,000	
Total Funding Requested for Additional SCC2 Evaluation Funds: $0.00	
Type of Applicant: Single	
Industry Sector(s): Information Technology	
Geographic Area Served: Morris County, New Jersey	
Intended Beneficiaries: New and incumbent workers who are women or Hispanic individuals	
Eligibility of Lead Applicant as Qualified Institution: CCM is a qualified institution.	

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
N/A	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
Morris-Sussex-Warren Workforce Investment Board	Local workforce board
EMPLOYER PARTNER(S)	
Investors Bank	Banking
Wider Circle	Health Service Technology
Morris County Government	County Government
OPTIONAL PARTNER(s)	
Morris County Organization for Hispanic Affairs	Social Assistance

Project Information

Key Equity Gap(s) to be addressed: (1) Women make up only 13% of students in IT majors, compared to 80% of men. Women make up 50.4% of the target area's population. (2) A disproportionate number of Hispanic students are enrolled in English as a second language (ESL) courses (76%), when compared with IT programs (16%), demonstrating that Hispanic students do not persist in that career pathway.
Program(s) of Study to be developed or enhanced: IT programs (exact courses to be determined)
Industry-Recognized Credential(s) to be Awarded: IT industry credentials (exact credentials to be determined)
Summary of Program Activities: CEGAP will create a comprehensive, proactive system of providing guided pathways to students that is based on best practices and guidance from the new IT sector partnership comprised of area employers and the local workforce development board. The sector partnership will collaboratively build guided pathways, stackable credentials, and credit for prior learning with an equity lens. CCM, as part of this partnership, will serve as an employer hub, tracking employer needs, identified skills gaps, and opportunities for both work-based learning and permanent employment. Students who are Hispanic or female need targeted career assistance and enhanced wraparound services to successfully enter, persist in, and complete IT programs. CCM will connect employers and students/graduates while providing targeted career services. For example, students may complete mock interviews before employer interviews. CCM will provide a full menu of wraparound supports and community referrals to leverage resources. For example, supports such

as childcare assistance and on-campus food pantries will help the target population to balance family obligations. Through this project, CCM will increase its capacity to better serve marginalized student groups, provide a robust offering of work-based learning opportunities, meet the needs of the IT sector employees, and address skills and employment gaps.

Subrecipient Activities: The Morris County Organization for Hispanic Affairs (MCOHA), a subrecipient, will recruit prospective students, provide career exploration activities, determine if the student needs ESL courses, and make community referrals for wraparound services.

Capacity-Building Performance Outcomes

1. For the IT pathway, obtain credit articulation for 3 noncredit courses/programs using the curriculum committee approval process by 1/31/27.
2. Implement an employer data system (Salesforce) to provide a comprehensive mechanism to track interactions and engage industry partners leading to increased customer service, job placement, assurance that employer needs are being met, and optimized work-based learning opportunities by 1/1/26.
3. The number of internship opportunities with employers will increase to 150 by 6/30/27.

Equity Performance Outcomes

1. The enrollment rate for women in IT programs will increase 12% by 1/31/27.
2. The enrollment rate for Hispanic students in IT programs will increase 10% by 1/31/27.

Description of student cohort to be used for participant tracking: The participant cohort will include women and Hispanic students who are enrolled in any IT program.

Public Contact Information

Point of Contact Name and Title:	Kelly L. Meola Director of Institutional Grants & Federal Liaison
Institution:	County College of Morris
Address	214 Center Grove Road, Randolph, NJ 07869
Phone Number	973-328-5064

Des Moines Area Community College (Consortium)

Project Title/Name and Purpose: Industrial Maintenance and Community Colleges: A Pathway Forward	
Total Funding Requested for SCC Program Grant: $4,999,094	
Total Funding Requested for Additional SCC2 Evaluation Funds: $0	
Type of Applicant: Labor market focused consortium	
Industry Sector(s): Advanced Manufacturing	
Geographic Area Served: Thirty counties in Iowa	
Intended Beneficiaries: Low-income and minority populations; businesses in the Advanced Manufacturing sector	
Eligibility of Lead Applicant as Qualified Institution: DMACC, the lead institution, is a Qualified Institution	

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
Insert names of Institution Consortium Partners	*Insert Qualified Institution or N/A*
Hawkeye Community College Indian Hills Community College	Qualified Institution Qualified Institution
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
Insert names of Workforce Development System Partners:	*Insert type of organization*
Children and Families of Iowa	Regional One-Stop Center
Iowa Works Ottumwa	Regional One-Stop Center
Northeast Iowa Workforce Development Bd.	Regional One-Stop Center
EMPLOYER PARTNER(S)	
Insert name of Employer Partner:	*Insert industry sector*
Iowa Association of Business & Industry	Various
JBS US Pork	Advanced Manufacturing
Amcor Flexibles North America – Des Moines	Advanced Manufacturing
Amcor Flexibles North America – Centerville	Advanced Manufacturing
EastPenn Manufacturing	Advanced Manufacturing
John Deere	Advanced Manufacturing
Clow Valve Company	Advanced Manufacturing
Pella Corporation	Advanced Manufacturing
Next Era Energy Resources	Advanced Manufacturing

Project Information

Key Equity Gap(s) to be addressed: Persistence and completion of low-income and minority populations in Industrial Maintenance Technology (IMT) programs of study
Programs of Study to be developed or enhanced: Applied Engineering Technology, Renewable Energy Technology, Industrial Automation, Welding, Industrial Maintenance Technology, HVAC
Industry-Recognized Credential(s) to be Awarded: Certificates, Diplomas, and AAS degrees

Summary of Program Activities: This project focuses on adoption of a CBE model for IMT programs at the consortium colleges. CBE allows for assessment of competencies from previous study or work experience and provides an accelerated and flexible learning process as students progress based on completion of <u>competencies</u>, rather than courses. By the conclusion of the project, CBE will be established in the target programs. Recruitment and retention practices that lead to increased enrollment and completion for low-income and minority populations will be documented and institutionalized.	
Subrecipient Activities: Consortium partners will complete the same activities as the lead institution, as described above	
Capacity-Building Performance Outcomes	
Implement a Learning Management System (LMS) at each college to document student progress along their competency-based pathway	
Finalize Competency-Based Education (CBE) mapping for the target programs	
Finalize assessments for all competencies within the targeted programs, including prior-learning assessments	
Equity Performance Outcomes	
Document practices that promote enrollment among underrepresented groups within the target programs	
Document practices that promote persistence and completion among underrepresented group within the target programs	
Description of student cohort to be used for participant tracking Students who enroll in the programs of study listed above will be considered the student cohort	

Public Contact Information

Point of Contact Name and Title:	Dr. Jenny Foster Academic Dean, Industry and Technology
Institution:	Des Moines Area Community College
Address	2006 S Ankeny Blvd, Ankeny, IA 50023
Phone Number	515-964-6692

Lorain County Community College (Consortium)

Project Title/Name and Purpose: Northeast Ohio *Equity in Tech* To address identified equity gaps in specific in-demand Information Technology occupations.	
Total Funding Requested for SCC Program Grant: $5,000,000	
Total Funding Requested for Additional SCC3 Evaluation Funds: $0	
Type of Applicant: Labor market-focused consortium	
Industry Sector(s): Information Technology	
Geographic Area Served: Northeast Ohio's 18-county footprint with a focus on five counties and for the four partnering community colleges (Cuyahoga, Lake, Lorain, Stark, & Summit)	
Intended Beneficiaries: Communities of color, women	
Eligibility of Lead Applicant as Qualified Institution: Yes	

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
Cuyahoga Community College (Tri-C) Stark State College Lakeland Community College	Qualified Institution Qualified Institution
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
Ohio Means Jobs (Cuyahoga, Lake, Lorain, Stark, Summit, & Medina Counties)	Workforce Development Board/ WIOA
Team NEO	Economic Development partner
ConxusNeo	IT Workforce Sector Partnership
Strengthening Stark	Economic Development
EMPLOYER PARTNER(S)	

EMPLOYER PARTNER(S)		
• OEC • Northeast Ohio Cyber Consortium (NEOCC) • DRB Systems • University Hospitals • FortisureIT • DataServe Integrations	• Seifert Associations • Monreal Consulting • LCCC Information Systems • Medical Mutual • Huffman • KeyBank • Westfield	Information Technology
OPTIONAL PARTNER(S)		
Greater Cleveland Partnership / GCP RITE		IT Industry Sector Partnership
El Centro Lorain County Urban League	Esperanza, Inc Olivet Institutional Baptist Church	Community-Based Organization

Key Equity Gap(s) to be addressed: 1. Enrollment of underrepresented students (communities of color & women) in targeted IT pathways; 2. Progression & completion of underrepresented students in targeted IT pathways; 3. Connection to employment of underrepresented students in targeted IT

pathways.
Program(s) of Study to be developed or enhanced: 1. Cybersecurity; 2. End User Support; 3. Application and Software Development; 4. Network Systems & Computer Maintenance
Industry-Recognized Credential(s) to be Awarded: Digital Forensics and CompTIA+ Security, Network+, Linux+, Cisco CCNA, IT Specialist Certificate, AAB Cybersecurity
Summary of Program Activities: Employer Engagement Model: BILT Model Expansion, Curriculum Redesign with integration of work-based learning. Program Design & Implementation: Curriculum course redesign to include credentials and work-based learning, comprehensive student services to include coaching and advising. Advancing Equity Regional Strategy for Engagement: Partner with equity-focused CBOs to recruit participants into IT Pathways, expand dual enrollment into communities where underrepresented populations live.
Subrecipient Activities: Each of the subrecipient colleges will participate in all of the program activities. Each has submitted an implementation plan and are responsible for a defined number of enrollments and completers.
Capacity-Building Performance Outcomes
Enhance strategic alignment with regional employer engagement efforts to create and expand on-ramps and work-based learning opportunities
Accelerate credential attainment by combining curriculum redesign and targeted supportive services in targeted IT Pathways
Partner with community organizations to expand outreach and engagement methodologies and capacity that reach the most underserved individuals and places within our region.
Equity Performance Outcomes
Increase completion and placement rates of underrepresented and female students in all targeted programs through evidence-based strategies, including: student tracking, career coaching and wraparound services, and work-based learning opportunities.
Accelerate time to completion for high school and college students by expanding dual enrollment in IT Pathways at high schools and four regional community colleges in Northeast Ohio.
Description of student cohort to be used for participating tracking   Cohort groups will be determined by academic program and activity type. For purposes of comparison, there will be a cohort for students participating in more than one project-related activity. The project team will measure program impact according to metrics identified during year one. The control group will consist of randomly chosen IT students who do not participate in these activities. Reporting of enrollment, persistence, retention, completion, and job placement for students (whether in a cohort or control group) will occur quarterly.

Public Contact Information

Point of Contact Name and Title:	Terri Burgess Sandu, Director, Talent & Business Innovation
Institution:	Lorain County Community College
Address	1005 N Abbe Rd, Elyria, OH 44035
Phone Number	(440) 328-9932

Los Angeles Mission College (Single)

Project Title/Name and Purpose: *Closing Equity Gaps in Allied Health* is intended to close equity gaps for Hispanic and Black students in Allied Health careers, while addressing college wide equity gaps and creating three new career pathways to support successful employment outcomes.
Total Funding Requested for SCC Program Grant: $1,600,000
Total Funding Requested for Additional SCC3 Evaluation Funds: n/a
Type of Applicant: Single institution
Industry Sector(s): Healthcare
Geographic Area Served: Los Angeles County
Intended Beneficiaries: new entrants to the workforce, dislocated workers, and incumbent workers seeking to upskill and obtain better employment, with a focus on Hispanic and Black students to address equity gaps.
Eligibility of Lead Applicant as Qualified Institution: LAMC is a Qualified Institution as a Hispanic-Serving Institution.

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
N/A	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants)*	
Los Angeles County Workforce Development Board	Workforce development system partner
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Community Clinic Association of Los Angeles County	Healthcare (industry association)
El Proyecto del Barrio (Federally Qualified Health Center)	Healthcare
Northeast Valley Health Corporation (Federally Qualified Health Center)	Healthcare
Maclay Healthcare Center	Healthcare
Valley InterCommunity Council	Senior Services (health education)
Valley Industry & Commerce Association	Multiple (industry association)
OPTIONAL PARTNER(s)	
UNITE-LA	Nonprofit
Goodwill Industries of Southern California	Nonprofit WIOA provider
El Proyecto del Barrio	Nonprofit WIOA provider
John F. Kennedy High School	Public school
Los Angeles Community College District	Community college district
Pasadena City College	Community college partner

Project Information

Key Equity Gap(s) to be addressed: 1) Hispanics are underrepresented in healthcare diagnosing/treating occupations that pay well, as they comprise 13.7% of Licensed Vocational Nurses and 12.7% of EKG Technicians, yet their overall labor force representation is 18%. The immediate equity gap we will address is that Hispanic students are the majority of LAMC enrollment at 75%, but are underrepresented at only 65% of enrollment in LAMC health programs. Increasing Hispanic enrollment in these programs of study will later increase representation in these occupations and improve employment outcomes for wages.

2) Black students in LAMC health programs persist to the next semester at lower rates (57%) than their white   (69%) and Hispanic peers (74%). Additional equity gaps outcomes addressed include 1.5% gain college wide each year for three years in first-gen students completing both transfer level math and English in first year, and 1.5% gain in Black students persisting from fall to spring each year for three years.

Program(s) of Study to be developed or enhanced: LAMC will develop three new programs of study, Licensed Vocational Nursing (LVN), Electrocardiogram (EKG) Technician, and Phlebotomy.

Industry-Recognized Credential(s) to be Awarded: LVN Associate's degree from LAMC and license from CA Board of Vocational Nursing; Phlebotomy Certificate from LAMC and Certified Phlebotomy Technician I Certificate from CA Dept. of Public Health; and EKG Technician Certificate from LAMC and Certified EKG Technician Credential from American Society of EKG Technicians.

Summary of Program Activities:
Describe what will be different at the end of the grant compared to current state
At the end of the grant, LAMC will have developed and implemented three new programs of study (LVN, EKG, and Phlebotomy) to complement our existing Allied Health career pathways (Health Occupations Fundamentals, Certified Nurse Assistant/Home Health Aide, Medical Billing and Coding, Medical Office Administrative Assistant, and Pharmacy Technician). LAMC will provide supplemental instruction (SI) Tutors, CAP Success Coaches, noncredit intersession prep classes, 'First Generation' Institute, and a Males Achieving Success program to support first generation students and Black students in the program and college wide. Currently LAMC collaborates with two WIOA-funded WorkSource Centers and by the end of the grant, we will formalize those partnerships with MOUs that ensure 100% of SCC3 cohort students receive career counseling and supportive services. Career counseling will be enhanced by the end of the grant to follow evidence-based sequencing and bundling of supports. LAMC has Guided Pathways and Program Mapper in place, and by the end of the grant, these will be a primary strategy to close equity gaps for Hispanic student enrollment and Black student persistence in our health pathways. The current Allied Health Advisory Board w ill have an additional 16 employer partners by the end of the grant.

Subrecipient Activities: n/a

Capacity-Building Performance Outcomes *(Insert from the Performance Outcomes Table – See Appendix G)*

Capacity Building Outcome 1: SCC3 Pathways receive all required local, regional, and state approvals (spring 2024 for Phlebotomy, EKG; spring 2025 for LVN).

Capacity Building Outcome 2: develop four new healthcare employer partnerships each year to increase opportunities for clinical internships and job placements.

Capacity Building Outcome 3: formalize WIOA partnerships to provide comprehensive career counseling and support for 100% of SCC3 students.

Equity Performance Outcomes *(Insert from Performance Outcomes Table – See Appendix G)*

Equity Outcome 1: increase enrollment of Hispanic students in SCC3 pathways to 75% to be proportionate to their overall enrollment at LAMC.
Equity Outcome 2: increase persistence of Black students in the LVN program from semester to semester from 57% to 71%
Description of student cohort to be used for participant tracking *(see Section IV.B.3(b)(3))*. LAMC will track students enrolled in the three new SCC3 pathways, including 30 students each year in LVN pathway starting in spring 2025 (60 total); 20 students per semester in EKG starting in spring 2024 (120 total); and 15 students per semester in Phlebotomy starting in spring 2024 (90 total).

Public Contact Information

Point of Contact Name and Title:	Aracely Molina, Project Director and Certified Nursing Assistant Program Director
Institution:	Los Angeles Mission College
Address	13356 Eldridge Avenue, Sylmar, CA 91342
Phone Number	(818) 833-3436

Minnesota State Community and Technical College (Consortium)

Project Title/Name and Purpose: Pathways to Accelerated Training in Healthcare-Minnesota (PATH-MN)	
Total Funding Requested for SCC Program Grant: $4,201,050.25	
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A	
Type of Applicant: Labor market-focused Consortium	
Industry Sector: Health Care	
Geographic Area Served: Northwest and Central Minnesota, including the Fargo-Moorhead metro area (pop. 238,000+) and the primarily rural counties of Otter Tail, Becker, Wadena, Crow Wing, Todd, Cass, Morrison, Aitkin, and Mille Lacs, which total 10,240 square miles	
Intended Beneficiaries: Students in specified health care programs at M State and Central Lakes College, focusing on students of color, low-income students, first-generation college students, English Language Learners, and rural students	
Eligibility of Lead Applicant as Qualified Institution: M State is a qualified institution that meets both the basic and specific eligibility requirements under Part A of the Higher Education Act (HEA) of 1965, 20 U.S. Code § 1057-1059b – Strengthening Institutions Program (SIP).	

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
Minnesota State Community and Technical College (M State)	Strengthening Institutions Program (SIP)
Central Lakes College (CLC)	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER	
Rural Minnesota Concentrated Employment Program (RMCEP), a non-profit WorkForce Center partner that is located in eight WorkForce Centers	

EMPLOYER PARTNERS	Industry Sector
Essentia Health	Health Care
Eventide	Health Care
Lakewood Health System	Health Care
Lake Region Healthcare	Health Care
Perham Health	Health Care
Sanford Health	Health Care
St. Otto's Care Center	Health Care

OPTIONAL PARTNERS	Type of Organization
Greater Fargo Moorhead Economic Development Corporation	Economic Development
Kurdish American Organization	Student Organization
Lakes Country Service Cooperative	Nonprofit Organization
Fargo Public Schools	School
Fergus Falls Public Schools	School
Moorhead Public Schools	School

Wadena Deer Creek Public Schools	School
West Fargo Public Schools	School
Detroit Lakes Public Schools	School
Frazee Vergas Public School	School

Project Information

Key Equity Gaps to be addressed: Enrollment, persistence and completion rates of students of color, low-income students, first-generation college students, and English Language Learners in health care programs at M State and CLC
Programs of Study to be developed or enhanced: Nurse Assistant, Medication Assistant, Nursing (LPN, ADN, bridge programs), Health Information Technology, Medical Lab Technology and Phlebotomy, Radiologic Technology / Limited Scope Radiography, Cardiovascular Technology – Invasive, Surgical Technology, Dental Assisting, Dental Hygiene
Industry-Recognized Credentials to be Awarded: Certified Nurse Assistant (CNA), Medication Assistant II (ND)/Medication Administration for Unlicensed Personnel (MN), Associate Degree in Nursing (ADN), Licensed Practical Nurse (LPN), Registered Nurse (RN), Medical Laboratory Technician, Medical Assistant, Phlebotomy, Limited Scope Radiography, Radiology Technician, Dental Assistant, Dental Hygiene
Summary of Program Activities: Expand and enhance partnerships with the region's health care employers; create a mobile outreach unit for onsite, hands-on career exploration for high school students and underserved communities; formalize articulation agreements between stackable credit and non-credit programs; increase enrollment of historically underrepresented students and concurrent enrollment of high school students; modernize equipment and curricula used in Simulation Laboratories at Consortium colleges with oversight from industry partners; counsel students in obtaining any necessary wraparound services, tutoring, language support, and other services with the assistance of community partners to complete programs in an accelerated time frame; provide specific tutoring by tutors with specialized knowledge of health care careers; host two annual joint faculty and staff Professional Development Summits on Equity in the health care field; center diversity, equity, and inclusion goals in the staff and faculty hiring and orientation processes at both colleges
Subrecipient Activities: Same as above Summary of Program Activities
Capacity-building Outcome #1: Build regional health care professions pipeline connecting students to M State and CLC's Accelerated Career Pathways and health care industry employers throughout rural northwest and central Minnesota.
Capacity-building Outcome #2: Modernize and upgrade simulation lab equipment at M State and CLC to ensure students are trained and prepared to enter the current healthcare workforce.
Capacity-building Outcome #3: Implement a Student Success Program to increase persistence and completion among all students across M State and CLC health programs.
Equity Outcome Statement #1: Close Equity Gaps tied to healthcare training program enrollment, persistence, and completion, as well as workforce placement, for historically underrepresented students (BIPOC, Native, English Language Learners, low-income) in Northwest and Central Minnesota.
Equity Outcome #2: Consortium-wide, implement a joint staff and faculty professional development program focused on equity in order to provide systemic improvements in support of historically underrepresented students (e.g., BIPOC, rural, low-income)
Description of student cohort to be used for participant tracking: All students enrolling in grant-funded programs of study in 2023 and throughout the period of performance.

Public Point of Contact

Point of Contact Name and Title:	Ken Kompelien, Ed.D. Dean for the School of Health Sciences, Human Services, &

	Nursing
Institution:	Minnesota State Community and Technical College
Address	1414 College Way, Fergus Falls, MN 56537
Phone Number	(877) 450-3322

Northeastern Technical College (Consortium)

Project Title/Name and Purpose: South Carolina Rural Technical College Consortium (SCRTCC)	
Total Funding Requested for SCC Program Grant: $4,900,636	
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A	
Type of Applicant: Affinity-focused consortium of three rural technical colleges	
Industry Sector: Advanced Manufacturing, Health Care	
Geographic Area Served: 7 rural counties in South Carolina: Allendale, Bamberg, Barnwell, Chesterfield, Dillon, Marlboro, and Williamsburg	
Intended Beneficiaries: Students meeting equity criteria and enrolled in a SCRTCC industry sector pathway; 3 consortium colleges; industry partners/employers.	
Eligibility of Lead Applicant as Qualified Institution: Lead applicant Northeastern Technical College is a Qualified Institution.	

SCC Partners

Institution Consortium Partners	
Northeastern Technical College	Qualified Institution
Denmark Technical College	Qualified Institution
Williamsburg Technical College	Qualified Institution
Workforce Development Partners	
Name	**Type of organization**
Pee Dee Regional Council of Governments/SC Works	Regional workforce board
Employer Partners	
Name	**Industry Sector**
Dominion Energy	Advanced Manufacturing
Schaeffler Group, USA	Advanced Manufacturing
Screwmatics of South Carolina, Inc.	Advanced Manufacturing
A.O. Smith	Advanced Manufacturing
Domtar	Advanced Manufacturing
Tiva Building Products	Advanced Manufacturing
Edisto Electric	Advanced Manufacturing
Pegasus Sports	Advanced Manufacturing
Innovative Poultry Products	Advanced Manufacturing
McLeod Health	Healthcare
CareSouth Carolina	Healthcare
Sandhills Medical Foundation	Healthcare
University of South Carolina Medical Center	Healthcare
Allendale County Hospital	Healthcare
Williamsburg Regional Hospital	Healthcare
Optional Partners: High schools, adult education, and wraparound service providers	

Dillon School District 3 (Latta Schools), Dillon School District 4, Chesterfield County School District and Adult Education, Jasper-Allendale-Hampton Adult Education, Bamberg- Barnwell Adult Education, Man2Man Fatherhood Initiatives, South Carolina Vocational Rehabilitation, Pee Dee Regional Transportation Authority, Chesterfield County Economic Development

Project Information

Key Equity Gaps to be Addressed: The SCRTCC has identified groups of students that experience persistent personal, program, and institutional barriers to enrollment, persistence, completion, and placement. Through an equity gap analysis, the three technical colleges in the consortium identified these student groups, who they call "invisible students." The SCRTCC equity gap analysis showed that the most predominant needs for invisible student populations are *career services (internships, apprenticeships, employment opportunities), access to internet, transportation, tuition assistance/financial assistance, accelerated paths to credentials, open educational resources, career advising, instructional technology (laptops, tablets, etc.), and childcare services.* SCRTCC will develop and deliver evidence-based strategies that have been successful in addressing gaps for these student populations, including industry-aligned short-term stackable certificates, work-based learning, and support services.
Programs of Study to be Developed or Enhanced: The SCRTCC will develop career pathways in two industry sectors: Advanced Manufacturing and Healthcare.
Industry recognized credentials to be awarded: SCRTCC will replicate and customize NETC's fast track Workforce Certificate and Healthcare Certificate in the other consortium colleges. Industry credentials earned on the pathway to these certificates include: Manufacturing Skill Standards Council (MSSC); National Center for Construction Education and Research (NCCER), Auto-CAD Certification (AutoDesk), Snap-On Tools, OSHA-10:, Green Belt Certification (Six Sigma); Blue Cross/Blue Shield and American Heart Association- CPR and First Aid.
Summary of Program Activities. Describe what will be different at the end of the grant compared to the current state: The South Carolina Rural Technical College Consortium (SCRTCC) will address the needs of "invisible students"in education and training pathways in Healthcare and Advanced Manufacturing. SCRTCC will leverage resources and partners of each institution to support a large-scale project that results in a coordinated training system of success initiatives leading to well-paying, quality jobs. The project will develop a sector partnership that supports robust employer engagement and cross-college adoption of a stackable credentials model. This project will demonstrate how a rural education and training ecosystem can address equity gaps to create successful outcomes for populations of "invisible students'' while also meeting talent needs of regional employers. *Desired State-Program Level:* By adopting a consortium model and strengthening institutional capacity with staff and resources, the rural technical colleges will be able to level-set by aligning services. Lead applicant NETC, with more experience and resources, can provide expertise to support the smaller, less resourced colleges. *Desired State-Participant Level:* More high school students will have plans for education and training for careers. The invisible student populations at the colleges will see increases in enrollment, persistence, completion, and placement. There will be increased numbers of work-ready students to meet employer needs. The workforce participation rate will increase as individuals develop skills for family-supporting jobs.
Subrecipient Activities: Denmark Technical College and Williamsburg Technical College are subrecipients. Both colleges are key members of the consortium and will participate fully in all consortium building activities, as well as implementing programs, services, and partnerships at their institutions.
Capacity-building Performance Outcomes

Capacity-building Outcome 1: The project will formalize, build, and support a consortium of rural South Carolina two-year technical colleges and partners focused on aligning education and training to the needs of employers and addressing equity gaps for students.
Capacity-building Outcome 2: Through consortium activities and connections, the project will create and sustain partner-driven career pathways that accelerate progress to industry- aligned credentials and high-wage jobs in the Advanced Manufacturing and Healthcare sectors.
Capacity-building Outcome 3: Two sector partnerships developed by SCRTCC will progress through three stages - from planning to emerging to sustaining. The consortium will result in an integrated model that can be scaled to other South Carolina two-year technical colleges.
Equity Performance Outcomes
Equity Outcome 1: The project will result in increased access/enrollment, persistence, completion, and placement of marginalized and underserved students (invisible students) through accelerated pathways to high-wage jobs, aligned technical skills training and student support services.
Equity Outcome 2: Using an equity-based systems change model SCRTCC will seek to eliminate institutional, systemic, and cultural barriers to student success through improved student support and improved communication/tracking with employers and workforce partners.
Description of student cohort to be used for participant tracking: SCRTCC will begin tracking student cohorts in both Advanced Manufacturing and Healthcare pathways beginning in Month 12 of the SCC3 performance period. Participants (students) in the cohorts will be tracked in all three categories as described in the SCC2 FOA: dislocated workers, new entrants to the workforce, and incumbent workers. Three cohorts of students will be tracked starting in Year 2 (Fall/Spring/Summer) and three cohorts (Fall/Spring/Summer) will be added in Year 3. The consortium colleges will track their cohorts and share data across the consortium. Enrollment into an SCC3 cohort for tracking will be defined as a student who participates in a project activity in either of the career pathways (e.g., dual enrollment, continuing education course, work-based learning, for-credit course).

Public Point of Contact

Point of Contact Name and Title:	Dr. Kyle Wagner President
Institution:	Northeastern Technical College
Address:	201 Chesterfield Highway, Cheraw, SC 29520
Phone Number	843-921-6901

Piedmont Technical College (Consortium)

Project Title/Name and Purpose: Workforce Innovation Center for Accelerated Advanced Manufacturing and Nursing Pathways. The goal of the project is to engage all populations in innovative workforce programs to meet ever-growing local and global workforce needs in the Advanced Manufacturing and Nursing sectors and improve the lives of South Carolina's families and communities.	
Total Funding Requested for SCC Program Grant: $4,987,461.00	
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A	
Type of Applicant: Affinity Consortium	
Industry Sector(s): South Carolina's Advanced Manufacturing and Nursing sectors	
Geographic Area Served: South Carolina – Upper Savannah and Lower Savannah Workforce Regions	
Intended Beneficiaries: New entrants into the workforce, as well as underserved and marginalized community residents and dislocated, unemployed, and incumbent workers	
Eligibility of Lead Applicant as Qualified Institution: Title III Qualified Institution	

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
Piedmont Technical College	Qualified Institution
Orangeburg-Calhoun Technical College	Qualified Institution
Aiken Technical College	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNERS	
Upper Savannah Council of Governments	Workforce Development Board - All
Lower Savannah Council of Governments	Workforce Development Board - All
EMPLOYER PARTNERS	
Aiken Regional Medical Center, The Regional Medical Center of Orangeburg and Calhoun Counties, SELF Regional Healthcare, Prisma Health	Nursing
Bridgestone Americas Tire Operations, Continental Tire the Americas LLC, Husqvarna Group, Stoll Industries, Premium Peanut LLC, Savannah River Nuclear Solutions, Savannah River Mission Complete, Zeus Industries, Dominion Energy, Starbucks Roasting, Nephron Pharmaceuticals, Lonza Pharmaceuticals	Advanced Manufacturing
OPTIONAL PARTNERS	
Aiken County Public School District, Greenwood School District 50, Greenwood School District 51, Greenwood School District 52, Laurens School District 55, Laurens School District 56, Lexington County School District One, McCormick County School District, Saluda County School District	Education
Apprenticeship Carolina, CSRA Alliance for Fort Gordon	Education and Workforce Development
Project Information	
Key Equity Gap(s) to be addressed: Disparities in enrollment, completion, and placement among Female, Black, and economically disadvantaged students in Advanced Manufacturing and Nursing. The	

project will improve equity gaps across rural and medically underserved communities.	
Program(s) of Study to be developed or enhanced: Advanced Manufacturing Pathway: Mechatronics Technology/ Multi-Skilled; Industrial Maintenance Technology (IMT); Nuclear Operations; Electronic Engineering Technology (EET)/Instrumentation; Machine Tool/Computer Numerical Control (CNC). Nursing Pathway: Patient Care Technician (PCT), EMT; LPN; RN	
Industry-Recognized Credential(s) to be Awarded: Advanced Manufacturing Industry Certifications: KuKa Robots, MSSC Certified Production Technician, NCCER Core and Skills, NIMS, OSHA-10, LabVIEW CLAD, Lean Six Sigma Yellow Belt; Nursing Pathway Credentials and Licensure: EMT Basic, PCT, CNA, ECG, Phlebotomy, LPN, RN	
Summary of Program Activities: Expand and modularize existing credit curriculum for continuing education adaptation to create and expand career pathways and increase participation; leverage and expand existing Nursing career ladder options to develop flexible course delivery methods utilizing online and hybrid formats; provide accessible training for industry, K-12 and rural communities; create accelerated articulation pathways and career maps for Advanced Manufacturing and Nursing CE and K-12 CTE; use Prior Learning Assessments (PLA) to accelerate participants' progress; create mobile Advanced Manufacturing training labs to reach rural Manufacturing participants; and use grant-funded personnel to leverage existing career ladders to expand access and increase participation of underrepresented groups in Nursing programs (e.g. alternative class, lab, and clinical times); increase formal apprenticeships and work-based learning opportunities.	
Subrecipient Activities:	
Capacity-Building Performance Outcomes	
Capacity Building Outcome 1: Improve placement rates and upskill rates by 18% among the project's participants and disaggregated subgroups by creating two expanded Advanced Manufacturing and Nursing complete Pathways with stackable credentials from existing college curricula that will articulate competencies from existing K-12 dual credit CTE, to college CE offerings, and to college credit programs in nine occupations.	
Capacity Building Outcome 2: Use technology enhanced, media-rich hybrid courses for two complete high-demand Advanced Manufacturing and Nursing Pathways across nine occupations, combined with mobile laboratories and alternative delivery times, locations, and methodologies to provide accelerated delivery models which increase participation and student engagement.	
Capacity Building Outcome 3: Leverage existing partner colleges' LMS and existing technology platforms to create a Workforce Innovation Center (**WIC**) and a customized data collection system for sharing and continuous improvement across all partner colleges.	
Equity Performance Outcomes	
Equity Outcome 1: Improve measures of equity in the project's rural workforce regions by 25% among underrepresented and marginalized (e.g. Female, Black, economically disadvantaged) and dual credit, continuing education and college credit participants in the Project's designated pathways.	
Equity Outcome 2: Improve completion of work-ready credentials, including licensure and certifications and participation in apprenticeships and pre- apprenticeships, by 25% among credit, continuing education, and dual credit participants and disaggregated subgroups.	
Description of student cohort to be used for participant tracking: K-12 dual enrollment, Continuing Education, and college credit program participants. New students will be defined by their first semester of study at a participating institution in an Advanced Manufacturing or Nursing program of study. Student outcomes and progression through the pathway will be tracked by the Project Director, with	

assistance of the external evaluator, to provide relevant student data, such as pathway entry point, pathway retention, credits earned, and degree/credential completion. Outcomes for grant participants will be compared to a baseline analysis of historical cohorts from the same colleges and across each of the project's defined pathways.

Public Contact Information

Point of Contact Name and Title:	Dr. Keli Fewox, Vice President for Academic Affairs Institution
Institution:	Piedmont Technical College
Address:	620 N. Emerald Road, Greenwood, SC 29646
Phone Number:	(864) 941-8307

Southside Virginia Community College (SVCC) (Single)

Project Title/Name and Purpose: Increasing Capacity and Equity through a Workforce/Instruction Reentry Department (WIRED) The project will build a sustainable pathway for accelerating Clean Energy skills and credential attainment for incarcerated adults who are preparing for reentry, providing a new pool of workers for a regionally high-need industry.
Total Funding Requested for SCC Program Grant: $1,599,530
Total Funding Requested for Additional SCC2 Evaluation Funds: n/a
Type of Applicant: Single
Industry Sector(s): Clean Energy
Geographic Area Served: 10 counties in the Southside Virginia Community College service area; approx. 4200 sm.
Intended Beneficiaries: Incarcerated Adults within 1-year of release
Eligibility of Lead Applicant as Qualified Institution: Qualified Institution

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
N/A – INDIVIDUAL APPLICANT	*N/A*
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants)*	
Name of Workforce Development System Partner(s): South Central Virginia Workforce Development Board (SCWDB)	*Type of organization:* Federally funded Regional Workforce Development Board
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Name of Employer Partner(s): Solar Hands-On Instructional Network of Excellence (SHINE) *Industry/Trade Association*	*Industry Sector:* Clean Energy
Jones' Electric (*Employer*)	Clean Energy
Sun Tribe Solar (*Employer*)	Clean Energy
Virginia Department of Corrections (VADOC) (*Employer*)	Clean Energy
OPTIONAL PARTNER(S)	
Name of Optional Partner: VADOC	*Type of Organization* Gov't entity: Statewide correctional system
Virginia Community College System	State system for community colleges
VPM Media Corporation	501(c)3: Public broadcaster
Holy & Whole Life Changing Ministries (HWLCM)	501(c)3: Faith-based Organization

Microsoft Philanthropies	Multinational Corporation (division)

Project Information

Key Equity Gap(s) to be addressed: Upon reentry, WIRED's target population (incarcerated men and women within 1-year of their release date) faces numerous, compounding systemic inequities that impede their full participation in society and the economy including: Limited opportunity for workforce development training leading to lower income; Lower socioeconomic level; Limited opportunities to develop Soft Skills leading to lower educational enrollment, retention, and attainment, therefore lower income; Limited opportunities to develop Digital/Technical Skills which then limit job eligibility; Employer Resistance to workforce inclusion.
Program(s) of Study to be developed or enhanced: Clean Energy Pathways/Certifications including: CORE-NCCER, SHINE, and Levels I & II NCCER HVAC; Contextualized Remediation in Digital Skilling; Contextualized Remediation in Workforce Preparation (soft skills)
Industry-Recognized Credential(s) to be Awarded: CORE, SHINE, NCCER HVAC Level I + EPA refrigerant handling certification, NCCER HVAC Level II, Microsoft Office Specialist

Summary of Program Activities: **Restructure** SVCC to establish the Workforce-Instruction Re-Entry Education Department (WIRED) as a funded college department;   **Convene** a cross-cutting Networked Improvement Community (NIC);   **Revise** current curriculum for modular, contextualized, blended, accelerated delivery;   **Enroll** incarcerated adults in accelerated, 23-credit career pathway;   **Train** staff and faculty in carceral-specific DEI teaching and advising;   **Create and implement** an outreach plan to recruit 2nd Chance Employers;   **Provision and deploy** all technical equipment;   **Create** supplemental instructional content materials;   **Teach** blended learning courses inside institutions;   **Provide services** supporting equitable access and achievement;   **Evaluate continuously** and use data for project improvement.
Subrecipient Activities: *N/A*

Capacity-Building Performance Outcomes
Capacity Building Outcome 1: SVCC's institutional capacity is strengthened, provisioning it to sustainably support incarcerated adults' equitable access to educational opportunities for acquiring Clean Energy workforce skills and attaining credits and credentials.
Capacity Building Outcome 2: A sustainable Networked Improvement Community (NIC) is increasing 2nd Chance Employers and opening equitable opportunities for incarcerated adults in the Clean Energy workforce, catalyzing paradigm shifts in the workforce.
Capacity Building Outcome 3: Incarcerated adults are participating in credit-bearing courses on an accelerated Clean Energy pathway that provides multiple, equitable workforce on- and off-ramps, and stackable credentials.

Equity Performance Outcomes
Equity Outcome 1: Two R3 Coaches and a Project Assistant are closing opportunity gaps by assisting incarcerated adults navigate policy and procedural barriers, and providing access to comprehensive resources and supports, advancing equitable educational opportunities.
Equity Outcome 2: Participants reenter society prepared with remediated digital skills and soft skills that position them for equitable workforce opportunities and advancement.
Description of student cohort to be used for participant tracking Incarcerated adults within 1-year of release will be considered program participants by: Meeting SVCC's entry requirements; Declaring their intention to complete (at minimum) a SHINE certificate; and Enrolling in an initial course in the pathway (typically CORE - NCCER).

Public Contact Information

Point of Contact Name and Title:	Dr. Chad Patton, Dean of Career and Occupational Technology
Institution:	Southside Virginia Community College (SVCC)
Address:	109 Campus Dr., Alberta VA 23821-2930
Phone Number:	Office: 434-949-1038 Cell: 434-774-6312

Tulsa Community College (Single)

Project Title/Name: The Manufacturing EDGE: Tulsa Community College Training Grants Partnership **Purpose**: With a focus on serving older youth using an early college high school model, TCC's SCC3 project will build a pipeline to high-demand and high-wage engineering technology jobs, such as industrial maintenance technician, to close equity and skills gaps within the Tulsa region's Advanced Manufacturing sector.
Total Funding Requested for SCC Program Grant: $1,600,000
Total Funding Requested for Additional SCC3 Evaluation Funds: N/A
Type of Applicant: Single Institution
Industry Sector(s): Advanced Manufacturing
Geographic Area Served: Tulsa County, Oklahoma
Intended Beneficiaries: New entrants to the workforce, specifically older youth who are economically disadvantaged or underrepresented in the program of study, including Black, Latinx, and female students.
Eligibility of Lead Applicant as Qualified Institution: Qualified Institution. Letter Identifying Eligibility from the U.S. Department of Education is attached.

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
N/A	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
Green Country Workforce	Local Workforce Development Board
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Oklahoma Manufacturing Alliance	Advanced Manufacturing
OPTIONAL PARTNER(s)	
N/A	N/A

Project Information

Key Equity Gap(s) to be addressed: Low-income students are underprepared for post- secondary education and Black, Latinx, and female students are currently underrepresented in TCC's Engineering and Engineering Related Technician pathway. Latinx students are 6% lower than the national average, Black students are 5.3% lower, and women are 7.1% below the U.S. average.
Program(s) of Study to be developed or enhanced: Associate of Applied Science in Engineering Technology, Manufacturing Engineering Technology option with an Industrial Maintenance concentration

Industry-Recognized Credential(s) to be Awarded:
- Associate of Applied Science in Engineering Technology, Manufacturing Engineering Technology option with an Industrial Maintenance concentration

Within the AAS Program of Study, participants have an opportunity to earn:
- MSSC Certified Production Tech (CPT) - National Industry Certification
- MSSC Certified Production Tech Plus (CPT+) - National Industry Certification
- Certificate - Manufacturing Production Tech 1
- Certificate - Manufacturing Production Tech 2
- Certificate - Quality and Inspection Tech 1
- Certificate - Quality and Inspection Tech 2
- Electronics Technology Certificate - Industrial Maintenance Tech
- FCR-O1 FANUC Certified Robot Operator-1 - National Industry Certification

Summary of Program Activities:
Tulsa Community College, in partnership with Green Country Workforce and Oklahoma Manufacturing Alliance, will expand its Early College High School program – Earn a Degree, Graduate Early (EDGE) – to incorporate an Associate of Applied Science degree in Engineering Technology with a Manufacturing Engineering Technology Option to reduce barriers for low-income, Black, Latinx, and female Tulsa Public School students and increase equity in the manufacturing industry for these target populations. No work- ready career paths exist in TCC's current EDGE program, and SCC3 grant funds will directly support the capacity building and systems change activities necessary for implementation and sustainable expansion. Understanding that work-based learning experiences allow students to develop career knowledge through hands-on experience, the grant partners will engage Tulsa's manufacturing employers to provide work-based learning experiences and support participants with academic and non-academic interventions, including leveraging funding for participant wages in work experiences, necessary safety equipment, transportation, and other supportive services. This SCC3 Tulsa Training Grants Partnership will be institutionalized and sustained with the development of a partnership charter and long-term sustainability plan over the life of the project. Grant funded personnel for the project include: Project Manager performing data collection, participant tracking, reporting, and managing grant activities; Dual Credit Student Support Specialist embedded in Tulsa Public Schools to assist target populations with post-secondary transition support; additional Engineering Technology faculty member to accommodate additional course sections for grant cohorts and course scheduling flexibility; and Academic Support Specialists working to tutor participants in the program of study. A third-party evaluator will be procured and assist grant personnel with an outside evaluation to inform development of the project's interventions.

Subrecipient Activities: N/A

Capacity-Building Performance Outcomes

Capacity Building Outcome 1 Create an accelerated career pathway via dual enrollment that aligns to labor market demand for Engineering Technologists/Technicians.

Capacity Building Outcome 2 Engage industry and workforce development system partners to provide paid work experiences for older youth (SCC3 targeted participants).

Capacity Building Outcome 3 Create a system and structure for intentional collaboration with the public workforce development system and industry partners for sustaining expansion of EDGE and new career pathways post-grant that align education and training, work experiences, and industry-recognized credentials.

Equity Performance Outcomes
Equity Outcome 1 Improve employment equity within Advanced Manufacturing by increasing participation rates for Black, Hispanic/Latinx, and female students in the identified SCC3 program of study.
Equity Outcome 2 Embed supportive services for underserved EDGE students to remove barriers to post-secondary educational opportunities, including leveraging existing support from the workforce development system where appropriate.
Description of student cohort to be used for participant tracking TCC SCC3 EDGE AAS pathway students will be considered enrolled in the program of study in the fall semester of 10th grade when they begin the coursework toward the AAS Engineering Technology pathway; however, the paid work experiences will not occur until the students are eligible as "new entrants to the workforce" per DOL's definition of youth who are enrolled in their junior or senior year of high school/secondary school and who could be employed before or within six months after the end of the grant lifecycle.

Public Contact Information

Point of Contact Name and Title:	Leigh B. Goodson, Ph.D. President and CEO
Institution:	Tulsa Community College
Address:	909 South Boston Avenue Tulsa, Oklahoma 74119
Phone Number:	918-595-7868

University of Arkansas Cossatot Community College (Single)

Project Title/Name and Purpose: Program for Opportunity and Workforce Equity in the Region (POWER). In an effort to address persistent equity challenges and accelerate learning in Southwest Arkansas, Cossatot Community College of the University of Arkansas (UA Cossatot) will develop and implement the **Program for Opportunity and Workforce Equity in the Region** (**POWER**). POWER is a regional career-building partnership that comprises educational institutions, workforce organizations, and employers. Its goal is to align existing resources, enhance work-related opportunities, and develop learning strategies which strengthen UA Cossatot's ability to close equity gaps and provide evidence-based pathways to mid- to high-wage careers in Nursing and Education.
Total Funding Requested for SCC Program Grant: $1,597,031
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Single Institution
Industry Sector(s): Healthcare and Education
Geographic Area Served: Southwest Arkansas
Intended Beneficiaries: Regional elementary, middle, and high schools; hospitals and healthcare facilities
Eligibility of Lead Applicant as Qualified Institution: Qualified Institution

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
Insert names of Institution Consortium Partners	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
SW Arkansas Workforce Development Board	State Workforce Board
EMPLOYER PARTNER(S)	
Howard Memorial Hospital	Healthcare
Little River Medical Center	Healthcare
Sevier County Medical Center	Healthcare
Ashdown School District	Education
DeQueen School District	Education
Horatio School District	Education

Project Information

Key Equity Gap(s) to be addressed: Using a thorough equity gap analysis as its point of departure, the POWER program will propose a work plan designed to address three areas of concern: (1) the need for guided and accelerated learning pathways in Nursing and Education; (2) the need for experiential and career-based learning; and (3) the need to increase the instructional capacity and cultural responsiveness of faculty and teachers.
Program(s) of Study to be developed or enhanced: Education and Nursing
Industry-Recognized Credential(s) to be Awarded: Certificate of Proficiency in Teaching; Associate in Science in Education; Technical Certificate in Practical Nursing; Associate of Applied Science in Registered Nursing. Students matriculating to 4-year institutions can also earn a Bachelor of Science in Nursing or a Bachelor's degree in Education.

Summary of Program Activities: UA Cossatot will employ evidence-based strategies to mitigate the challenges facing many students in the southwest Arkansas region. These include: (1) designing accelerated learning pathways (specifically, dual enrollment and bridge programs) complemented by mentorships, holistic student supports, and family engagement to encourage healthy career planning; (2) collaborating with employer partners to develop active, work-based, and experiential learning opportunities; and (3) enhancing instructional capacity and cultural awareness of faculty and teachers. By the end of the grant period, project partners will have: facilitated a foundational change in equity opportunities for rural and underrepresented students; increased enrollment, persistence, completion, and placement for those students; accelerated pathways progress and credential attainment through dual enrollment and bridge programs; increased the level of employer engagement to address equity barriers; and increased the number of workers with industry-recognized credentials in the targeted programs.
Subrecipient Activities: N/A
Capacity-Building Performance Outcomes
Capacity Building Outcome 1: Create two industry partnerships in Healthcare and Education that support career-based learning opportunities, curriculum and program design, and resource sharing.
Capacity Building Outcome 2: Increase instructional capacity in Nursing and Education to support accelerated pathways, remedial coursework, and courses required for program-specific credentials.
Capacity Building Outcome 3: Integrate systemic family engagement into students' career journeys in order to augment community support and encourage healthy career planning, especially among non-English speaking households.
Equity Performance Outcomes
Equity Outcome 1: Increase completion and placement rates of marginalized and underserved students in all targeted programs through evidence-based strategies, including: student tracking, career readiness and wraparound services, and academic mentoring.
Equity Outcome 2: Accelerate time to completion for high school and college students by establishing dual enrollment and bridge programs in Education and Nursing at three equity-challenged high schools.
Description of student cohort to be used for participating tracking: Cohort groups will be determined by academic program and activity type. For purposes of comparison, there will be a cohort for students participating in more than one project-related activity. The project team will measure program impact according to metrics identified during year one. The control group will consist of randomly chosen education and nursing students who do not participate in these activities. Reporting of enrollment, persistence, retention, completion, and job placement for students (whether in a cohort or control group) will occur quarterly.

Public Point of Contact

Point of Contact Name and Title:	Jennifer Black, Grants Administrator/Controller
Institution:	University of Arkansas Cossatot Community College
Address	183 College Dr., De Queen, AR 71832
Phone Number	870-584-1141

William Rainey Harper College (Single)

Project Title/Name and Purpose: *Prioritizing Equity in Emerging Technologies Pathways at Harper (EmergingTech@Harper).* Purpose of the project is to develop two new comprehensive, accelerated cross-sector-based career pathways in cybersecurity and artificial intelligence/cloud technologies and implement evidence-based strategies to address equity and opportunity gaps for underrepresented groups in IT-related programs and career fields.
Total Funding Requested for SCC Program Grant: $1,599,842
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Single Institution
Industry Sector(s): Information Technology/Emerging Technologies across multiple industry sectors
Geographic Area Served: 23 communities in the Northwest Suburbs of Chicago, Illinois
Intended Beneficiaries: Nontraditional populations in IT-related career fields with a focus on adult education students, Latinx, Black, women, and other underrepresented groups
Eligibility of the Lead Applicant as Qualified Institution: The U.S. Department of Education's Office of Postsecondary Education letter verifies Harper's eligibility under Titles III and V of the Higher Education Act.

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
N/A	*N/A*
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
Chicago Cook Workforce Partnership	Public Workforce Development Board
EMPLOYER PARTNER(S)	
Crafts Technology	Advanced Manufacturing/Engineering
Motorola Solutions	Information Technology/Communications
Vistex	Information Technology
OPTIONAL PARTNER(S)	
Partners for Our Communities	Community-based Organization
National Coalition of Advanced Technology Centers	Higher Education Network

Project Information

Key Equity Gap(s) to be addressed: Key equity gaps to be addressed are disparities in enrollment and completion of students of color, female students, and other underrepresented students, particularly those programs that were categorized as high and medium workforce opportunity programs. Women are consistently underrepresented in information technology- related programs (27%), despite being 51% of the students enrolled at Harper. Another equity and opportunity gap that surfaced during the analysis involved students enrolled in Adult Education who did not transition to a credit-bearing certificate or degree program. Students who complete the Adult Ed program only have a transition rate of 13%. This proposal seeks to increase the representation of women in the newly developed programs to 40% and increase the transition rate to 30% for technical bridge program completers.

Program(s) of Study to be developed or enhanced: Cybersecurity and Artificial Intelligence/Cloud Technologies
Industry-recognized Credential(s) to be awarded: Certificates, AAS degrees, Linux+, Cisco Certified Network Associate (CCNA), Certified Ethical Hacker, CompTIA Security+, Project Management Professional (PMP), Certified Entry-Level Python Programmer (PCEP), Work- force Ready certificate, AWS Certified Cloud Practitioner, Microsoft Certified Solutions Associate (MCSA-Windows Server), Google Career Certificates
Summary of Program Activities: Harper proposes the *EmergingTech@Harper* project to enhance equity and improve persistence and completion among historically underrepresented groups in IT/emerging technologies programs. Harper will develop institutional capacity to sustain two new accelerated cross-sector-based career pathways, with multiple on-and off- ramps, industry-recognized credentials, certificates, and associate degrees with accelerated learning strategies and technology-enabled learning integrated throughout the curricula. *EmergingTech@Harper* will build on current College initiatives and use research-informed strategies to reduce identified equity gaps and to increase access and support for enrollment, persistence, and completion, particularly for historically underrepresented groups, including adult education students, students of color, and female students. Using the BILT model, Harper will build and strengthen partnerships among community and employer partners to engage in holistic student support and program design. To ensure sustainability, the new programs align with Harper's Strategic Plan and Operations Plan goals, as well as those of regional employer partners. Strategies addressing the Advancing Equity core element include recruiting and supporting students from underrepresented groups and developing two technical bridge programs that provide additional support to students such as basic skills, ESL, or remediation through contextualized, co-requisite courses for transition to credit-bearing Cyber or AI coursework. Strategies addressing the Accelerated Career Pathways core element include offering new programs in cybersecurity and AI/cloud technologies that include multiple entry and exit points and industry-recognized credentials; integrating curricula with modularized courses, competency- and performance-based assessment; and offering online and hybrid course offerings.
Subrecipient Activities: N/A
Capacity-Building Performance Outcomes
Capacity-Building Outcome 1: Expanded educational opportunities for high-tech fields through two new accelerated career pathways in Cybersecurity and AI/Cloud Technologies that lead to industry-recognized credentials, meet regional workforce demands, and prepare graduates for high-wage, high-demand jobs and/or transfer.
Capacity-Building Outcome 2: Increased capacity to offer flexible, equitable, and accessible educational opportunities through accelerated learning strategies; stacked credentials; competency-based courses; online/hybrid delivery; accessible course content; and OER, simulation, and Virtual Reality/Augmented Reality.
Capacity-Building Outcome 3 Increased capacity to build and strengthen collaborative partnerships and engagement with regional employers, community-based organizations, and other partners.
Equity Performance Outcomes
Equity Performance Outcome 1: Improved perception (awareness) of emerging technologies careers among female students and students of color leading to increased enrollment of female, Latinx, and Black students in pathways.

Equity Performance Outcome 2: Increased access to educational and economic opportunities through new technical bridge programs that provide students with basic skills, ESL, or remediation needed to be successful in pathways.
Description of student cohort to be used for participant tracking: This project will track, monitor, and report on three cohorts – one technical bridge program cohort, one certificate program cohort, and one AAS degree cohort.

Public Contact Information

Point of Contact/Title	Dr. Susanne Brock, Senior Director, Innovation and Development Institution
Institution:	Harper College
Address:	1200 W. Algonquin Rd., Palatine, IL 60067
Phone Number:	(847) 925-6980