# Strengthening Community Colleges Training Grants Program Round 4: Overview and Project Summaries of Grants

**Announced April 10, 2024**

The U.S. Department of Labor awarded grants in April 2024 totaling $65 million through the fourth round of the Strengthening Community College Training Grants (SCC4) program. The SCC program aims to build community college capacity to meet the skill development needs of employers and equitably support students in obtaining good jobs. SCC4 will support colleges to prepare students for jobs that pay family-sustaining wages and offer career development opportunities, based on the [Good Jobs Principles](https://www.dol.gov/general/good-jobs/principles) developed by the departments of Labor and Commerce in 2022.

SCC4 grantees will enhance sector-based career pathway programs using strategies rooted in evidence. They also will use the diverse strengths of their community college partnerships to accomplish and sustain systems change while addressing identified equity gaps that impact labor market outcomes for specific locally underserved communities.

The department designed SCC4 to support a national impact evaluation to assess employment outcomes. Following a feasibility study, a subset of grantees will be identified to participate in the impact evaluation. Those grantees will receive additional funding, sharing $10 million of the total award that was set aside for the evaluation, as well as a period of performance extension to complete their grant projects.

* Of the 16 grants, 9 are single institutions and 7 are consortia.
* Grants are in 14 states: Arkansas (two awards), California, Florida, Illinois, Iowa, Kentucky, Louisiana, Michigan, Mississippi, Missouri, New Jersey, Ohio (two awards), Utah, and Wisconsin
* The grants proposed results-driven designs to work in a range of industry sectors. Twelve grants focus on a single sector and four focus on multiple sectors. Industry sectors represented include:
* Advanced Manufacturing (4)
* Construction (3)
* Energy, including Renewable Energy and Utilities (3)
* Financial Services Sector, including Salesforce and Accounting/Auditing (1)
* Healthcare, including EMT and Nursing (4)
* Information Technology, including Cybersecurity and Data Analytics (3)
* Transportation, including Logistics and Warehousing (2)

Grant project summaries, which are drawn primarily from applicants’ abstracts, are below. “Control + Click” on the grantee’s name to jump to their project summary.

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## Black River Technical College

### Overview

**Lead Applicant Organization Name:** Black River Technical College

**Project Title/Name**: Allied Health Equitable Recruitment and Retention Project

**Award Amount**: $1,691,519

**Applicant Type**: Single Institution

**Industry Sector(s)**: Healthcare

**Geographic Area Served/Labor Market Area**: Northeast Arkansas and Southeast Missouri (Randolph, Clay, Greene, Lawrence, and Craighead counties in Arkansas. Butler, Dunklin, Oregon, Howell, and Ripley counties in Missouri)

**Total Estimated Number of Participants**: 360

**Project Purpose**: This project will enhance the healthcare industry sector while focusing on the following Career and Technical Center (CTC) programs: Certified Nursing Assistant (CNA), Phlebotomy, and Emergency Medical Technician (EMT).

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

Black River Technical College

**Employer Partners** (Healthcare Sector)

Pocahontas Healthcare and Rehab Center

1st Choice Healthcare

Arkansas Methodist Medical Center

**Workforce Development System Partner(s)**

Arkansas Office of Skills Development

Arkansas Division of Workforce Services

Arkansas Economic Development Commission

Arkansas Chief Workforce Officer

Arkansas Division of Higher Education

NEA Intermodal Authority

Economic Development of Paragould

Arkansas Secretary of Commerce

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Program Advisory Councils (Collective of area businesses, employees, and students)

**Community-Based Organization(s)**

Marshallese Education Initiative

### Project Information

**Key Equity Gap(s) to be Addressed:** Higher education gaps for minority students, particularly Marshallese. Better-paying jobs upon entering the workforce for minority students, particularly Marshallese. Healthcare equity gaps for Marshallese subpopulation.

**Occupations Targeted for Good Jobs:** Certified Nursing Assistant, Phlebotomy Technician, Emergency Medical Technician, Patient Care Technician

**Career Pathways Program(s) to be Enhanced**: CNA certificate, Phlebotomy certificate, EMT certificate—specifically within BRTC’s Career and Technical Center

**Strategy Options Proposed**: See Table 1. Strategy Options (Section I.A.3 of the FOA) for the list of options.

* A2: Put in place job development staff.
* A3: Establish employer commitments to interview qualified candidates.
* B1: Provide navigation/coaching services.
* B2: Provide wrap-around/support services or benefits.
* B3: Collaborate with community-based organizations that are meaningfully engaged with the underserved populations.
* C3: Provide hands-on training in-person or virtually, such as through technology-enabled simulation.
* C7: Provide flexible instruction.

**Industry-Recognized Credentials(s) to be Awarded:** Certificate of Proficiency in Nursing Assistant (credit), Certificate of Proficiency in Phlebotomy (credit), Certificate of Proficiency in Emergency Medical Technician (credit), Technical Certificate in Patient Care Technician (credit)

**Subrecipient Activities:** N/A

**Past SCC Experience:** N/A

### Summary of Program Activities

* BRTC will hire a full-time CTC Recruitment Specialist to assist in recruiting minority students to Allied Heath CTC programs.
* CRTC will provide on-site enrollment at community events and high schools.
* CRTC will transport students to CTC programs and provide meal vouchers for lunches to overcome systemic barriers and as incentives.
* CRTC will expand its current ESL offerings and purchase culturally-sensitive stimulation equipment.
* BRTC will offer peer-to-peer and minority-to-minority mentoring for students.
* BRTC will host community events to engage, educate, and recruit and will involve community partners.

### Public Contact Information

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## Columbus State Community College

### Overview

**Lead Applicant Organization Name:** Columbus State Community College

**Project Title/Name**: Central Ohio Engineering Technician Initiative

**Award Amount**: $5,696,431

**Applicant Type**: Consortium

**Industry Sector(s)**: Advanced Manufacturing

**Geographic Area Served/Labor Market Area**: Columbus, OH

**Total Estimated Number of Participants**: 817

**Project Purpose**: Ohio is experiencing significant growth in manufacturing. According to the White House’s Investing in America tool, $25.6 billion in private, manufacturing-centered investment is inbound to Central Ohio and will create 7,100 new jobs within three years. Intel (3,000 jobs), Honda/ LG (2,200 jobs), Invenergy (800 jobs), Hyperion (700 jobs), and Amgen (400 jobs) will create these jobs on top of existing regional demand to fill thousands of unfilled positions while contending with low 3.4% unemployment. As such, the White House designated Columbus a “Workforce Hub,” one of five such designations nationally, where rapid job creation creates tremendous opportunities for workers. Serving the greater Columbus area,

Columbus State Community College (CCSC) submits this application as a labor market-focused consortium including Marion Technical College (MTC) and Central Ohio Technical College (COTC). The application addresses equity gaps and capacity needs in Engineering Technician career pathways. Partners include the Ohio Assoc. of Community Colleges, Central Ohio Manufacturing Partnership, Ohio Manufacturers Association, Hard Hatted Women of Ohio, and numerous employers.

### SCC Partnership

**Institution Consortium Partners**

Central Ohio Technical College

Marion Technical College

**Sector Convener**

Central Ohio Manufacturing Partnership

**Employer Partners** (Manufacturing Sector)

Amgen

Andelyn

Columbus Partnership

Honda

Honda LG Energy Solution

Intel

Mid-Ohio Regional Planning Commission (MORPC)

Nucor Steel Marion

Ohio Manufacturers Association

OhioHealth

STAQ Pharma

**Workforce Development System Partner(s)**

Workforce Development Board of Central Ohio

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Hard Hatted Women of Ohio (HHW)

International Brotherhood of Electrical Workers (IBEW) Local Union No. 1105

**Community-Based Organization(s)**

Columbus Urban League

**Other Optional Partner(s)**

Ohio Association of Community Colleges

### Project Information

**Key Equity Gap(s) to be Addressed:** This application seeks to improve representation of underrepresented demographics, **particularly women**, in the targeted career pathways through enhanced recruitment and engagement, focused support contributing to postsecondary completion, and connection to employment via earn-and-learn initiatives**. Specifically, the proposal seeks to double the number of women enrolled in and completing targeted certificate and degree programs**. Women are the primary underserved community identified in this proposal with focus on engaging women of color, those from rural communities, and those contending with persistent poverty. This focus derives from a corporate goal to hire 50% female technicians at a new Intel fabrication plant, which will hire 3,000 technicians by 2025. In the regional labor market, women are underrepresented in the manufacturing workforce, which comprises 29% women and 71% men. Even relative to the regional workforce, women are further underrepresented in the certificate and degree programs targeted in this proposal. At

partnering colleges, enrollment in targeted programs is 15% female; 18% of completers are female.

**Occupations Targeted for Good Jobs:** Standard Occupational Codes aligned with Manufacturing Engineering Technicians and Technologies

**Career Pathways Program(s) to be Enhanced**: Engineering Technologies (Mechanical, Electrical, Electro-Mechanical, Electronic, Robotics and Automation, Smart Manufacturing, Semiconductor); Automotive Technology, Aviation Technology; Industrial Waste and Water Management; Pharmaceutical Manufacturing and Biotechnology

**Industry-Recognized Credentials(s) to be Awarded:** Various technical certificates in engineering technologies

**Subrecipient Activities:** Central Ohio Technical College and Marion TechnicalCollege are subrecipients. They will deliver the same scope of work described aboveserving 160 and 57 participants, respectively**.**

**Past SCC Experience:** N/A

### Summary of Program Activities

This project will serve 817 participants and enhanceEngineering Technician pathways via the following strategy options.

* A4: Strengthen paid, work-based learning - Based on Columbus State’s Modern Manufacturing Work Study (MMWS) program, all colleges will implement and scale **structured earn-and-learn pathways**, including Registered Apprenticeships, in targeted pathways.
* A6: Provide leveraged employer resources - Improve and scale the integration of **employer mentorship** in support of paid work-based learning opportunities, especially earn-and-learn pathways.
* B1: Provide navigation/ coaching services - Deepen resources for **intrusive advisement and career navigation** for students in targeted pathways to support retention. Incorporate Hard Hatted Women’s (HHW) **WISE Pathways** initiative, which provides navigation for women.
* B2: Provide wrap-around/ support services - Facilitate **childcare soluti**ons for students that are parents with on-campus childcare resources and partnerships with community-based organizations (via Strategy Option B3). Enhance math readiness support via Strategy Option C4.
* B3: Collaborate with community-based organizations (CBOs)- Collaborations with local CBOs will engage and recruit underrepresented populations, and provide supportive services, especially childcare for students that are parents.
* B4: Collaborate with a worker organization - Engage HHW Ohio, via its **WISE Pathwa**ys initiative, to support recruitment, engagement, retention, and completion of women in targeted pathways. Recruit and incorporate “role model” mentors to support participants.
* C1: Enhance noncredit to credit articulation - Leverage Ohio Manufacturing Association’s EDA Good Jobs Challenge grant and Ohio’s TechCred program, which are building a noncredit Entry-Level Learn and Earn (ELLE) program and Industry Recognized Credential training capacity.
* C2: Incorporate paid work-based learning - Based on Columbus State’s MMWS program, implement and scale **structured earn-and-learn pathways**, including Registered Apprenticeships, in targeted pathways. Employers engage in **structured mentorship**.
* C4: Integrated and accelerated foundation skills - **Enhance math readiness** by removing prerequisite math in targeted pathways. Incorporate integrated/contextualized and co-requisite math instruction to support improved math learning; supplement with enhanced math tutoring.

### Public Contact Information

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## Delgado Community College

### Overview

**Lead Applicant Organization Name:** Delgado Community College

**Project Title/Name**: Greater New Orleans Infrastructure Partnership: Bridging the Representation Gap in Infrastructure-Related Careers

**Award Amount**: $5,750,000

**Applicant Type**: Consortium

**Industry Sector(s)**: Infrastructure (Subsectors: Construction, Energy, and Transportation/Logistics)

**Geographic Area Served/Labor Market Area**: Greater New Orleans (Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, St. James, St. John the Baptist, St. Tammany, and Washington parishes)

**Total Estimated Number of Participants**: 915

**Project Purpose:** The Greater New Orleans Infrastructure Partnership (GNO Infrastructure Partnership), led by Delgado Community College in partnership with Northshore Technical Community College, Nunez Community College, and River Parishes Community College, will provide essential training opportunities and access to pathways into Good Jobs for residents across the 10-parish region of Greater New Orleans (GNO).

### SCC Partnership

**Institution Consortium Partners**

Northshore Technical Community College

Nunez Community College

River Parishes Community College

**Sector Convener**

Northshore Technical Community College

**Employer Partners** (Infrastructure Sector)

Port of New Orleans (Transportation/Logistics subsector)

Entergy Louisiana (Energy subsector)

Laitram (Construction subsector)

Pemo’s Truck and Trailer Repair (Transportation subsector)

Intracoastal Tug and Barge Company (Transportation/Logistics subsector)

New Orleans Regional Transit Authority (Transportation subsector)

Associated Terminals (Logistics subsector)

CLECO (Energy subsector)

Soggy Bottom Power (Energy subsector)

Louisiana CAT (Construction subsector)

**Workforce Development System Partners**

First Planning District Workforce Development Board (Tri-Parish Works)

Jefferson Workforce Connection

New Orleans Workforce Development Board (New Orleans Mayor’s Office of Workforce Development)

**Worker Organization(s), Labor-Management Partners hip(s), or Labor Union(s)**

Boilermakers Local Union 37

**Community-Based Organization(s)**

Louisiana Parole Project

United Way of Southeast Louisiana

Hispanic Chamber of Louisiana

### Project Information

**Key Equity Gap(s) to be Addressed:** The GNO Infrastructure Partnership aims to better align representation in targeted occupations by removing access barriers to program enrollment, program completion, and employment for minority students so they can benefit equitably from recent infrastructure investments.

**Occupations Targeted for Good Jobs:** Bus and Truck Mechanics; Diesel Engine Specialists; Heavy and Tractor-Trailer Drivers; Other Construction Equipment Operators; Automotive Service Technicians and Mechanics; Electrical Power-Line Installers and Repairers; Petroleum Pump System Operators, Refinery Operators and Gaugers; Chemical Technicians; Industrial Machinery Mechanics; Millwrights

**Career Pathways Program(s) to be Enhanced**: Diesel Technology, Heavy Equipment Operator,

Commercial Vehicle Operations, Process Technology, Motor Vehicle Technology, Industrial Maintenance, Electric Line Technology

**Strategy Options Proposed**: A1, A3, B2, B4, and C3

**Industry-Recognized Credentials(s) to be Awarded:**

* **Non-credit**:CDL HazMat Endorsement; Commercial Driver’s License; Automobile & Light Truck Certification; NCCER Heavy Equipment Level 1; OSHA 10 General Industry; Entry level ASE medium/heavy Truck Engines; Entry level ASE medium /heavy Truck Electrical/Electronic systems; Entry level ASE medium /heavy truck Brakes; Entry Level ASE medium/heavy truck Inspections, Maintenance and Minor Repair; Entry level ASE medium /heavy truck; Steering and Suspension; Entry level ASE Heating & Air conditioning; Fluid power Hydraulics certification; NCCER Heavy Equipment Operator Level I; NCCER Core; NCCER Millwright Level 1; Associate of General Studies, Certificate of Technical Studies in Electric Line Technology, Career and Technical Certificate in Electric Line Crew Leader, Career and Technical Certificate in Electric Line Maintenance, Career and Technical Certificate in Electric Line Helper I
* **For-credit**: CTC in Automotive Technology; CTS in Automotive Technology, Associate of Applied Science in Automotive Technology; Process Technology Support Technician; CTS in Process Technology; Technical Diploma in Process Technology; Associate of Applied Science in Process Technology; Associate of Applied Science in Process Technology-Fast Track CTS in Industrial Maintenance Technology; Technical Diploma in Industrial Maintenance Technology; Associate of Applied Science in Industrial Maintenance Technology

**Subrecipient Activities:** The Greater New Orleans Development Foundation will serve as the sector convenor, project manager, and data aggregator. Through its existing relationships with employers and relevant infrastructure-related stakeholders, GNODF will support the Greater New Orleans Infrastructure Partnership by providing relevant labor market information, facilitating discussions among schools and employers, sharing regional and national infrastructure-related trends and priorities, and compiling ongoing data from each of the colleges.

As the project’s workforce system partners, Tri-Parish Works, Jefferson Workforce Connection, and New Orleans Mayor’s Office of Workforce Development will support the GNO Infrastructure Partnership by assessing potential candidates to ensure a match between the individuals' needs and the objectives of the targeted programs through existing client intake processes. By identifying and referring suitable candidates for participation, they will act as a bridge to educational and career advancement opportunities. These boards will not only play a pivotal in helping students maximize their WIOA funding but also in connecting them with partner organizations that can provide additional support services.

**Past SCC Experience:** N/A

### Summary of Program Activities

The GNO Infrastructure Partnership aims to narrow the representation gap in infrastructure-related careers in Southeast Louisiana by bringing together four community colleges, a region-wide sector convenor, and three workforce development boards in an unprecedented collaborative effort. Through this partnership, students and graduates of targeted career pathway programs will be able to better access Good Jobs by maximizing their potential WIOA funding, receiving referrals for wraparound support, and participating in career pathways that confer relevant industry-based credentials validate by employer partners. Additionally, employers will have a regional “front door” to provide input into college curricula and to tap into talented students/graduates of these targeted programs. Colleges will be able to ensure their programs are relevant, provide employer-validated hands-on learning opportunities, and integrate student perspectives through Student Advisory Councils. Equity metrics will be tracked and benchmarked against existing regional conditions to determine project effectiveness and possible collaborative corrective actions.

### Public Contact Information

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## East Mississippi Community College

### Overview

**Lead Applicant Organization Name:** East Mississippi Community College

**Project Title/Name**: EMCC Advanced Manufacturing Sector Initiative (EAMS)

**Award Amount**: $1,565,488

**Applicant Type**: Single Institution

**Industry Sector(s)**: Advanced Manufacturing

**Geographic Area Served/Labor Market Area**: The project serves a six-county region of

Northeastern Mississippi served by the applicant, East Mississippi Community College (EMCC)

and located in the state’s Golden Triangle region: Oktibbeha, Clay, Lowndes, Lauderdale,

Noxubee, and Kemper counties. Five of the six counties in the EMCC service delivery area fall

into the Southern Appalachian Region.

**Total Estimated Number of Participants**: 378

**Project Purpose:** To provide a skilled workforce for regional advanced manufacturing sector employers, and to provide financial security and good jobs with options for career advancement for low-income and unemployed/underemployed area residents, reducing equity gaps for Black/African American and female participants.

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

East Mississippi Community College

**Employer Partners** (Advanced Manufacturing Sector)

Yokohama Tire Company

Steel Dynamics

PACCAR Engine Company

Aluminum Dynamics

**Workforce Development System Partners**

MS Partnership/Three Rivers Planning & Dev. District (Regional Workforce Board)

Communiversity WIN Job Center (WIOA One-Stop)

Southern Mississippi Planning & Development District(Local Workforce Board)

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Mississippi Manufacturers Association (NIST-MEP Manufacturing Partnership Center)

**Community-Based Organization(s)**

Mississippi Construction Education Foundation

**Other Optional Partner(s)**

Golden Triangle Planning & Development District (Regional Economic Development Organization)

### Project Information

**Key Equity Gap(s) to be Addressed:** EMCC student demographic data reveals an equity gap in the enrollment, retention, and eventual graduation and employment of Black/African American and female students in the college’s Industrial & Engineering Technology career pathways programs. All six counties in the EMCC service area have median incomes below the federal poverty level (per WIOA guidance) and unemployment above the national average.

**Occupations Targeted for Good Jobs:** Electrical and Electronic Engineering Technologists and Technicians (17-3023), Industrial Engineering Technologists and Technicians (17-3026), and Electro-Mechanical and Mechatronics Technologists and Technicians (17-3024)

**Career Pathways Program(s) to be Enhanced**: Industrial & Engineering Technology Career Pathways in EMCC Training Programs: Mechatronics Technology, Industrial Maintenance, and Systems-Based Automation

**Strategy Options Proposed**

* A1: Strengthen EMCC advanced manufacturing sector career path training using employer guidance on curriculum development, lab infrastructure, and core competencies.
* A2: Hire an Advanced Manufacturing Navigator to provide pre-employment services and reemployment assistance.
* A3: Secure commitments of regional industry partners to interview qualified EAMS participants for advanced manufacturing sector job openings.
* A4: Provide work-based learning opportunities through internships in target occupations with partnering regional employers.
* B1: Hire an Advanced Manufacturing Navigator to provide supportive services to program participants.
* B2: Provide wrap-around social and academic services to EAMS participants.
* B3: Activate partnerships with community-based organizations for support services to underserved target populations (Black/African American and Female).
* B4: Collaborate with work-facing organizations serving Black/African-American and Female workers.
* C1: Strengthen noncredit-to-credit on-ramps to EMCC Mechatronics Technology, Industrial Maintenance, and Systems-Based Automation training programs.
* C2: Collaborate with regional employers to incorporate work-based learning /internships into EMCC advanced manufacturing career pathways.

**Industry-Recognized Credentials(s) to be Awarded:** All earned credentials are credit awards from EMCC; embedded industry-standard certifications are elements of the credit curriculum. EAMS participants will earn the following industry-recognized credentials: One-Year Certificates in Systems-Based Automation, Industrial Maintenance, or Mechatronics Technology; Associate of Applied Science degrees in Systems-Based Automation, Industrial Maintenance, or Mechatronics Technology. Industry-Recognized Certifications from Electronics Technicians Association International; National Center for Construction Education and Research (NCCER); and National Coalition of Certification Centers (NC3).

**Subrecipient Activities:** N/A

**Past SCC Experience:** N/A

### Summary of Program Activities

At the end of the SCC4 period of performance, EMCC anticipates additional partnerships with regionalemployers modeling Good Jobs Principles; increased numbers of EMCC graduates (EAMS completers)hired by regional advanced manufacturing sector employers; reduced enrollment, completion andemployment equity gaps for Black/African American and female students in manufacturing careerpathways programs at the college; and strengthened hands-on training labs in EMCC manufacturingcareer pathways programs.

### Public Contact Information

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## Grand Rapids Community College

### Overview

**Lead Applicant Organization Name:** Grand Rapids Community College

**Project Title/Name**: Michigan Tech Career Pathways Coalition

**Award Amount**: $5,515,501

**Applicant Type**: Consortium

**Industry Sector(s)**: Information Technology

**Geographic Area Served/Labor Market Area**: West Michigan Economic Prosperity Region 4b, comprised of seven contiguous counties—Allegan, Barry, Ionia, Kent, Montcalm, Muskegon, and Ottawa Counties

**Total Estimated Number of Participants**: 662

**Project Purpose:** To build community college capacity to meet the skill development needs of regional employers and equitably support participants in obtaining good jobs in the tech sector.

### SCC Partnership.

**Institution Consortium Partners**

Muskegon Community College

**Sector Convener**

West Michigan Works!

**Employer Partners** (Information Technology Sector)

Shape Corp.

FlockX

White Knight Labs

NuWave Technology Partners

**Workforce Development System Partners**

West Michigan Works! (State Workforce Agency)

West Michigan Tech Talent (Sector-based Employer Council)

Technology Council of West Michigan (Sector-based Employer Council)

The Right Place (Economic Development)

Greater Muskegon Economic Development (Economic Development)

Lakeshore Advantage (Economic Development)

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

West Michigan Center for Arts and Technology (WMCAT), Public Agency Division (Human-Centered Design Consultancy)

**Community-Based Organization(s)**

Latin Americans for Progress (LAUP)

Grand Rapids Urban League

Hispanic Center of West Michigan

**Other Optional Partner(s)**

Davenport University

Ferris State University

Grand Valley State University

Michigan Tech University

Western Michigan University

### Project Information

**Key Equity Gap(s) to be Addressed:** The project will remove barriers and support enrollment and success in completion and employment for the targeted student communities. The student communities at the center of the equity gaps are females, Black/African Americans, Hispanic/Latinos, and/or low-income individuals as defined in WIOA Sec. 3(36).

**Occupations Targeted for Good Jobs:** Computer & Information Systems Managers; Project Management Specialists; Online Merchants; Computer Systems Analysts; Information Security Analysts ; Computer Network Support Specialists; Computer User Support Specialists; Computer Network Architects; Database Administrators; Database Architects; Data Warehousing Specialists; Network and Computer Systems Administrators; Blockchain Engineers; Data Scientists; Business Intelligence Analysts; Software Developers; Software Quality Assurance Analysts & Testers; Web Developers; Web and Digital Interface Designers; Video Game Designers; Penetration Testers; Geographic Info Systems Technologists & Techs; Digital Forensics Analysts; Information Technology Project Managers; Market Research Analysists & Marketing Specialists; Validation Engineers; Mechatronics Engineers; Robotics Engineers; Electrical Engineering Technologists & Techs; Industrial Engineering Technologists & Techs; Mechanical Engineering Technologists & Techs; Special Effects Artists and Animators; Audio and Video Technicians; Media & Communication Equip. Workers; Radio, Cellular & Tower Equip. Analysts & Repairers; Electrical Power-Line Installers and Repairers; Health Info Technologists & Medical Registrars; Telecommunications Line Installers & Repairers; Electromechanical Equipment Assemblers; CNC Tool Programmers

**Career Pathways Program(s) to be Enhanced**: Communications and Broadband Installation; Cybersecurity; Computer Programming; Computer Support; Web/UX Design, Graphics/Web Development; Network Administration; Computer Information Systems; Computer Science; Artificial Intelligence; Automation; Manufacturing and Applied Technology; Data Science; Data Analytics

**Strategy Options Proposed:** A1, A2, A3, A6, B1, C1, C3, C4, C6, C7

**Industry-Recognized Credentials(s) to be Awarded:** Short-term/micro-credentials (non-credit), certificates (both non-credit/credit), and associate degrees (credit)

**Subrecipient Activities:** Participation on the project leadership team, contribute to proposed systems changes, employer/sector engagement, participation in human-centered design to address equity issues and incorporate student voice, interact with participants in project activities.

**Past SCC Experience:** SCC1 – healthcare sector (MI-35900-21-60-A-26); Grand Rapids Community College (lead), Muskegon Community College (member), Lansing Community College (member), Alpena Community College (member), Oakland Community College (Members)

### Summary of Program Activities

First, tech sector employers will be deeply engaged in the processes of validating labor market data and co-creating, refining, and aligning curricula for the tech career pathways programs via the region’s closed-loop feedback process. The second aspect to be sustained will be the centralized career services model. With the infrastructure in place and data from the project evaluation to support the most effective components, both colleges will be prepared to scale the model by expanding it to other program/industry areas at their respective institutions. The third aspect to be sustained will be the option for students in IT career pathwaysto earn credit for prior learning (CPL), which will be achieved via policy changes that streamline a CPL process for students and faculty, expand the number of faculty involved in the assessment process, build additional partnerships with employers, and identify ways to reduce or offset costs for interested students. Fourth, GRCC and MCC will map their curricula to accomplish non-credit to credit articulation in at least four IT pathways, as well as articulation from secondary to postsecondary and 2-year to 4-year degree programs. The fifth key aspect to be sustained will be providing flexible instruction options and accelerated scheduling for courses in the IT pathways programs to allow students to reach academic milestones more quickly and enter or advance in their careers. Finally, identified equity outcomes will be improved for the target student communities.

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## Hudson County Community College

### Overview

**Lead Applicant Organization Name:** Hudson County Community College

**Project Title/Name**: Strengthening Community College Training Grant at Hudson County Community College (HCCC)

**Award Amount**: $1,750,000

**Applicant Type**: Single Institution

**Industry Sector(s)**: Financial Services Sector and Technology Sector

**Geographic Area Served/Labor Market Area**: Hudson County, NJ

**Total Estimated Number of Participants**: 375

**Project Purpose:** To increase workforce development capacity in Financial Services and Technology sectors: Financial Services and Technology.

### SCC Partnership.

**Institution Consortium Partners:** N/A

**Sector Convener**

Hudson County Community College

**Employer Partners** (Information Technology Sector)

eMazzanti Technologies

AP Business Services

Bank of America

ConnectOne Bank

Citizens Bank

Julius Rose Insurance Agency

PNC Financial Services

Provident Bank

XMG Inc

**Workforce Development System Partners**

Hudson County/Jersey City Workforce Devel. Board

Hudson County Economic Development Corporation

State Employment and Training Commission

NJ DOL Division of Vocational Rehabilitation

Hudson County Chamber of Commerce

Statewide Hispanic Chamber of Commerce

African American Chamber of Commerce

NJ Council of Community Colleges

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

International Federation of Professional and Technical Engineers (IFPTE) Local 194

**Community-Based Organization(s)**

North Hudson Community Action Corporation

Alliance Community Healthcare

New Jersey Reentry Corporation

Rutgers Center for Advanced Infrastructure and Transportation

Rutgers Youth Success Program

County of Hudson Department of Housing and Community Reintegration, Division of Housing and Community Development

CompTIA

St. Peter’s University’s Center for Career

Engagement and Experiential Learning

Greater Bergen Community Action

### Project Information

**Key Equity Gap(s) to be Addressed:** Equity gaps for women, Black/African American, and Hispanic/Latinx communities (in our case, these are also low-income)

**Occupations Targeted for Good Jobs:**

Sales Tech, Operation Asst., Universal Banker, Customer Service Rep., SF Developer, SF Administrator, Sales, Ops. Mgr., SF Architect, SF Agile Business Analyst, Assoc. Bookkeeper, Tax Associate, Tax Expert, Payroll Asst, Expt. Bookkeeper, Payroll Manager, Full Charge Bookpr, Fin. & Admin. Mgr., Office Manager, CPA, Accountant, HR Manager, IT Support Specialist, Help Desk Technician, Tier1 Supt. Specialist, Desktop Supt. Spclst, Systems Supt. Tech, Cable Technician, Telecommunications Technician, Datacenter Support Technician, Network Engineer, System Administrator, Field Engineer, Senior Desk Analyst, Help Desk Analyst, Security Specialist, Security Analyst, Security Admin., Systems Admin., Security Engineer, Jr Data Analyst, Jr Level Business Analyst, Reporting Analyst, Clinical Analyst, Bus. Data Analyst, Marketing Analyst, Operation Analyst

**Career Pathways Program(s) to be Enhanced**: Financial Services (Salesforce and Accounting/Auditing career pathways) and Technology (Information Technology, Cybersecurity, and Data Analytics career pathways)

**Strategy Options Proposed:**

* A1: Improve process for incorporating employer input.
* A2: Add to existing job development staff.
* A4: Strengthen employer-offered, paid, work-based learning (internships, apprenticeships).
* A6: Provide leveraged employer resources including instructors, mentors, in-kind.
* B1: Provide career navigation and coaching services.
* B2: Provide wraparound social supports and incentivized advisement.
* B4: Collaborate with worker organization or labor union to engage underserved communities.
* C1: Enhance non-credit to credit articulation.
* C6: Implement or enhance credit for prior learning.
* C7: Provide flexible instruction

**Industry-Recognized Credentials(s) to be Awarded:** Non-Credit: Intuit Bookkeeping Professional Certification, Salesforce Sales Representative Professional Certification, Google IT Help Desk Professional Certification, Goggle Data Analyst Professional Certification, CompTIA IT Fundamentals, Intuit Certified Bookkeeping Professional Exam, Salesforce Administrator Certification Exam, CompTIA A+ Helpdesk, CompTIA Networking, CompTIA Cybersecurity.

**Subrecipient Activities:** N/A

**Past SCC Experience:** N/A

### Summary of Program Activities

* Formalize Stakeholder/Project Advisory Boards; engage Students and Alumni on Advisory Boards; engage partners in design of project elements/curricula.
* Leveraging of resources from all stakeholder partners; diversifying funding sources; drawing upon success to compete for additional grant funding.
* Flexible course modalities expansion. Credit for Prior Learning evaluated for all students upon enrollment. Internal articulations for students to obtain credit for workforce programs. Stackable credentials from non-credit to credit clearly communicated and nested into academic certificates and degrees. Non-credit and credit enrollment standardized to streamline transfers among programs.
* Strengthen relationships with employers who will: participate and lead events to prepare students for the workforce; curriculum review to ensure practical skills training; provide experiential learning opportunities for students to actualize their technical instruction.
* Credit for prior learning, streamlined enrollment, career advising, wraparound supports, stackable credentials, job placement assistance, job support, rigorous data collection and analysis. Participation in employer DEI initiatives to leverage common work.

### Public Contact Information

**Point of Contact Name and Title:** Lori Margolin, Associate Vice President of School of Continuing Education and Workforce Development

**Institution**: Hudson County Community College

**Address**: Culinary Conference Center, Room 504, Jersey City, NJ 07306

**Phone Number**: (201) 360-4242

**Email Address**: [lmargolin@hccc.edu](mailto:lmargolin@hccc.edu)

## Junior College District of East Central Missouri

### Overview

**Lead Applicant Organization Name:** Junior College District of East Central Missouri (East Central College)

**Project Title/Name**: BREATH: Bringing Respiratory Education and Access to the Heartland

**Award Amount**: $5,525,720

**Applicant Type**: Consortium

**Industry Sector(s)**: Healthcare

**Geographic Area Served/Labor Market Area**: Missouri counties of Howard, Franklin, Warren, Gasconade, Osage, Maries, Phelps, Dent, Crawford, Washington, Adair, Audrain, Boone, Chariton, Clark, Howard, Knox, Lewis, Macon, Marion, Monroe, Ralls, Randolph, Schuyler, Scotland, Shelby, Atchison, Holt, Andrew, Nodaway, Worth, Gentry, DeKalb, Harrison, Daviess, Caldwell, Livingston, Grundy, Mercer, Putnam, Sullivan, Linn, Benton, Camden, Carroll, Cole, Cooper, Henry, Hickory, Johnson, Miller, Moniteau, Morgan, Pettis, Saline, St. Clair, Bollinger, Butler, Cape Girardeau, Carter, Dunklin, Howell, Mississippi, New Madrid, Oregon, Pemiscot, Reynolds, Ripley, Scott, Stoddard, and Wayne

**Total Estimated Number of Participants**: 200

**Project Purpose:** To use an existing Consortium model (Missouri Health Professions Consortium) to provide students across 70 primarily rural and low-income counties in Missouri the opportunity to obtain first an associate degree in respiratory care and later a bachelor's degree for advancement opportunities.

### SCC Partnership.

**Institution Consortium Partners**

Moberly Area Community College

North Central Missouri College

State Fair Community College  
Three Rivers College

**Sector Convener**

Missouri Healthcare Professions Consortium (Community College Consortium)

**Employer Partners** (Healthcare Sector)

Missouri Baptist Sullivan Hospital

Boone Health

Bothwell Regional Health Center

Golden Valley Memorial Healthcare

Hannibal Regional Healthcare

Missouri Delta Medical Center

Mercy Hospital Washington

Mosaic Life Care

Poplar Bluff Regional Medical Center

Phelps Health

**Workforce Development System Partners**

Missouri Department of Higher Education and Workforce Development

Regional Missouri Workforce Development in MHPC Service Areas (Local and Regional Workforce Development Boards)

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Missouri Hospital Association (Worker Organization)

Missouri Society for Respiratory Care(Worker Organization)

**Community-Based Organization(s)**

Compass Health Network (Federally Qualified Health Center)

**Other Optional Partner(s)**

Central Methodist University

### Project Information

**Key Equity Gap(s) to be Addressed:** The underserved student population of rural, low-income students has an equity gap related to access to this career pathway and degree, and graduation outcomes.

**Occupations Targeted for Good Jobs:** Respiratory Therapist

**Career Pathways Program(s) to be Enhanced**: Respiratory Care

**Strategy Options Proposed:**

* A1: Improve current process of obtaining and incorporating ongoing sector-wide employer input on curriculum and program development by establishing a Consortium-wide advisory board to inform on curriculum, work-ready skills, and graduate performance.
* A4: Expand the “Earn While you Learn” program currently in place with other allied health programs within the Consortium colleges, to the newly established respiratory care program. This is an employer-offered paid work-based learning opportunity.
* A6: Provide leveraged employer resources, including clinical instructors, clinical placements, mentors, lab equipment and supplies.
* B2: Provide wrap-around/support services and benefits, which include emergency fund assistance, internet hot spot access, laptop mobile device, tutoring and technology assistance, transportation stipends toassist with expenses for travel to Consortium group labs. In addition, access to local mental health services and medical care.
* B3: MHPC partners with local community health centers to provide wrap around services such as mental health, dental care, and medical care including pre-clinical physical examination and vaccinations at low or no cost for eligible students.
* B4: Collaborate with Missouri Hospital Association (MHA) and Missouri Society for Respiratory Care (MSRC), worker organizations in the healthcare sector, who acts as an advocate for respiratory therapists in this healthcare sector. They will provide educational and professional networking opportunities for faculty and students. In addition, will assist with a state-wide respiratory care career awareness campaign. Also, MHPC partners with MHA for accurate data and metrics to assess effectiveness of the project.
* C2: Incorporate (paid) work-based learning in institution’s curriculum by establishing a Registered Apprenticeship Program for the Respiratory healthcare sector in addition to enhancing the already existing "Earn While you Learn" program offered in the Consortium college’s current programs.
* C3: Provide hands-on training in-person and virtually, with state-of-the-art classroom distance learning technology and clinical simulation equipment.
* C7: Provide flexible instruction, to include hybrid and flexible modalities that will include remote lecture content, some online labs, and flexible scheduled joint Consortium labs at multiple sites across the region to minimize travel.

**Industry-Recognized Credentials(s) to be Awarded**: This program will enable students to complete an Associate of Applied Science (AAS) degree andbecome eligible to sit for the National Board for Respiratory Care, obtaining the Registered Respiratory Therapy (RRT) credential.

**Subrecipient Activities:** [Not included in Abstract]

**Past SCC Experience:** N/A

### Summary of Program Activities

[Not included in Abstract]

### Public Contact Information

**Point of Contact Name and Title:** Dr. Robyn Walter, Vice President of Academic Affairs

**Institution**: East Central College

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## Palm Beach State College

### Overview

**Lead Applicant Organization Name:** Palm Beach State College

**Project Title/Name**: Completion, Collaboration, and Culture in Construction (PBSC4C)

**Award Amount**: $1,750,000

**Applicant Type**: Single Institution

**Industry Sector(s)**: Construction

**Geographic Area Served/Labor Market Area**: Palm Beach County, Florida

**Total Estimated Number of Participants**: 2,458

**Project Purpose**: To address equity gaps in enrollment and completion for Black/African American and Hispanic/Latino students in construction pathways by providing targeted advising/career navigation, wraparound supports, and program enhancements for existing and emerging programs (including a college-sponsored apprenticeship) that meet regional workforce needs. The project will leverage institutional and partner resources to reenergize advisory groups, increase linkages to community-based organizations, support student voice activities, and deliver interdisciplinary instruction by co-locating construction trades training.

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

Palm Beach State College

**Employer Partners** (Construction Sector)

Hedrick Brothers Construction

Gilmore Electric

JW Fire and Security LLC

Kaufman Lynn Construction

Current Connections, Inc.

Farmer and Irwin Corp.

Knight Electric

Crime Prevention Security Systems

Verdex Construction, Inc.

CMI Air Conditioning and Electrical

ADT Commercial/Everon

TWC Services, Related Companies

**Workforce Development System Partner(s)**

CareerSource Palm Beach County

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Alarm Association of Florida (Nonprofit training provider focused on the security, fire, and low voltage workforce. AAF provides on-the-job training for PBSC’s Security and Automation Systems Technician program and is a professional organization that recruits students)

**Community-Based Organization(s)**

### Hispanic Human Resources Council, Inc.

Urban League of Palm Beach County

**Other Optional Partner(s)**

Christina Lambert, City Commissioner, District 5

Cities of Lake Worth Beach, South Bay, and Pahokee

### Project Information

**Key Equity Gap(s) to be Addressed:** Black/African American and Hispanic/Latino students at PBSC are enrolling, persisting, and Construction pathways programs at significantly lower rates than “Other” student communities. PBSC4C will address institutional equity gaps by focusing targeted strategies on the student groups at the center of these equity gaps.

**Occupations Targeted for Good Jobs:** Construction Managers; Construction Cost Estimators; Construction Project Management Specialists; First-line Supervisors of Construction Trades; Carpenters; Electricians; Plumbers, Pipefitters, and Steamfitters; Sheet Metal Workers; Construction and Building Inspectors; First-line Supervisors of Mechanics, Installers, and Repairers; Security and Fire Alarm Installers; Heating, Air Conditioning, and Refrigeration Mechanics and Installers; Stationary Engineers and Boiler Operators

**Career Pathways Program(s) to be Enhanced**: The project will enhance 8 existing pathways programs by implementing interdisciplinary skills training, culturally specific methodologies, external linkages, and new technologies. Additionally, the project will implement 4 emerging programs, including Plumbing Career Certificate Program (1,080 hours), Building Construction Design College Credit Program (900 hours), Carpentry Career Certificate Program (1,200 hours), Low Voltage Apprenticeship Program (2-year, college-sponsored apprenticeship). The emerging programs have been developed using Florida Department of Education frameworks and are ready to be submitted for approval.

**Strategy Options Proposed**: A1, A3, A5, B1, B2, B3, C3, C7

**Industry-Recognized Credentials(s) to be Awarded:** Florida Ready to Work Certificates; OSHA 10/30; HVAC Excellence Certifications (3); EPA Section 608 Technician Certification; NCCER Core, NCCER Level 1, Level 2 , Level 3, and Level 4 Electronic Systems Technician; Florida Fire Alarm Systems Agent/Burglar Alarm Systems Agent; North American Technician Excellence (NATE) Core and NATE Air to Air Heat Pump (HVAC); HVAC Excellence (5 Certifications); Electrical Apprenticeship Journeyman. All credentials earned in Career Certificate Programs are non-credit. NCCER Credentials for emerging programs will be aligned to Florida Dept. of Education pathways and employer needs.

**Subrecipient Activities:** N/A

**Past SCC Experience:** N/A

### Summary of Program Activities

### Key PBSC Activities will be:

* Hire dedicated Project Director, Postsecondary Advisor and Industry Coordinator to plan and deliver project interventions.
* Align emerging construction pathways programs to regional labor market needs using employers and subject matter experts.
* Implement and scale the Business and Industry Leadership Team (BILT) model of employer engagement to reenergize and realign advisory committees in all construction pathways programs.
* Provide wraparound and supportive services for target populations by leveraging college resources and linkages to external partners.
* Provide screening and assessments for all project participants.
* Track industry-recognized certificates earned by student participants.
* Increase linkages to community-based organizations that represent target student groups.
* Offer stipends for students to participate as Champions.
* Support interdisciplinary skills training by co-locating construction programs in the CTCWI.
* Enhance construction pathways programs through simulations, culturally responsive instruction and materials, and flexible scheduling.

At the end of the grant period:

* Black/African American students and Hispanic/Latino students at PBSC will demonstrate improved enrollment, persistence, and completion to close equity gaps in Construction pathways programs.
* 4 emerging Construction pathways programs will be implemented by Month 8, including PBSC’s first college-sponsored apprenticeship program (Low Voltage).
* The BILT model of employer (advisory) engagement will be institutionalized and scaled to all Construction pathways programs.
* Construction training programs will be co-located in the Construction Technologies Center for Workforce Innovation.
* Students will have interdisciplinary training, culturally responsive instruction, and simulations to build real-world collaboration skills.
* New employer partners will be engaged and committed to interviewing and providing opportunities for completers.
* New community-based partners will be engaged in sustaining activities that support students.

### Public Contact Information

**Point of Contact Name and Title**: Eligio Marquez Veray, Associate Dean, Trade and Industry

**Institution**: Palm Beach State College

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## Rock Valley College

### Overview

**Lead Applicant Organization Name:** Rock Valley College

**Project Title/Name**: Northern Illinois Advanced Manufacturing Pathways for Equity and Diversity (“AMPED”) Initiative

**Award Amount**: $5,585,017

**Applicant Type**: Consortium

**Industry Sector(s)**: Advanced Manufacturing

**Geographic Area Served/Labor Market Area**: Northern Illinois

**Total Estimated Number of Participants**: 700

**Project Purpose:** Northern Illinois, a region critical to and reliant on the manufacturing industry, is making major strides toward growing the sector, but is hampered by a workforce shortage and persistent equity gaps. A consortium of community colleges, led by Rock Valley College with partners Highland Community College and McHenry County College, seeks $5.7M to support the Northern Illinois Advanced Manufacturing Pathways for Equity and Diversity

(“AMPED”) Initiative aimed at (1) enhancing sector-based career pathways, (2) addressing equity gaps within the institutions and their surrounding communities, (3) connecting Northern Illinois residents to good jobs, and (4) improving the capacity of community colleges to support students through to completion. Partners include the Illinois Manufacturer’s Association, Illinois Community College Board, the McHenry County Workforce Network, Union Local 23, the Illinois Migrant Council, Goodwill Northern Illinois, and more.

### SCC Partnership.

**Institution Consortium Partners**

McHenry County College

Highland Community College

**Sector Convener**

Illinois Manufacturer’s Association

**Employer Partners** (Manufacturing Sector)

TC Industries

Scot Forge

PetDine

Danfoss Power Solutions

Coilcraft

**Workforce Development System Partners**

McHenry County Workforce Network

Workforce Connection

Manufacturing Pathways Consortium

Growth Dimensions Economic Development

Northwest Illinois Economic Development

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Plumbers & Pipefitters Union Local 23

The Society for Human Resource Management Stateline Chapter

The Rock Valley Tooling & Machining Association

**Community-Based Organization(s)**

Zion West Enterprises

Turning Point Domestic Violence Services

Metform

Illinois Migrant Council

Home of the Sparrow

Goodwill Northern Illinois

Boys & Girls Club of Freeport & Stephenson County

Greater Freeport Partnership

**Other Optional Partner(s)**

Illinois Community College Board

### Project Information

**Key Equity Gap(s) to be Addressed:** This application seeks to improve representation of underrepresented demographics, particularly women, as well as Black/African American and Hispanic/Latino populations, in the targeted career pathways through enhanced recruitment and engagement, focused support contributing to postsecondary completion, and connection to employment. Specifically, the proposal seeks to double the number of women enrolled in and completing targeted certificate and degree programs and increase completion and employment among Black/African American and Hispanic/Latino populations by 30%. Women are woefully underrepresented both in consortium school manufacturing pathways, as well as in the industry at large. There is an approximately 40% gap in female enrollment in manufacturing programs in comparison to general enrollment, and women comprise only a quarter of the manufacturing workforce. Regional data show that Black/African American and

Hispanic/Latino populations in the target region suffer from disproportionately high unemployment and poverty rates, when compared with White population; three times as much in some cases.

**Occupations Targeted for Good Jobs:** Standard Occupational Codes aligned with Manufacturing Engineering Technicians and Technologies

**Career Pathways Program(s) to be Enhanced**: Welding & Fabrication, Industrial Maintenance, Engineering Technology (Mechanical, Industrial, Automation), Manufacturing Technician, Mechatronics, CNC Machining

**Industry-Recognized Credentials(s) to be Awarded**: Various technical certificates in engineering technologies

**Subrecipient Activities**: McHenry County College and Highland Community College are subrecipients. They will deliver the same scope of work described above serving 200 participants each.

**Past SCC Experience:** N/A

### Summary of Program Activities/Strategy Options Proposed

This project will serve 700 participants and enhance Advanced Manufacturing pathways via the following strategy options.

* A4: Strengthen paid, work-based learning - Employer partners will be engaged to provide work-based learning opportunities and curricula enhancements.
* A6: Provide leveraged employer resources - Employer partners will leverage resources, such as support for work-based learning in the form of wages, mentorships, and job shadowing; guest speakers for class enrichment; equipment and supplies.
* B1: Provide navigation/ coaching services - Deepen resources for intrusive advisement and career navigation for students in targeted pathways to support retention.
* B2: Provide wrap-around/ support services - Partnerships with community-based organizations will be utilized to provide support in the form of transportation, childcare, tutoring, or whatever barriers to success face underrepresented groups targeted in this proposal.
* B3: Collaborate with community-based organizations (CBOs)- Collaborations with local CBOs will engage and recruit underrepresented populations and provide supportive services.
* B4: Collaborate with a worker organization - Engage Plumbers & Pipefitters Local Union 23, the Rock River Valley Tooling & Machining Association, and the Society of Human Resource Management to support recruitment, engagement, retention, and completion of target populations.
* C1: Enhance noncredit to credit articulation - Create clearly articulated pathways for transition from non-credit to credit articulation.
* C2: Incorporate paid work-based learning - Leverage consortium schools’ work-based learning structure for credit-based programs to provide work-based learning opportunities to non-credit workforce pathway programs.
* C3: Provide hands-on training in person or virtually, such as through technology-enabled simulations.
* C4: Integrated and accelerated foundation skills.
* C5: Implement competency-based education/assessment.
* C7: Provide flexible instruction, including online, hybrid, flexible sequencing, courses offered at multiple locations and/or times, modularized curricula, block scheduling, cohort scheduling, and self-paced learning.

### Public Contact Information

**Point of Contact Name and Title:** Heather Snider, Vice President, Institutional Effectiveness & Communications

**Institution**: Rock Valley College

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**Phone Number**: 815-921-4075

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## Santiago Canyon College

### Overview

**Lead Applicant Organization Name:** Santiago Canyon College

**Project Title/Name**: ECU (Energy/Construction/Utilities) Futures

**Award Amount**: $1,750,000

**Applicant Type**: Single Institution

**Industry Sector(s)**: Energy/Construction/Utilities Industry Sector

**Geographic Area Served/Labor Market Area**: Orange County, California

**Total Estimated Number of Participants**: 525

**Project Purpose:** The ECU Futures project will provide targeted recruitment, thorough orientation and onboarding, comprehensive training programs with integrated support systems to increase access to high-paying, in-demand middle-skill jobs in the Energy/Construction/Utilities Sector to address income gap disparities in the region and inequitable representation in the industry.

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

Santiago Canyon College

**Employer Partners** (Energy/Construction/Utilities Sector)

4 Leaf, Inc

City of Azusa

El Toro Water District

Metropolitan Water District

Moulton Niguel Water District

Willdan Engineering

**Workforce Development System Partner(s)**

Anaheim Workforce Development Board

Orange County Workforce Development Board

Santa Ana Workforce Development Board

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Orange County Electrical Training Trust (Apprenticeship Program)

**Community-Based Organization(s)**

Hispanic Chamber

Orange County Conservation Corps

City of Orange Chamber of Commerce

City of Orange Rotary

**Other Optional Partner(s)**

Orange County Regional Consortium (Regional Community College Career

Education Collaborative)

### Project Information

**Key Equity Gap(s) to be Addressed:** Underrepresentation of Hispanic, African-American, and women employees in high-paying occupations in the Energy/Construction/Utilities industry sector.

**Occupations Targeted for Good Jobs:** Building Inspector/Code Enforcement Officer, Electrician, Water/Wastewater System Operator, Water Electronics Technician

**Career Pathways Program(s) to be Enhanced**: Construction, Electrician, Water/Wastewater Technology

**Strategy Options Proposed**:

* A1: Employer input on curriculum and program development.
* A2: Put in place job development staff.
* A3: Employer Commitment to interview qualified candidates
* B1: Provide Navigation/Coaching Services
* B2: Provide wrap-around/support services or benefits
* B3: Collaborate with community-based organization(s)
* B4: Collaborate with a worker organizations
* C1: Enhance non-credit to credit articulation.
* C2: Incorporate paid work-based learning
* C3: Provide hands-on training in-person or virtually
* C4: Provide integrated education and career-focused training programs
* C5: Implement competency-based education/assessment.
* C6: Implement or enhance credit for prior learning
* C7: Provide flexible instruction

**Industry-Recognized Credentials(s) to be Awarded:**

* **Construction**: The program prepares students for state certification and offers Certificates of Achievement and Associate in Science Degrees for them to advance in careers in the pathway: Code Enforcement Compliance, Construction Inspection, Construction Management, Environmental Management; and Certificates in Code Enforcement Officer, Public Administration and Policy, and Public Works.
* **Electrician**: In addition to attaining journeyman and master status through the apprenticeship program, students can also earn the following certificates and degrees for them to advance in careers in the pathway: Certificates of Achievement and Associates of Science Degrees in Electricity, Industrial; Electricity, Intelligent Transportation Systems; Electricity, Sound Installer; Electricity, Sound Technician.
* **Water/Wastewater Technology**: The program prepares students for state licensing exams (DI-D5 and T1-T4), as well as offers Certificates of Achievement and Associate of Science Degrees for them to advance in careers in the pathway: Wastewater/Environmental Sanitation. Water Distribution, Water Treatment; and Certificates in Wastewater Treatment, Water Conservation, Water Distribution, Water Treatment and Water Utility Management.

**Subrecipient Activities:** Workforce Development Board partners will work with Santiago Canyon College to build a cross-referral system.

**Past SCC Experience:** N/A

### Summary of Program Activities

ECU pathways will be re-structured to integrate student services and academic support through one-to-one guidance provided guidance during orientation; a dedicated Coordinator to monitor, assist students from entry through to completion, and secure and directly connect students to services and resources on campus and available through community partners; and provide academic skill development throughout the program. The project seeks to re-structure the career training programs to resemble apprenticeships and to strengthen employer partnerships to establish apprenticeship programs to sustain these comprehensive pathways after the grant ends.

### Public Contact Information

**Point of Contact Name and Title**: Dr. Jason Parks, Vice President of Academic Affairs

**Institution**: Santiago Canyon College

**Address**: 8045 East Chapman Ave., Orange, CA 92869

**Phone Number**: 714-628-4881

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## Southeast Kentucky Community and Technical College

### Overview

**Lead Applicant Organization Name:** Southeast Kentucky Community and Technical College

**Project Title/Name:** The GEO Project: Generating Energy Optimization

**Award Amount**: $1,728,412

**Applicant Type**: Single Institution

**Industry Sector(s)**: Renewable Energy

**Geographic Area Served/Labor Market Area**: The counties of Letcher, Harlan, Bell, and Knox in

Kentucky

**Total Estimated Number of Participants**: 400

**Project Purpose:** To enhance the following sector specific career pathways: Electrical Technology, Automotive Technology, Transportation and Electricity.

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

Southeast Kentucky Community and Technical College

**Employer Partners**

Combs Equipment (Transportation)

Chu-Con Incorporated (Automotive Technology)

Bluegrass Natural Resources (Electricity and Electrical Technology)

**Workforce Development System Partner(s)**

Eastern Kentucky Concentrated Employment Program (EKCEP)

**Community-Based Organization(s)**

KCEOC

Harlan County Community Action Agency

Bell/Whitley Community Action Agency

**Other Optional Partner(s)**

Kentucky Talent Pipeline Management Program (Kentucky Chamber of Commerce Workforce Program)

Vocationnel Réhabilitation Centers (Disability Assistance Program)

Kentucky Senate Bill 90 Case Navigator (Reentry to the Workforce or Training Pilot Program)

Drug Court (Recovery Program)

The SKCTC Essential Skills HUB (SKCTC Workforce HUB)

Chamber of Commerce

Recovery Centers (Drug Rehabilitation Center)

Operation UNITE (Drug Education and Recovery Program)

Skills USA (Student Workforce Program)

Hope Center (Addiction Recovery Center)

Adult Basic Education (GED Program)

### Project Information

**Key Equity Gap(s) to be Addressed:** The need to recruit, support and successfully remove academic barriers for low-income students/individuals and underserved populations and increase the number of women in the transportation sector.

**Occupations Targeted for Good Jobs:** Hybrid and Electric Vehicle Technician, Voice and Data Wiring Installer, Commercial Driver, and Basic Lineman

**Career Pathways Program(s) to be Enhanced**: Automotive Technology, Electrical Technology, Transportation, and Electricity

**Strategy Options Proposed**: A1, A2, B1, B2, B3 and C2, C3

**Industry-Recognized Credentials(s) to be Awarded:** Alternative Energies Level 1-Certificate, Voice and Data Wiring Installer Level 1-Certificate, Voice and Data Wiring Installer Level II-Certificate, Hybrid and Electric Vehicle Technician-Certificate and Basic Lineman-Certificate. All credentials are for credit.

**Subrecipient Activities:** N/A

**Past SCC Experience:** N/A

### Summary of Program Activities

This grant will make a difference in the recruitment and enrollment of participants into the stated sector specific career pathways programs. It will allow participants to earn an industry recognized credential in an occupation with family-sustaining wages. Additionally, our programs will be enhanced to better support the sector specific career pathways and address the identified equity gap within our college.

### Public Contact Information

**Point of Contact Name and Title**: Dr. Vic Adams, President, or Carrie Billett

**Institution**: Southeast Kentucky Community and Technical College

**Address**: 700 College Road, Cumberland, Ky. 40823

**Phone Number**: 606-589-2145

**Email Address**: [skctcpresident@kctcs.edu](mailto:skctcpresident@kctcs.edu)

## Southeastern Community College

### Overview

**Lead Applicant Organization Name:** Southeastern Community College

**Project Title/Name:** Transportation Career Pathway Program

**Award Amount**: $1,749,818

**Applicant Type**: Single Institution

**Industry Sector(s)**: Transportation & Warehousing: NAICS 48-49

**Geographic Area Served/Labor Market Area**: Eastern Iowa, Western Illinois, and Northern Missouri

**Total Estimated Number of Participants**: 582

**Project Purpose:** To remove barriers and support the enrollment, persistence, and completion of women (and others) who seek to obtain their Commercial Driver’s License (CDL).

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

Mississippi Valley Workforce Development Board (MVWDB)

**Employer Partners** (Transportation Sector)

Commercial Contracting Service

Crossroads Express

Ideal Ready Mix

Moutrie Trucking

Schneider

**Workforce Development System Partner(s)**

Mississippi Valley Workforce Development Board (MVWDB)

Iowa Vocational Rehabilitation Services, Burlington Area Office

IowaWORKS (Division of Iowa Workforce Development)

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Teamsters Local 238

**Community-Based Organization(s)**

Community Action of Southeast Iowa

**Other Optional Partner(s)**

Mt Pleasant Correctional Facility (MPCF) (Iowa Department of Corrections minimum-security facility)

### Project Information

**Key Equity Gap(s) to be Addressed:** This project proposes to advance equity in Commercial Driver’s License (CDL) education, credential attainment, and employment for 1) women, 2) returning citizens, and 3) Integrated Education and Training (IET) students.

**Occupations Targeted for Good Jobs:** Drivers/Sales Workers (SOC Code 53-3031), Heavy and Tractor-Trailer Truck Drivers (53-3032), Light Truck Drivers (53-3033), Bus Drivers, School (53-3051), Bus Drivers, Transit and Intercity (53-3052), Industrial Truck and Tractor Operators (53-7051), Highway Maintenance Workers (47-4051)

**Career Pathways Program(s) to be Enhanced**: Transportation Career Pathway Program

**Strategy Options Proposed**:

* A1: Improve the current process of obtaining and incorporating ongoing sector-wide employer input on curriculum and program development.
* A4: Establish or strengthen employer-offered, paid, work-based learning opportunities.
* A6: Provide leveraged employer resources, including instructors, financial aid, mentors, equipment, funding, or other in-kind support.
* B1 – Provide Navigation/Coaching Services.
* B2: Provide wrap-around/support services or benefits.
* B3: Collaborate with community-based organizations that are meaningfully engaged with the underserved populations and communities targeted in the proposal.
* B4: Collaborate with a labor union to ensure that the sector-based career pathways result in good jobs that support worker voice, safety, and benefits.
* C1: Enhance non-credit to credit articulation.
* C3: Provide hands-on training in-person and virtually through technology-enabled simulations.

**Industry-Recognized Credentials(s) to be Awarded:** Initially: Commercial Driver’s License – non-credit. During project: Commercial Driver’s License – credit Certificate Program

**Subrecipient Activities:** N/A

**Past SCC Experience:** N/A

### Summary of Program Activities

Southeastern Community College proposes to enhance the Transportation Career Pathway (TCP) to address the severe current and projected shortage of CDL drivers in Eastern Iowa, Western Illinois, and Northern Missouri. SCC will work together with the Mississippi Valley Workforce Development Board and IowaWORKS, local employers, Teamsters Local 238, Mt Pleasant Correctional Facility, and community organizations to create the Transportation Sector Board, an emerging sectoral initiative designed to address the needs of the Transportation sector by aligning workforce development and training programs with the needs of local industry while advancing job quality and equitable employment outcomes. This project will result in increases in enrollment, persistence, and completion of the Transportation Career Pathway for all students and sub-populations including women, incarcerated students, and Integrated Educated and Training (IET) students. These outcomes will be achieved through developing and implementing systematic and sector-wide feedback mechanisms for program input and continuous quality improvement, enhanced employer support and leveraged resources, improved processes that leverage career navigation/coaching and wraparound services to support students in the TCP, and the addition of technology-enabled simulations to increase training and labor market participation among underserved populations, among other pathway enhancements. The proposed career pathway enhancements will result in sustainable workforce increases while advancing job quality and equitable access to living-wage careers in the high-demand Transportation sector.

### Public Contact Information

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## Stark State College

### Overview

**Lead Applicant Organization Name:** Stark State College

**Project Title/Name:** Northeast Ohio Workforce Initiative in Nursing (NEO-WIN)

**Award Amount**: $1,749,974

**Applicant Type**: Single Institution

**Industry Sector(s)**: Healthcare (Nursing)

**Geographic Area Served/Labor Market Area**: This project will serve a 10-county region which includes Stark, Summit, Carroll, Holmes, Columbiana, Portage, Mahoning, Medina, Tuscarawas, and Wayne Counties.

**Total Estimated Number of Participants**: 1,915 over four years

**Project Purpose:** NEO-WIN’s goal is to design a sustainable career development program that will help future Registered Nurses (RNs) and Licensed Practical Nurses (LPNs) secure quality jobs with equitable career advancement opportunities. Project strategies are specifically designed to impact locally underserved communities--especially Black/African American students—while also addressing shortages within Northeast Ohio's (NEO) frontline healthcare system.

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

Stark State College

**Employer Partners** (Healthcare Sector)

Aultman Hospital

Cleveland Clinic Akron General

Cleveland Clinic Mercy Hospital

Summa Health Systems

**Workforce Development System Partner(s)**

OhioMeansJobs - Summit & Medina Counties (Regional Workforce Board)

OhioMeansJobs - Stark & Tuscarawas Counties (Regional Workforce Board)

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Ohio League for Nursing (Worker-facing nonprofit organization)

**Community-Based Organization(s)**

Strengthening Stark (Economic and community development organization/nonprofit)

ConxusNEO (Workforce development organization/nonprofit)

Team NEO (Economic development agency)

### Project Information

**Key Equity Gap(s) to be Addressed:** Recent institutional data indicates a need to close multiple achievement gaps–including retention, completion, and employment rates–affecting underserved communities, especially Black/African American students.

**Occupations Targeted for Good Jobs:** Registered Nurses (RN) (29-1141) and Licensed Practical Nurses (LPN) (29-2061)

**Career Pathways Program(s) to be Enhanced**: RN and LPN

**Strategy Options Proposed**:

* A2: Hire a healthcare career specialist.
* A3: Establish employer commitments to interview qualified candidates.
* A6: Leverage clinical sites and equipment to enhance instructional capacity.
* B1: Provide supportive case management and navigation services to help students succeed throughout the career pathway.
* B2: Provide comprehensive and coordinated support services to address both academic and non-academic barriers to educational and career success.
* B3: Partner with community-based organizations that are meaningfully engaged with the underserved population(s) and community(ies) targeted in the proposal.
* B4: Collaborate with a worker organization to ensure that nursing career pathways result in good jobs that support worker voice, safety, and benefits.
* C3: Provide hands-on training (in-person or virtually) through clinical sites and advanced medical technologies.
* C6: Revise application point system to broaden access to the RN pathway for current STNAs.

**Industry-Recognized Credentials(s) to be Awarded:** Associates Degree in Nursing (ADN) and Licensed Practical Nursing Certificate (LPN), both of which are credit credentials

**Subrecipient Activities:** N/A

**Past SCC Experience**: SSC is currently participating as a consortium partner in another DOL-funded SCC (round three) project entitled “Equity in Tech” (Grant #: 23A60CC000009; Lead applicant: Lorain County Community College). This project seeks to address equity gaps in specific in-demand Information Technology occupations and is therefore different from NEO-WIN in terms of its industry focus.

### Summary of Program Activities

By the end of the performance period, NEO-WIN will accomplish and seek to sustain the following:

* A sustained healthcare partnership that supports career-based learning opportunities and

enhances talent pipelines for RNs and LPNs.

* Enhanced instructional capacity including additional equipment, clinical sites, and instructors to support increased enrollments and training opportunities.
* Integrated support services to facilitate the achievement of students’ educational and career goals.
* Improved accessibility and accelerated program entry for STNAs seeking career advancement.
* Increased completion and placement rates of marginalized and underserved students in the

targeted pathways.

### Public Contact Information

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### University of Arkansas Pulaski Technical College

### Overview

**Lead Applicant Organization Name:** University of Arkansas Pulaski Technical College

**Project Title/Name**: Bridging Healthcare Workforce Shortages in Arkansas (BRIDGE-AR)

**Award Amount**: $5,736,624

**Applicant Type**: Consortium

**Industry Sector(s)**: Healthcare (EMT and Nursing)

**Geographic Area Served/Labor Market Area**: Arkansas

**Total Estimated Number of Participants**: 1,590

**Project Purpose:** University of Arkansas Pulaski Technical College (UAPTC) and its consortium members will develop and implement Bridging Healthcare Workforce Shortages in Arkansas

(BRIDGE-AR). BRIDGE-AR is a state-wide career-building partnership that comprises educational institutions, workforce organizations, and employers. Its goal is to align and bridge existing resources and training programs and enhance work-related opportunities to close equity gaps and provide evidence-based pathways to mid- to high-wage careers focusing on Nursing and

EMT workforce development. The initiative establishes a statewide Healthcare Steering Committee led by the state healthcare leaders that will use leveraged resources to sustain and

scale BRIDGE-AR statewide.

### SCC Partnership.

**Institution Consortium Partners** (Two-year colleges)

Arkansas State University - Mid-South

East Arkansas Community College

Northwest Arkansas Community College

Phillips Community College of the University of Arkansas

Southeast Arkansas College

**Sector Convener**

Arkansas Community Colleges (ACC)

**Employer Partners** (Healthcare Sector)

St. Vincent Sherwood Rehabilitation Hospital

Metropolitan Emergency Medical Services

Northstar

Springdale Fire Department

Crestpark Helena

Crestpark Wynne

Crestpark Marianna

Mercy Hospital

Central Emergency Medical Services

Baptist Health Medical Center Stuttgart

**Workforce Development System Partners**

Arkansas Department of Commerce

Division of Workforce Services - Adult Education

Arkansas Workforce Development Board Workforce

Development Board of Eastern Arkansas

Little Rock Workforce Development Board

Northwest Arkansas Workforce Development Board

Arkansas Division of Workforce Services

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Arkansas Healthcare Association

Arkansas Hospital Association

**Community-Based Organization(s)**

Goodwill Industries of Arkansas

**Other Optional Partner(s)**

ARData (data partner)

### Project Information

**Key Equity Gap(s) to be Addressed:** The internal data of the six Arkansas two-year

institutions demonstrates the need to enhance support systems and remove barriers to

advancement opportunities for underserved and underrepresented Black and Hispanic

students to enter and succeed in Nursing and EMT postsecondary pathways. Through a

statewide initiative, BRIDGE-AR will ensure that the skills and credentials for EMT and

Nursing are equitably obtained by underserved communities, with a focus on Black/African

American and Hispanic/Latino students.

**Occupations Targeted for Good Jobs:** EMT and Nursing

**Career Pathways Program(s) to be Enhanced**: Healthcare (EMT and Nursing)

**Strategy Options Proposed:**

* A1: Sector-wide employer input on curriculum and program development.
* A4: Employer-offered, paid, work-based learning opportunities.
* B1: Provide Navigation/Coaching Services.
* B2: Provide wrap-around/support services.
* B4: Collaborate with a worker organization.
* C1: Enhance non-credit to credit articulation.
* C3: Hands-on & virtual training through simulations.
* C4: Integrated education and career-focused training programs offering accelerated and contextualized foundational skills instruction.
* C6: Implement credit for prior learning.

**Industry-Recognized Credentials(s) to be Awarded**: CNA, EMT, Technical Certificate in Practical Health; Associate of Applied Science in Licensed Practical Nursing (LPN) and Registered Nursing (RN).

**Subrecipient Activities**: [Not included in Abstract]

**Past SCC Experience:** N/A

### Summary of Program Activities

BRIDGE-AR will employ evidence-based strategies to mitigate the healthcare workforce shortages and the challenges facing underserved populations in Arkansas. BRIDGE-AR focuses on enhancing the capacity of colleges to target key attrition points along Nursing and EMT pathways leading to: 1) Improved Program Enrollment: Enhanced academic remediation and co-curricular models to address lower passage rates in gatekeeper courses leading to improved readiness for Nursing program assessment and entry; 2) Improved Program Persistence and Completion Rates: Enhanced supportive services, including academic and non-academic supports, leading to improved program retention and completion rates; and 3) Improved Licensure Passage: Enhanced support for licensure passage leading to improved rates of connection to employment.

Program activities include: (1) creating a statewide healthcare sector mechanism for coordinating employer engagement; (2) collaborating with employers and state leaders to enhance financial resources and develop paid work-based learning experiences; and (3) Accelerating learning pathways (specifically, infusion of developmental instruction non-credit to credit bridge programs) complemented by mentorships and holistic student supports.

By the end of the grant period, project partners will have facilitated a foundational change

in equity opportunities for students; increased enrollment, persistence, completion, and

placement for those students; accelerated pathways progress and credential attainment

through non-credit to credit 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

### Public Contact Information

**Point of Contact Name and Title:** Summer DeProw, PhD, Chancellor

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## Weber State University

### Overview

**Lead Applicant Organization Name:** Weber State University

**Project Title/Name:** Weber State University’s Cube: Bridging IT Gender Gaps in Aerospace and Defense

**Award Amount**: $1,749,925

**Applicant Type**: Single Institution

**Industry Sector(s)**: Information Technology

**Geographic Area Served/Labor Market Area**: Clearfield-Ogden, UT

**Total Estimated Number of Participants**: 240

**Project Purpose:** To ensure that the IT workforce remains relevant, agile, and ready to cater to the evolving demands of the aerospace and defense sectors by providing a mechanism to convert unconventional learning experiences into university credits. More than just an academic initiative, the Cube is a vision that recognizes and celebrates students' diverse learning journeys.

### SCC Partnership

**Institution Consortium Partners:** N/A

**Sector Convener**

Weber State University

**Employer Partners** (Information Technology Sector)

Hill Air Force Base Software Engineering Group

Summit V

Pluralsight

Skillstruck

**Workforce Development System Partner(s)**

Utah Department of Workforce Services

Governor's Office of Economic Opportunity

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

Davis Technology College

**Community-Based Organization(s)**

The Rosie Project

Tech-Moms

**Other Optional Partner(s)**

Utah Silicon Slopes (IT Association)

Utah Aerospace and Defense Association (47G)

### Project Information

**Key Equity Gap(s) to be Addressed:** A critical equity challenge in Utah exists in the IT sector, particularly impacting women. Women earn only 70% of what men do, marking a significant gender wage gap. Furthermore, Utah ranks last in the U.S. for women's participation in STEM fields, with their representation in STEM jobs less than half that of men. Educational disparities, such as lower bachelor's degree completion rates among women, exacerbate this issue. Addressing these gaps is not only vital for gender equality but also essential for tapping into the untapped potential in the growing IT industry. Programs like "The Cube" at Weber State University, recognizing non-traditional learning and offering flexible, competency-based education, are crucial steps towards empowering women, breaking stereotypes, and fostering a more inclusive IT sector.

**Occupations Targeted for Good Jobs:** IT Support Specialist, Network Administrator, Security Analyst, IT Project Manager, Cybersecurity Specialist

**Career Pathways Program(s) to be Enhanced**: IT Support Specialist, Network Administrator, Security Analyst, IT Project Manager, Cybersecurity Specialist

**Strategy Options Proposed**:

* A1: Four employers have been identified to initially participate in semi-annual meetings to communicate what knowledge, skills, and abilities (KSAs) are needed for good job placement in their business. Curriculum for the Rosie Project and Tech-Moms will be tailored to meet those KSAs. Additional employers will be invited to contribute after 18 months.
* A2: The Rosie Project and Tech-Moms will have professional skills and career readiness skills embedded into the curriculum. Program staff will aid in resume and interview coaching during each cohort.
* A6: Employees from the chosen companies may serve with in-kind donations such as instructors and mentors for the Rosie Project and Tech-Moms.
* B1: Rosie Project and Tech-Moms staff will provide career navigation and connections with industry connections in IT. One-on-one support may be given to students seeking navigation through the hiring career pathway.
* B2: Day care is provided during class hours for both the Rosie Project and Tech-Moms cohorts. Mental health services are embedded within each program for student access.
* B3: Collaborate with Family Readiness Center at Hill Air Force Base to help military spouses know of the navigation/coaching services available within the programs.
* C1: Launch “The Cube” with select departments and faculty at Weber State University, enhancing non-credit to credit articulation through articulation agreements.

**Industry-Recognized Credentials(s) to be Awarded:** CompTIA A+ (Non-credit), CompTIA Network+ (Non-credit), CompTIA Security+ (Non-credit), PMI Project Management Professional (Non-credit)

**Subrecipient Activities:** Tech-Moms and The Rosie Project will expand industry recognized certificate offerings through Weber State University.

**Past SCC Experience**: N/A

### Summary of Program Activities

After this grant, Weber State University's educational landscape will be transformed, particularly for women in IT. Through personalized learning paths, initiatives like the Rosie Project and Tech-Moms, and the innovative Cube system, students will benefit from a more inclusive and flexible education model. This model values traditional and non-traditional learning, allowing students to convert diverse experiences into college credits. As a result, women will gain access to high-paying IT positions backed by industry-recognized certifications and competencies. This approach empowers women academically and positions them firmly in the IT job market, addressing gender disparities and fostering a more equitable workforce.

### Public Contact Information

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## Western Technical College

### Overview

**Lead Applicant Organization Name:** Western Technical College

**Project Title/Name**: Smarts & Parts

**Award Amount**: $ 5,705,571

**Applicant Type**: Consortium

**Industry Sector(s)**: Advanced Manufacturing

**Geographic Area Served/Labor Market Area**: St. Croix, Pierce, Dunn, Pepin, Buffalo, Trempealeau, Eau Claire, Chippewa, Taylor, Clark, Jackson, Kenosha, Racine, Walworth, Calumet, Manitowoc, Ozaukee, Sheboygan, Adams, Juneau, Marathon, Portage, Waushara, Wood, Dodge, Fond du Lac, Washington, Lincoln, Price, Langlade, Menominee, Shawano, Waupaca, Ashland, Bayfield, Douglas, Iron, Barron, Rusk, Sawyer, Burnett, Polk, Washburn, Waukesha, Jefferson, Vernon, La Crosse, Monroe, Juneau, Crawford, Richland, and Sauk counties

**Total Estimated Number of Participants**: 2,196

**Project Purpose:** Smarts & Parts is a statewide effort designed to build capacity within our system to meet the emerging technology and workforce training needs to recruit, train, and prepare individuals for Industry 4.0, while also focusing on addressing existing equity gaps that are preventing widespread access to educational and economic opportunities. This project will also build capacity to train individuals to work in smart manufacturing environments by implementing innovative methods designed to utilize fully integrated systems and machines, bringing the physical and digital worlds together.

### SCC Partnership.

**Institution Consortium Partners**

Chippewa Valley Technical College

Gateway Technical College

Lakeshore Technical College

Mid-State Technical College

Moraine Park Technical College

Northcentral Technical College

Northwood Technical College

Waukesha County Technical College

**Sector Convener**

Western Technical College

**Employer Partners** (Advanced Manufacturing Sector)

Ashley Furniture

Crystal Finishing

Greencheck Group

J&D Tube Benders

Lab Midwest

Lippert

Marathon Cheese

Menominee Tribal Enterprises

Mercury Marine

Spartek

Willer Tool

**Workforce Development System Partners**

Fox Valley Workforce Development Board

North Central Workforce Development Board

Northwest Wisconsin Workforce Investment Board (NWWIB)

Western Wisconsin Workforce Development Board

WOW Workforce Development Board

**Worker Organization(s), Labor-Management Partnership(s), or Labor Union(s)**

The Upper Mississippi Manufacturing Association (TUMMA)

**Community-Based Organization(s)**

CouleeCap

**Other Optional Partner(s)**

D.C. Everest School District

Wausau School District

New North (Economic Development)

### Project Information

**Key Equity Gap(s) to be Addressed:** The Smarts & Parts project will focus on closing equity gaps for individuals of color in manufacturing programs throughout the state. The gaps to be addressed will be disparities in credential attainment, job placement, and earnings for these populations.

**Occupations Targeted for Good Jobs:** Electromechanical and mechatronic technician, Industrial engineering technicians, Mechanical engineering technicians

**Career Pathways Program(s) to be Enhanced**: Advanced Manufacturing, Electromechanical Maintenance, Industrial Mechanical, Mechatronics

**Strategy Options Proposed**:

* A1: Engage Advanced Manufacturing employers to inform a curriculum redesign to embed relevant, shorter-term, industry recognized credentials.
* A6: Leverage employer resources in the form of donated machinery and time.
* B1: Colleges will provide navigation/coaching services for student participants.
* B2: Colleges will provide wrap around/support services for student participants.
* B3: The consortium will partner with regional community-based organizations currently engaged with the underserved populations and communities of the service area regions to promote educational and employment pathways into the advanced manufacturing industry.
* C3: The colleges will offer hands-on training on the identified industry-recognized credentials and microcredentials to offer shorter term trainings resulting in employment.
* C4: Some colleges with establish IET pathways to advanced manufacturing.
* C6: The consortium faculty will cross-walk the competencies of the identified credentials to the competencies of the programs to embed the credentials and create the map by which to award credit for prior learning for students who enroll in the program with the industry credentials already attained.

**Industry-Recognized Credentials(s) to be Awarded**: By project end, all colleges will be awarded 16 SACA credentials for credit in addition to industry employer identified short-term credentials that can be embedded within the programming.

**Subrecipient Activities**: [Not included in Abstract]

**Past SCC Experience:** Yes, SCC3: Chippewa Valley Technical College (Lead College); Mid-State Technical College (Consortium); Northwood Technical College (Consortium); Western Technical College (Consortium). Grant Number: 23A60CC000012-01-00. Sector: Healthcare Industry -- Education and Support for Triaging and Accelerating Training in Rural Healthcare (EduSTAT in Rural Healthcare)

### Summary of Program Activities

By the end of Smarts & Parts, 9 of the 16 WTCS technical colleges will have uniform offerings of embedded industry-recognized credentials, shared OER materials within the programming, and a reduction in equity gaps within advanced manufacturing programming and employment within the regions served.

### Public Contact Information

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