**SAN DIEGO COMMUNITY COLLEGE DISTRICT**

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

# Strong Workforce Program (SWP)
# Round Two Report

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

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

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

## Round Two Expenses*

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

*As reported by the institutions.*

## Round Two Districtwide Activities:

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

## Round Two Districtwide Lessons Learned:

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

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

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

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

**Continuous Improvement**

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

# Round Two Projects & Programs Funded
San Diego City College

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

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

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| | | • Worked with the nine CTE programs receiving SWP funding to enhance their programs<br>• Authored and submitted five Regional RFAs for SWP funds<br>• Attended fall and spring sessions of CCCAEO, CCCAOE Leadership Academy, and CTEOS academy, CTE Data Unlocked workshop, District SWP Workgroup meetings, District CTE Deans/CTEA meetings<br>• Represented SWP on various college constituency groups<br>• Conducted campus and CTEA Flex sessions on SWP<br>• Facilitated, monitored, and reported on two Regional SWP projects: Marketing and Employment readiness. |
| **Administrative Technician (C)** *(hired round 1; continuing position)* | Technician hired to assist manager with monitoring budget for Strong Workforce as well as DSN Grant, and Perkins. Conducts all associated Business Services paperwork/processes, purchasing, and budget monitoring. | Assisted Associate Dean with all aspects of budget tracking and reconciling related to SWP. Assisted CTE Dean with budget matters related to CTEA (Perkins) grant. Recorded and disseminated minutes for the SDCC SWP Workgroup. |
| **ILT: Machine Shop (C)** *(hired round 1; continuing position)* | Instructional Lab Technician for Machine Technology. Needed to prepare lab settings, assist students with course-related work and fulfill a much needed safety monitoring function. | Prepared lab settings; assisted students with course-work; added a layer of monitoring in the lab setting for safety purposes; assisted program with move into new building/space. |
| **ILT: Child Development (C)** *(hired round 1; continuing position)* | Instructional Lab Technician for Child Development. Needed to prepare lab settings, assist students with course-related work and fulfill a much needed safety monitoring function. | Prepared lab settings in the Child Development Center; assisted students with course-work; added a layer of monitoring in the lab setting for safety purposes. |
| **Instructional Assistant: Graphics (C)** *(hired round 1; continuing position)* | Instructional Assistant for the Graphic Arts needed to assist instructor and students in the lab setting, and provide administrative support for the instructor. | Assisted the instructor in the lab and classroom; provides administrative support, i.e. purchasing functions, for the program. |
| **ILT: Computer Science (C)** *(hired round 1; continuing position)* | This is an existing position. SWP funded 2 additional months. Position converted from 10- to 12-months. Additional months needed to assist with summer courses and to keep instructional computer labs updated throughout the year. | Updated computer labs in the BT building; assist Cybersecurity faculty member with marketing program and purchasing of industry certifications. |
| **Adjunct Counselors** *(New)* | Adjunct Career counselors to supplement | Provided career guidance and exploration to students through career assessment. |
| **Internship Coordinator** | Hourly position to coordinate the Work Experience Program | Participated in the Districtwide Work Experience meetings; promoted Work Experience through tabling and workshops, consulted with faculty, staff, and administration, and maintain Work Experience student records. |
| **Web Developer** *(New)* | 10% funding of the 1.0 Web Developer position | Customized website to meet Career Technical Education needs. |

## Round Two Highlights:

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

## Round Two Lessons Learned

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

## Round Three and Four Priorities

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

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

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

Round Four priorities are under development.

# Round Two Projects & Programs Funded
San Diego Mesa College

SAN DIEGO MESACOLLEGE

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

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

| Work-Based Learning | The Work-Based Learning program coordinates WBL learning activities for the campus, mainly in collaboration with classroom faculty. Activities range from single classroom presentations to large-scale, campus-wide events.<br><br>The management of the WBL program includes marketing and outreach, data collection and analysis, testing out new WBL learning systems, and providing and participating in professional learning. | • Provided WBL to over 3,500 students, facilitating over 350 campus events, engaging in over 500 employer connections, and establishing over 300 campus partners.<br>• The WBL program has active participation and leadership in Regional workgroups and community of practice and is known as a model in the region and the state.<br>• The Work-Based Learning team in, collaboration with the Career Center, facilitated a pre-conference session at the Fall 2019 CCCAOE conference. |
| Career Education Office | The office of CTE manages the daily operations of Strong Workforce including, local and regional budgets, faculty and staff positions, reporting (campus, district, regional and state), and the campus Work-Based Learning program.<br><br>The office of CTE supports all Career Education programs with campus level marketing, outreach, professional learning, curriculum development, academic learning support, and small equipment and supply purchases for programs. | Provided the official approval of the Strong Workforce Committee, the establishment of the Strong Workforce Faculty Lead position, and secured a permanent office suite for CTE and WBL in the new Business and Technology building. |

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

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

## Round Two Highlights

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

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

Student Success

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

Engagement Events

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

Work-Based Learning (WBL)

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

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

## Round Three and Four Priorities

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

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

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

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

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

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

# Round Two Projects & Programs Funded
San Diego Miramar College

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

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

| POSTITIONS | RATIONALE/NEED | ROUND TWO ACTIVITIES |
|---|---|---|
| Supplemental Instruction & Tutors for Accounting Classes & Marketing | Need to strengthen the technical skills of students enrolled in accounting courses. | Piloted expansion of extra assistance in the form of tutors and supplemental instructors. |

| POSTITIONS | RATIONALE/NEED | ROUND TWO ACTIVITIES |
|---|---|---|
| **Automotive Faculty** *(Hired round 2)* | Toyota advisory board recommended creation of a new position to support the T-TEN program. | Hired position, trained faculty member in T-TEN curriculum, and increased sections offered in automotive for T-TEN student cohort. |
| **Associate Dean, Strong Workforce** *(hired round 1; continuing position)* | Provide leadership and management of local SWP, regional SWP, and Perkins funds. Manage integration of career education and services with the student experience. | Secured California Apprenticeship Initiative grant to support expansion of apprenticeships in diesel technology; led regional consortium efforts to expand and integrate job placement and work-based learning efforts; led expansion and creation of new certificates and degrees in alignment with industry and labor market data; led development of career services such as Career Ambassadors and alumni outreach. |
| **Administrative Technician** *(hired round 1; continuing position)* | Provide support in budget and project development, tracking, and reporting. | Improved processes and documentation for budget and project development, tracking, and reporting; developed career education marketing materials; developed processes for career education outreach events. |
| **Instructional Lab Technician – Aviation** *(hired round 1; continuing position)* | Provide instructional lab support | Provided support for increased course offerings and enrollments. |
| **Instructional Lab Technician – Diesel** *(hired round 1; continuing position)* | Provide instructional lab support | Provided support for increased course offerings and enrollments. |
| **Instructional Lab Technician – Automotive** *(hired round 1; continuing position)* | Provide instructional lab support | Provided support for increased course offerings and enrollments. |
| **Instructional Lab Technician – EMT** *(hired round 1; continuing position)* | Provide instructional lab support | Provided support for increased course offerings and enrollments. |
| **Instructional Lab Technician – Fire** *(hired round 1; continuing position)* | Provide instructional lab support | Provided support for increased course offerings and enrollments. |

## Round Two Highlights:

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

- Created new awards in medical laboratory technician training, fitness/yoga instructor, legal office technology, and public safety management in alignment with industry needs and labor market data.
- Updated courses and awards in automotive technology, biotechnology, child development, and diesel technology to meet industry needs.
- Provided site improvements in fitness trainer, yoga, and fire technology to increase day, evening, and night section offerings and enrollments.
- Integrated work-based learning and job placement services across all career education programs to improve student learning, persistence, completion, employment, and wage outcomes.
- Piloted integration of supplemental instruction tutorial services into career education courses across multiple disciplines.

## Round Two Lessons Learned

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

## Round Three and Four Priorities

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

# Round Two Projects & Programs Funded
San Diego Continuing Education

SAN DIEGO
CONTINUING
EDUCATION

| PROGRAMS | RATIONALE/NEED | ROUND TWO ACTIVITIES |
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| **CTE Professional Development** | • San Diego Continuing Education (SDCE) is in the planning stages of the guided pathways approach and seeks to understand how best to implement guided pathways for CTE programs.<br>• SDCE offers numerous in-demand CTE trainings and seeks to ensure that programs are routinely updated to be in line with industry trends.<br>• SDCE is working to improve cross-functional approaches and projects | • The professional development project has supported guided pathways efforts, efforts designed to support integration of initiatives cross-functionally, and in support of data driven decision making.<br>• The following efforts were funded by this project: Guided Pathways Speaker at Institutional Day, Career Coaching seminar, NACE conference attendance, Data Informed Integrated Planning, Academic Impressions memberships, Leading from the Middle participation, Business Engagement training, CTEOS Research Academy, Learning Academy, CCAOE, and JSPAC attendance. Burning Glass was recently renewed with 20 licenses available to SDCE staff representatives to better align LMI information to SDCE programs to improve student outcomes. |
| **Online Course Development** | • San Diego Continuing Education faculty lack the equipment or space to develop online course materials. | • The equipment for the facilitators to support online coursework has been purchased and is being installed. Scheduling the room for faculty use will now be included in the campus room scheduling. |
| **CTE Marketing** | • SDCE seeks to increase enrollment throughout SDCE career training, high school and ESL classes priority programs include career training programs (all programs) and low enrolled classes in career training programs, ESL, DSPS and High School. SWP funds will be specifically allocated to address CTE programs and will be leveraged with AEP funds to address DSPS, ESL, and ABE/ASE programs. | The following marketing approaches were funded as result of Round 2 SWP:<br>• Career education billboards and bus bench advertisements<br>• print advertising for free career training continue in community papers<br>• radio advertisements<br>• CTE mobile advertisements w/ geofencing in alignment with billboard advertisement;<br>• social media advertising on SDCE Facebook and Twitter platforms, and on internet search advertisement (Google) |
| **CTE Outreach** | • SDCE seeks to increase the number of students accessing SDCE CTE programs | • A comprehensive outreach plan was completed with identified outreach goals, objectives, and measurable outcomes.<br>• The plan also includes collaborating with CTE faculty to identify Outreach support for programs and classes. Outreach is represented at Industry advisory meetings as invited by the Deans with consistent attendance and participation in the Skills Trades CTE programs.<br>• The development of curriculum to train outreach ambassadors on specifics of CTE programs is in progress.<br>• The total number of potential students contacted has steadily risen over the past three years. In 2017/18 5,799 prospective students were contacted increasing to 27,928 in 2018/19. For 2019/20 there was a goal to increase this by 10% or 30,721. The |

| | | final number of individuals contacted was 45,407 from February 2019- December 2019. |
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| **Employer Engagement and Job Development** | • Capacity is needed to field inquiries from and cultivate relationships with regional employers to understand their hiring needs and be a resource for talent. Student success in obtaining employment and advancing in their careers hinges upon their ability to access opportunities with regional employers. Job Developers will focus on building SDCE brand awareness among employers – communicating the value of SDCE credentials and the skills taught in the classroom and offering solutions to talent needs. As employers grow to recognize SDCE as a key partner and valuable resource for talent, students will have access to more opportunities to obtain self-sustaining employment and grow their career. | • All deliverables outlined in the employer engagement and job development plan have been completed. The job development function has been fully implemented at San Diego Continuing Education include:<br>　o Implementation of the job development communication plan<br>　o Definition of referral process for students<br>　o Creation of an external communication plan<br>　o Understanding from employers how we should evaluate when students are job ready<br>　o Development and implementation of a list of services for businesses<br>　o Creation of an employer questionnaire<br>• From the period of January 2019 through December 2019 the following is a list of activities that occurred:<br>　o Six hiring events<br>　o Two Career and College Transition months<br>　o 17 employer highlights |
| **CTE Planning and Institutional Effectiveness** | • The CTE Planning and Evaluation Project will enable SDCE in evaluating current and future CTE program offerings, strategies to enable to student success, and other Strong Workforce funded projects. | • The enrollment management survey was completed and distributed to CTE students throughout SDCE. Delivered results in Flex, PC, EPC, Program Chair meeting, and via web. The next phase of this project will include student focus groups.<br>• The faculty Program Review Coordinator, in partnership with the Research and Planning Analyst, developed and planned new fall 2019 program review workshop training sessions in summer 2019. This preparation consisted of presentations and scheduling for multiple trainings delivered in multiple formats (Flex, meetings, workshops) in fall 2019 in direct support of the department's and institution's strategic goals and in support of data-based decision making By faculty and administrators for CTE program |
| **BIT Course and Program Development** | • San Diego Continuing Education students have identified a need to return to San Diego Continuing Education to supplement their Project Management certificate<br>• The Interactive Media Certificate Program has identified the need to modernize curriculum with evolving industry needs and with the articulation agreement with Mesa College<br>• The Business and Information worker program seeks to ensure books and e-learning licenses are current to industry trends | • Revised and renamed the IMCP program to the Digital Design Certificate Program, breaking up the program into smaller certificates to meet a changed student population.<br>• The purchase of the Pi-Top computer kit to support the Internet of Things class, which teaches connectivity of items using programming and networking skills.<br>• The purchase and implementation of typing club and BIW books to support student success in the program. |

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

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

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

## Round Two Highlights:

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

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

Highlights:
- Several new course outlines were developed and instructional programs expanded to support more and better CTE at SDCE. Specific emphasis has been placed on creating stackable course sequences and enhancing the capacity of SDCE CTE programs to provide online classes.
- The implementation of the Strong Workforce program has been integrated within our portfolio of CTE grant initiatives in support of the SDCE strategic plan. The project development process is now directly connected to the institutional program review and resource allocation process.
- The Job Development and Employer Engagement function has been successfully implemented at San Diego Continuing Education.
- Several SWP metrics reflecting growth in SDCE student outcomes are trending in a positive direction including:
  - *Students Who Attained a Noncredit Workforce Milestone in a Single Year*
  - *SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status*
  - *Median Annual Earnings for SWP Exiting Students*
  - *Median Change in Earnings for SWP Exiting Students*
  - *SWP Exiting Students Who Attained the Living Wage*
- In PY 2019, students reported through the CTEOS survey that they experience a $5.00/hr wage increase when they obtain a job in field closely related to their field of student which is up from a $4.00/hr wage increase reported in PY 2018. The percentage of students who report obtaining a job either close or very close to their field of study has also increased from in 60.1% in PY 2018 to 64% in PY 2019.

## Round Two Lessons Learned

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

## Round Three and Four Priorities

- Supporting the implementation of the Guided Pathways approach at SDCE in support of further improving the students' journey with a focus on student retention strategies
- New CTE program identification and development
- Continued representation and advocacy for non-credit pathways at all regional governance committees and statewide convenings
- Continued implementation of a project management framework for all CTE grant investments with focus on improving the student journey and student outcomes
- Supporting the integration of equity initiatives within CTE programs at SDCE
- Career and College Transition initiatives at SDCE