

## Abstract

**1. Applicant:** Athens Technical College Consortium Applicant.

**2. Applicant City/State:** Athens, Georgia

**3. Consortium Member(s) and Consortium Member State(s):**

- Albany Technical College; Albany, Georgia
- Atlanta Technical College; Atlanta, Georgia
- Athens Technical College; Athens, Georgia

**4. Areas Served by the Grant (by City, County, and State):**

**State:** Georgia. **Counties:** Baker, Barrow, Calhoun, Clarke, Clay, Clayton, Cobb, Crisp, Decatur, DeKalb, Dougherty, Elbert, Fayette, Franklin, Fulton, Greene, Gwinnett, Hart, Henry, Jackson, Lee, Madison, Morgan, Newton, Oconee, Oglethorpe, Randolph, Rockdale, Sumter, Taliaferro, Terrell, Walton, Wilkes. **Cities:** (>30,000) Albany, Alpharetta, Athens, Atlanta, Dunwoody, East Point, Johns Creek, Marietta, Milton, North Atlanta, Peachtree City, Roswell, Sandy Springs, Smyrna

**5. Total Funding level requested:** \_\_\_\$13,551,923.20\_\_\_

**6. Sub-Total Requested Founding Amount by Consortium Member (as applicable):**

- Athens Technical College: \_\_\_\$9,555,938.27\_\_\_
- Albany Technical College: \_\_\_\$1,238,831.90\_\_\_
- Atlanta Technical College: \_\_\_\$2,757,153.03\_\_\_

**7. Project name:** ATC Times Three (ATC<sup>x3</sup>)

**8. Project Description and List of Credentials to be Developed and Awarded:** Associate of applied science degrees in environmental engineering technology, industrial engineering technology, and nano engineering technology; stacked certificates using subsets of coursework from the new degree programs; stacked certificates in existing engineering technology programs

(civil, electromechanical, and mechanical); latticed certificates to allow students to bridge from drafting technology, industrial systems technology, environmental, and biotechnology.

(Page Limit for abstract including all of the information here is **3 pages**)

The ATC Times Three (ATC<sup>x3</sup>) Consortium is a collaborative effort involving Albany Technical College, Athens Technical College (lead), and Atlanta Technical College, all units of the Technical College System of Georgia (TCSG). The TCSG System Office is an ex-officio partner available to aid in the scaling of initiatives to the state network of technical colleges. The goal of the ATC<sup>x3</sup> Consortium is to increase access to and completion of associate degree programs in engineering technology. To accomplish this goal, consortium members are developing an integrated strategy that (1) adds new associate degree programs; (2) introduces stackable certificates for engineering technology and latticed certificates to allow students in closely related programs such as industrial systems technology and biotechnology to bridge into the engineering technology programs; (3) embeds basic skills development in entry-level occupational courses, redesigns the delivery of learning support coursework, provides additional methods of technology-enhanced instruction, and expands prior learning assessments; (4) introduces contextualized, problem-based pedagogy; and (5) provides wrap-around support services.

Each Consortium college will provide leadership in developing specific components of the integrated plan and for delivering professional development activities to guide the implementation of these components. The Consortium will scale practices statewide to all TCSG colleges by holding professional development conferences for guiding faculty and staff to learn about how to incorporate the various deliverables into practice at each technical college in Georgia. The combination of new programs, greater use of effective pedagogy, and enhanced

support services will lead to greater persistence and graduation rates, thus aiding TCSG in accomplishing its mission of providing employers with a highly skilled, well educated workforce.

**9. Populations to be Served:** TAA-eligible workers and the long-term unemployed

**10. Targeted Industry(s):** Engineering Technology

**11. Employer Partner(s):** Caterpillar, Georgia Engineering Alliance, GTABS Engineering, Inc., Precision Planning, Inc., Coats and Clark, TTL

**12. Public Workforce System Partner(s):** Workforce Investment Boards: Middle Flint, Southwest Georgia, Georgia Mountains, Northeast Georgia, East Central Georgia, City of Atlanta, DeKalb County, Fulton County, Atlanta Regional

**13. Other Key Partner(s):** Southern Polytechnic State University, Georgia Southern University, The University of Georgia.

**14. Public Contact Information:** Dr. Daniel J. Smith, Vice President Institutional Effectiveness, Athens Technical College, (706)355-5083, [dsmith@athenstech.edu](mailto:dsmith@athenstech.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 60% of program materials will be developed as open educational resources, and the remaining 40% will be licensed or purchased.

**16. Data Tags (up to 25):** Accelerate Progress; Accelerated Learning; Achievement Rates; Assessment Technology; Basic Skills; Career Pathways; Certificate Attainment; Contextualized Learning; Degree Attainment; Developmental Education; Employer Partnership; Enhanced Student Services; Game Design; Industry-Driven Competencies; Industry-Recognized Credentials; Modular Curriculum; Online Teaching/Learning; Retention; Retention Strategies; SCORM; Self-paced Learning; Skill Assessments; Stackable Credentials; Technology Enabled Learning; Web-based Training. (Or substitute others from list in Appendix D??)

**Attachment A: Health e-Workforce Consortium Abstract**

1. **Applicant Name:** Bellevue College
2. **Applicant City/State:** Bellevue, Washington
3. **Consortium Members and State**

Consortium Member Colleges	Location
Bellevue College (Lead)	Bellevue, WA
Bellingham Technical College	Bellingham, WA
Clark College	Vancouver, WA
Clover Park Technical College	Tacoma, WA
Pierce College	Tacoma, WA
Renton Technical College	Renton, WA
Spokane Community College	Spokane, WA
Whatcom Community College	Bellingham, WA
Northern Virginia Community College	Annandale, VA

**4. Areas Served by Grant**

Cities	Counties Served	State
Online course delivery to all cities in Washington and Virginia	Clark, King, Pierce, Spokane, Whatcom	Washington
	Fairfax, Prince William, Alexandria, Arlington, Fauquir, Spotsylvania, Loudon.	Virginia

5. **Total Funding Request:** \$11,775,297
6. **Subtotal Requested Funding Amount by Consortium Members:**

Consortium Member Colleges	Location	Funding Request
Bellevue College (Lead & Member)	Bellevue, WA	\$6,365,057
Bellingham Technical College	Bellingham, WA	\$643,796
Clark College	Vancouver, WA	\$542,266
Clover Park Technical College	Tacoma, WA	\$602,142
Pierce College	Tacoma, WA	\$571,459
Renton Technical College	Renton, WA	\$751,429
Spokane Community College	Spokane, WA	\$754,109
Whatcom Community College	Bellingham, WA	\$531,281
Northern Virginia Community College	Annandale, VA	\$1,013,758

7. **Project Name:** Health e-Workforce Consortium
8. **Project Description:** The Health e-Workforce Consortium will provide training in the high-demand, high-wage field of Health Information Technology for veterans and their eligible spouses, TAA-eligible individuals, and others, while addressing gaps in educational

infrastructure and stimulating employment. Project initiatives to address these gaps include: a) Development and pilot of a Federally Registered Health IT Apprenticeship, launched in the veterans community; b) National Veterans Health IT Career Services Initiative; b) Curricula for new core Health IT courses and specialized areas of concentration; c) Evidence-based online course materials; d) Faculty development in Health IT; e) Training of 2,093 TAA-eligible individuals, veteran and their eligible spouses, and others in Health IT and Health IT-infused health care professions; f) Evidence-based student services to promote student retention and completion; g) A prior learning assessment model, and a subset for veterans; h) Development of EMR-STAR—a nationally accessible, cloud-based electronic medical record software access point for academic use; i) Development of statewide IT and Health IT core curriculum in Washington; j) A cross-institution collaborative program development model; and k) Expansion (WA), creation (VA) and modeling of State Health IT Industry – Education Councils and State Community College Health IT Collaboratives.

**Credentials to Be Developed and Awarded:**

Certificates	Certificates	Degrees
Health IT	Health IT-Infused Medical Assistant	AAS - Nursing
Healthcare Analytics	Health IT-Infused Radiologic Technician	AAS - Health IT
Health IT Database Administration	Health IT-Infused Physical Therapy Assistant	
Health IT Security	Health IT-Infused Pharmacy Technician	
Healthcare Network Administration	Health IT-Infused Hemodialysis	
Mobile Healthcare Applications		

**9. Populations to Be Served:**

TAA-eligible workers in Washington and Virginia	Veterans and their eligible spouses in Washington, Virginia and nationally	Dislocated and other workers in Washington and Virginia
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**10. Targeted Industry:** Health Information Technology

**11. Employer Partners:**

Health Information Management Systems Society (HIMSS)	Center for Healthcare Information Research and Policy (CHIRP)
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Washington Health IT Industry–Education Council	U.S. Department of Veterans Affairs
MultiCare	S’Klallam Tribe

**12. Public Workforce System Partners:**

- Seattle-King County Workforce Development Board
- Northwest Workforce Council
- Pierce County Workforce Development Council
- Spokane Area Workforce Development Council
- Southwest Washington Workforce Development Council
- Washington State Labor Council
- Virginia Department of Workforce Development Rapid Response Team

**13. Other Key Partners:** Washington State Labor Council; The National Information, Security, and Geospatial Technology Consortium, Collin County Community College District

**14. Public Contact Information:** Patricia Dombrowski, Director, Life Science Informatics Center, Bellevue College, Bellevue, WA; 425.564.3164; [patricia.dombrowski@bellevuecollege.edu](mailto:patricia.dombrowski@bellevuecollege.edu).

**15. Percentage of OER Program Materials Developed vs. Percentage of Licenses or Purchased Program Materials:** 100% of program materials will be developed as open educational resources. Post grant sustainability of EMR-STAR academic access to electronic health records may require subscription, through a nonprofit entity.

**16. Data Tags:** Assessment technology; Career pathways; Certificate attainment; Civic and community engagement; Competency-based training; Degree attainment; Employer partnership; Enhanced course articulation; Enhanced student services; Health information technology; Industry-driven competencies; Industry-recognized credentials; Job placement; Mentoring; Mobile devices; Modular curriculum; Online teaching/learning; Open educational resources; Registered apprenticeships; SCORM; Skill Assessments; Stackable credentials; Technology enabled learning; Veteran student services; Web based training

## Abstract

1. Applicant Name: Bismarck State College, Lead Institution for TREND Consortium
2. Applicant City/State: Bismarck, North Dakota
3. Consortium members: Fort Berthold Community College (FBCC), Sitting Bull College (SBC), Turtle Mountain Community College (TMCC), and Williston State College (WSC). All members of the Consortium are located in North Dakota.
4. Areas served by the Grant: Bismarck, Burleigh County, North Dakota; New Town, Mountrail County, North Dakota; Fort Yates, Sioux County, North Dakota; Williston, Williams County, North Dakota.
5. Funding Level Requested: \$14,642,938
6. Sub-total requested by Consortium Members: BSC - \$4,724,078 (Includes \$1,200,000 for external evaluation); FBCC - \$2,817,764; SBC - \$2,238,977; TMCC - \$2,611,195; WSC - \$2,250,923
7. Project Name: Training for Regional Energy in North Dakota (TREND)
8. Project Description and List of Credentials to be Developed and Awarded.

The primary purpose of the project is to deliver training and assistance to TAA-impacted workers and other adult participants to improve their opportunities for the many high-paying, high-skill jobs available in Western North Dakota. The consortium will provide high quality, accelerated programs with stackable credentials to enable participants job opportunities in high-wage, rewarding occupations. The collaboration among the consortium colleges will not only expand the delivery of highly skilled programming at multiple sites, it will likely result in the identification of other potential areas of cooperation. TREND has three primary strategies:

- Increase attainment of industry-recognized certificates and degrees to better prepare TAA-eligible workers and other adults for employment in two years or less within the oil and gas, transportation, and construction sectors;
- Deliver education and training in more innovative, effective, and efficient ways to meet the learning and employment needs of TAA-eligible workers and other adults across the consortium; and
- Transform recruitment, retention and employment support strategies to more effectively reach and serve TAA-eligible workers and other adults and achieve stronger employment and retention outcomes.

Using the strengths of each member, the TREND consortium will increase the capacity to build, enhance, and expand current program offerings, including building Career Pathways. The activities of this strategy are at the core of this project to meet the needs of the workforce.

Abstract: Training for Regional Energy in North Dakota (TREND)

Program of Study	Team Member Lead	Education Pathway	New/Enhanced or Expanded Program
Building and Construction Trades – Development of a new program – <i>Multi-skilled Trades Technology</i>	TMCC & SBC	NCCER Industry Recognized Modules To Certificate To Associate’s Degree To BAS Degree	Expanded Stackable Credentials to create new associate’s degree program including Hands-on Lab using NCCER Modules
Welding Technology	FBCC	Non-credit Credential To Program Certificate To Associate Degree To BAS Degree	New stackable credentials in Welding Technology using new welding mobile simulators, enhanced hands-on Labs.
CDL/Diesel Technology	WSC	Non Credit To Certificate To Associate’s Degree	New and expanded program. Currently non-credit will be expanded to include credit through use of hands-on lab and mobile simulators.
Energy Technology Programs focused on Oil & Gas Industry (Petroleum Production Technology, <i>Fundamentals of Petroleum</i> , Petroleum Production Lease Operator, Instrumentation & Control, Mechanical Maintenance, Process Plant, Energy Management, Applied Management)	BSC	Non Credit To Certificate To Associate’s Degree To BAS Degree	New, expanded, and enhanced programs, simulations, hands-on labs including new stackable credentials for support staff, general employees, and management working in the Energy (Oil & Gas) Industry.

9. Populations to be served within the communities identified. Bismarck and Williston are the Trade Impacted Communities in this proposal. The Native American individuals served by the three participating tribal colleges are a critical population to be served.
10. Targeted Industries: Oil and gas development is the primary targeted industry for TREND. In addition to the energy specific employment opportunities, there are many related occupations in the building and trades and transportation industries that are targeted for



this project. The workforce required for building the community infrastructure in the Bakken Formation and the Williston Basin will also be trained by the TREND project.

11. Employer Partners: **Energy-Oil & Gas:** Murex Petroleum Corporation; Missouri River Royalty Corporation; and Continental Resources; **Building and Construction Trades:** Capital City Construction, Edling Electric, and CTI Metal Works; **Transportation:** Marion Trucking and Construction
12. Public Workforce System Partners: Job Service North Dakota; Tribal Employment Rights Offices (TERO) at Standing Rock Sioux Tribe, Three Affiliated Tribes-Mandan, Hidatsa, and Arikara, and Turtle Mountain Band of Chippewa.
13. Other Key Partners: North Dakota Petroleum Council, North Dakota Department of Commerce Office of Workforce Development, and North Dakota Indian Affairs Commission; United Tribes Technical College TCC DeMaND - funded DOL-ETA TAACCCT SGA/DFA PY 10-13.
14. Public Contact Information:  
  
Kari Knudson, Vice President  
National Energy Center of Excellence  
Bismarck State College  
PO Box 5587  
Bismarck, ND 58506-5587  
[Kari.knudson@bismarckstate.edu](mailto:Kari.knudson@bismarckstate.edu)  
701-224-5604
15. Percentage of Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials: Approximately 75% of program materials will be developed as open educational resources, and the remaining 25% will be licensed or purchased.

16. Data Tags (up to 25):

- |                           |                          |                           |
|---------------------------|--------------------------|---------------------------|
| 1. Accelerated Learning   | 11. Industry-Driven      | 20. Work Readiness        |
| 2. Achievement Rates      | Competencies             | Certification             |
| 3. Assessment             | 12. Mentoring            | 21. Stackable Credentials |
| Technology                | 13. Online               | 22. Modular Curriculum    |
| 4. Career Pathways        | Teaching/Learning        | 23. Blended Learning      |
| 5. Certificate Attainment | 14. Retention Strategies | 24. Block Scheduling      |
| 6. Degree Attainment      | 15. Simulations          | 25. Competency-based      |
| 7. Employer Partnership   | 16. Skill Assessments    | Training                  |
| 8. Energy Occupations     | 17. Technology Enabled   |                           |
| 9. Job Placement          | Learning                 |                           |
| 10. Energy Related        | 18. Web-Based Training   |                           |
| Industries                | 19. WorkKeys             |                           |

1. **Applicant Name:** St. Petersburg College

2. **Applicant City/State:** St. Petersburg, FL

3. **Consortium Members & Consortium Member State**

- Broward College, FL
- Daytona Beach State College, FL
- Florida State College at Jacksonville, FL
- Gulf Coast College, FL
- Hillsborough Community College, FL
- Indian River State College, FL
- Palm Beach State College, FL
- Pasco Hernando Community College, FL
- Polk State College, FL
- Tallahassee Community, FL
- Valencia College, FL

4. **Areas Served by Grant:** State of Florida

5. **Funding Request:** \$15,000,000

6. **Sub-Total Requested Funding Amount by Consortium Member:**

St. Petersburg College (Lead)	\$ 6,156,601
Broward College	\$ 914,490
Daytona State College	\$ 685,347
Florida State College at Jacksonville	\$ 700,000
Gulf Coast State College	\$ 635,984
Hillsborough Community College	\$ 842,317
Indian River State College	\$ 589,401
Palm Beach State College	\$ 975,000
Pasco Hernando Community College	\$ 744,021
Polk State College	\$ 1,185,728
Tallassee Community College	\$ 887,699
Valencia College	\$ 683,412

7. **Project Name:** Florida TRADE (Transforming Resources for Accelerated Degrees & Employment) in Advanced Manufacturing

8. **Project Description & List of Credentials to be Developed/Awarded:**

The mission of the *Florida TRADE* program is to improve upon Florida’s existing training and education system in advanced manufacturing by aligning its vast resources and partnerships and offering wide access to training that will help address the growing critical skilled workforce shortage faced by the state’s manufacturing industry and related industry clusters. The core of *Florida TRADE* was developed using several evidence-based models and is designed to provide short-term

certification training that results in stackable or latticed industry specific credentials that articulate statewide to AS degree programs, including Engineering Technology, and up the educational pathway. The *Florida TRADE* consortium has **listened to the needs of advanced manufacturing businesses** by targeting industry certification training in areas that support the skills required to fill some of the top jobs facing a critical shortage across Florida: **welders; CNC machinists; engineers; quality assurance/inspection officers; and master mechanics and technicians.** The *Florida TRADE* program is an opportunity to share existing curricula that can be deployed in a non-traditional academic environment. Training will be delivered in a hybrid fashion: online through a system called NTER (National Training & Education Resource) and followed by hands-on application training at the local college, business or community partner site. By using this system, our consortium will be ahead of the class for curricula sharing among colleges and for providing statewide access to students. Program curricula will align with the standards of the National Association of Manufacturers (NAM) and will be packaged for participants to first earn a nationally recognized work credential as an assessment, followed by accelerated industry specific training and credentialing, then followed by an internship and lastly resulting in a job, within a six month time period.

Other partners in the program include the Manufacturers Association of Florida, which who will provide internship coordinators and enhanced networking directly with the manufacturers; the Employ Florida Banner Center for Advanced Manufacturing, which will lead the effort on statewide articulation of specific industry certifications; the local workforce boards which will play a role in recruitment, job placement and tracking; and other community partners to assist with outreach and resource sharing, to include businesses, economic development, technical schools and K-12 systems, among others.

- 9. Population to be Served:** *Florida TRADE* targets the training of Florida workers who have lost their jobs, or are at risk of losing their job, as a result of foreign trade (Trade Adjustment Assistance eligible workers), as well as veterans, dislocated and incumbent workers.

10. **Targeted Industry(s):** Advanced Manufacturing
11. **Employer Partners(s):** *Florida TRADE* has commitment from 38 employer partners throughout Florida including Coca-Cola, Mosaic, Florida Power & Light, Jabil Circuit, ConMed Linvatec, Rybovich Yachts, Berg Steel Pipe Corp., AO Precision Manufacturing, Southern Manufacturing Technologies, Bae Systems and Belcan Engineering Group.
12. **Public Workforce System Partners(s):** *Florida TRADE* will work with Workforce Florida, and each consortium member will be working directly with their local Workforce System in a variety of capacities including assessment, recruitment, placement and tracking.
13. **Other Key Partners(s):** Manufacturers Association of Florida Center, Manufacturing Institute, SRI International and the Banner Center for Advanced Manufacturing.
14. **Public Contact Information:** Jackie Skryd, Director of Grant Development, St. Petersburg College, 727-302-6809; skryd.jackie@spcollege.edu
15. **Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 90% of program materials will be developed as open educational resources, and the remaining 10% will be licensed or purchase.
16. **Data Tags (up to 25):** Accelerated Learning, Certificate Attainment, Career Pathways, Degree Attainment, Employer Partnership, Stackable/Latticed Credentials, Online Teaching/Learning, Technology Enabled Learning, Individual Education Plan, Industry Recognized Credentials, Web-based Training, Enhanced Course Articulation, Retention Strategies.

Retraining the Gulf Coast Workforce through IT Pathways Consortium

1. ***Applicant Name:*** Bossier Parish Community College
2. ***Applicant City/State:*** Bossier City, Louisiana
3. ***Consortium Members and Consortium Member States:***  
Bossier Parish Community College, Bossier City, LA  
Delgado Community College, New Orleans, LA  
Northeast Louisiana Technical College, Monroe, LA  
South Louisiana Community College, Lafayette, LA  
Copiah-Lincoln Community College, Wesson, MS  
Meridian Community College, Meridian, MS  
Mississippi Delta Community College, Moorhead, MS  
Northeast Mississippi Community College, Booneville, MS  
Pearl River Community College, Poplarville, MS
4. ***Areas Served by Grant:***  
**State:** Louisiana  
**Counties:** Acadia, Bienville, Bossier, Caddo, Caldwell, Claiborne, De Soto, East Carroll, Evangeline, Franklin, Iberia, Jackson, Jefferson, Lafayette, Lincoln, Madison, Morehouse, Natchitoches, Orleans, Ouachita, Red River, Richland, Sabine, St. Bernard, St. Charles, St. James, St. John the Baptist, St. Martin, St. Landry, St. Tammany, Tensas, Union, Vermilion, Webster, West Carroll  
**Cities:** Bossier City, Chalmette, Estelle, Gretna, Harvey, Jeanerette, Kenner, Lafayette, Laplace, Marrero, Metairie, Monroe, Natchitoches New Iberia, New Orleans, Opelousas, Ruston, Shreveport, Slidell, Terrytown  
  
**State:** Mississippi  
**Counties:** Adams, Alcorn, Bolivar, Copiah, Forrest, Franklin, Hancock, Humphreys, Issaquena, Jefferson, Jefferson Davis, Lafayette, Lamar, Lauderdale, Lawrence, Leflore, Lincoln, Marion, Pearl River, Prentiss, Sharkey, Simpson, Sunflower, Tippah, Tishomingo, Union, Washington,  
**Cities:** Booneville, Brookhaven, Cleveland, Columbia, Corinth, Crystal Springs, Greenville, Greenwood, Hattiesburg, Indianola, Iuka, Leland, Magee, Meridian, Natchez, New Albany, Oxford, Petal, Picayune, Poplarville, Ripley
5. ***Total Funding Level Requested:*** \$14,710,837
6. ***Sub-Total Requested Funding Amount by Consortium Member***

Delgado Community College Consortium Member	\$	886,965
LA Delta Community College Consortium Member	\$	886,965
South LA Community College Consortium Member	\$	886,965
Copiah-Lincoln Community College Consortium Member	\$	886,965
Meridian Community College Consortium Member	\$	886,965
MS Delta Community College Consortium Member	\$	886,965
NE Mississippi Community College Consortium Member	\$	886,965
Pearl River Community College Consortium Member	\$	886,965
Bossier Parish Community College Consortium Lead	\$	7,615,117

## Retraining the Gulf Coast Workforce through IT Pathways Consortium

7. ***Project Name:*** Retraining the Gulf Coast Workforce through IT Pathways Consortium
8. ***Project Description and List of Credentials to be Developed and Awarded***

Responding to the significant economic need and programmatic gaps, the Consortium colleges will implement evidence-based IT career pathway programs leading to industry-valued credentials and degrees, while providing TAA impacted workers and other students with comprehensive supports needed to boost completion. Using the evidence-based I-BEST model, and with the Accelerating Opportunity initiative's technical support, each college will develop and implement pathways that feature a new, core foundational IT curriculum that integrates basic skills instruction with technical training to accelerate academic achievement and credential attainment. The common IT foundational curriculum leads to a marketable entry-level certification and lattices into multiple in-demand IT specialty pathways and certifications in Health Informatics, Cyber Security, and Industrial IT. Students will have access to multiple entry and exit points along their chosen pathway and will receive a number of support services throughout enrollment, including career counseling, advising and case management.

Targeted credentials include Computer Support Specialist (foundational credential), Medical Records Specialist, Network Security Specialist, and IT for Industrial Maintenance. Industry-recognized certifications include A+, Network+, Security +, Certified Coding Associate (CCA), and NCCER Core.
9. ***Populations to be Served:***

TAA-eligible workers, veterans, other displaced workers, unemployed and underemployed low-skilled adults
10. ***Targeted Industry:*** Information Technology
11. ***Employer Partners:***

IBM  
Caterpillar, Inc.  
CenturyLink  
Ochsner Health System  
Rush Health Systems  
Pearl River County Hospital  
Entergy  
St. Francis Medical Center  
Schumacher Group  
Cyber Innovation Center
12. ***Public Workforce System Partners:*** Louisiana Workforce Commission, Mississippi Department of Economic Security, Seventh Planning District Consortium WIB, City of Shreveport Community, Dev. Workforce Bureau, Franklin Parish Consortium, Lafayette Workforce Investment Board, Orleans Parish, Ouachita Parish Workforce Inv. Board, Union Parish Consortium, South Central MS Planning & Development, Delta Workforce Investment Area, The Mississippi Partnership, Twin Districts Workforce Investment Area, Bossier Career Solutions, Caddo Career Solutions Center, Northeast LA Workforce Centers, Lafayette Business & Career Solution Center, JOB 1-Career Solutions Centers (Eastbank Orleans and Algiers), Ouachita Career Solutions Center, Morehouse, Union, and West

## Retraining the Gulf Coast Workforce through IT Pathways Consortium

Carroll Parishes, Jackson WIN Job Center, Greenville WIN Job Center, Pontotoc WIN Job Center, Harrison County WIN Job Center

**13. *Other Key Partners:***

**Round I TAA-CCCT Grantees:**

The College of Lake County - IGEN Career Pathways

Cincinnati State Community & Technical College - Health Professions Pathways

**Other:**

Louisiana Community & Technical College System Office

Mississippi Board for Community & Junior Colleges

CompTIA

Single Source, USA

Jobs for the Future

National College Transitions Network

Washington State Board for Community & Technical Colleges

National Council for Workforce Education

Mississippi College Research Center

**14. *Public Contact Information:*** Lisa Wheeler, Director, Institutional Research and Grants,

Bossier Parish Community College

e-mail: lwheeler@bpcc.edu

(318) 678-6206 phone

(318) 678-6391 fax

**15. *Percentage of OER Program Materials Developed:***

100% of the program materials will be developed as open educational resources.

**16. *Data Tags:***

Accelerated Learning, Basic Skills, Career Pathways, Certificate Attainment, Degree

Attainment, Employer Partnership, Enhanced Student Services, Industry-Driven

Competencies, Industry-Recognized Credentials, Retention Strategies, Stackable Credentials,

Technology-Enabled Learning, Job Placement, Contextualized Learning, Paid Internships,

Skill Assessments

May 24, 2012

**Project Abstract**

**1. Applicant Name:** Casper College (single applicant)

**2. Applicant City/State:** Casper, WY

**3. Consortium Member(s) and Consortium Member State(s):** NA

**4. Areas Served by Grant (by city, county, and state):**

Natrona County is the principle training site. Students will be recruited from all 23 counties in the state.

**5. Total Funding Level Requested:** \$ 2,305,079.00

**6. Sub-Total requested Funding Amount by Consortium Member (as applicable):** NA

**7. Project Name:** Casper College/Simulation Project

**8. Project Description and List of Credentials to be Developed and Awarded:** The Casper College (CC) School of Health Science is requesting support from the U.S. Department of Labor and the U.S Department of Education to expand and enhance their ability to deliver health care training programs that meet the growing needs of TAA-eligible students, the long-term unemployed, underemployed and Wyoming veterans. CC will create a medical simulation lab, curricula, and learning materials that will be used by all nine of the schools health science programs. "Medical simulation training provides learning conditions that imitate real-life situations without putting the patient at risk."<sup>1</sup> Health care professionals can learn to react and correctly treat a patient in these conditions without causing injury. A health care professional's ability to react wisely in unexpected situations is one of the most critical factors in providing a positive outcome. This ability is one that requires time, training, practice, and repetition. Our graduates will be highly qualified candidates for employment and will help to fill critical health

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<sup>1</sup> [www.va.gov](http://www.va.gov) (Dr. Haru Okuda)



May 24, 2012

care needs in Wyoming. This center will expand and improve our ability to deliver education and training programs to meet the overarching goals of this SGA.

Degrees/Credentials that are currently earned – Casper College School of Health Science  
Registered Nurse: Associate’s Degree, NCLEX-RN; Licensed Practical Nurse Certificate, NCLEX-PN; Radiologic Technician, Associate’s Degree, R.T., ARRT; EMT, certificate of Completion, state licensure and National Registry of EMT; Paramedic, Associate’s Degree, state licensure, National registry of EMT; Occupational Therapy Assistant, Associate of Science Degree, American Council of Occupational Therapy Education (ACOTE); Medical Laboratory Technician, Associate of Science Degree; Respiratory Therapist, Associate of Science Degree; Pharmacy Technician, Certificate or Associate of Science Degree; Nursing Assistant (CNA), Casper College Certificate of Completion, eligible for exam for state licensing.

**9. Population to Be Served:** TAA-eligible workers; long term unemployed; underemployed; and veterans

**10. Targeted Industry:** Health care including nursing and allied health care professions

**11. Employer Partner:** Wyoming Medical Center

**12. Public Workforce System Partner:** State of Wyoming, Department of Workforce Services (Casper Workforce Center)

**13. Other Key Partners:**

**14. Public Contact Information:** Katie McMillan, Grants Coordinator, Casper College, (307)268-2488, [kmcmillan@caspercollege.edu](mailto:kmcmillan@caspercollege.edu).

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or**

**Purchased Program Materials:** Approximately 80% of program materials will be developed as open educational resources, and the remaining 20% will be purchased.

May 24, 2012

**16. Data Tags (up to 25):** Achievement rates, blended learning, career pathways, certificate attainment, civic and community engagement, competency-based training, degree attainment, employer partnership, industry-driven competencies, industry-recognized credentials, job placement, retention strategies, simulations, skill assessments, stackable credentials, and technology enabled learning.

**Project Abstract**  
**Innovations Moving People to Achieve Certified Training (IMPACT)**  
**A Nebraska Consortium led by Central Community College**

**1. Applicant Name:** Central Community College

**2. Applicant City/State:** Grand Island, NE

**3. Consortium Member(s) and Consortium Member State(s):**

- Central Community College; Grand Island, NE
- Metro Community College; Omaha, NE
- Northeast Community College; Norfolk, NE
- Southeast Community College; Lincoln, NE
- Western Nebraska Community College; Scottsbluff, NE

**4. Areas Served by Grant (by city, county, and state):**

**State:** Nebraska. **Counties:** Adams, Antelope, Banner, Boone, Box Butte, Boyd, Brown, Buffalo, Burt, Butler, Cass, Cedar, Cheyenne, Clay, Colfax, Cumming, Dakota, Dawes, Dawson, Deuel, Dixon, Dodge, Douglas, Fillmore, Franklin, Furnas, Gage, Garden, Garfield, Gosper, Grant, Greeley, Hall, Hamilton, Harlan, Holt, Howard, Jefferson, Johnson, Kearney, Keya Paha, Kimball, Knox, Lancaster, Lincoln, Madison, Merrick, Morrill, Nance, Nemaha, Nuckolls, Otoe, Pawnee, Phelps, Pierce, Platte, Polk, Richardson, Rock, Saline, Sarpy, Saunders, Scottsbluff, Seward, Sheridan, Sherman, Sioux, Stanton, Thayer, Thurston, Valley, Washington, Wayne, Webster, Wheeler, and York Counties.

**Cities:** Omaha, Lincoln, Nebraska City, Bellevue, Beatrice, Norfolk, Columbus, York, Grand Island, Hastings, Ord, Holdrege, Scottsbluff, Alliance, Sidney, Kimball, Chadron

**5. Total Funding Level Requested:** \$5,629,194

**6. Sub-Total Requested Funding Amount by Consortium Member:**

- Central Community College: \$3,658,069
- Metropolitan Community College: \$854,446
- Northeast Community College: \$246,908
- Southeast Community College: \$695,942
- Western Nebraska Community College: \$173,829

**7. Project Name:** Innovations Moving People to Achieve Certified Training (IMPACT)

**8. Project Description and List of Credentials to be Developed and Awarded:**

IMPACT will design and deliver a blended Manufacturing Generalist (MG) degree program of stacked and latticed credentials, mapped to industry skills certifications. The MG degree program will integrate existing Skilled and Technical Science (STS) courses from the five consortium member community colleges and a new set of four core curriculum courses offered in the online immersive media environment, Second Life. The new core curriculum will be ADA compliant and designed with contextualized learning to include basic skills remediation in the occupational skills training. Existing courses will also be evaluated and incorporated with the use of contextualized basic skills training, where appropriate.

Participants may select their degree program courses from seven concentration areas, designing a MG curriculum that best meets both the student's and their employer's needs. The concentration areas will include advanced manufacturing, mechatronics, instrumentation, welding, quality, drafting, and energy operations. Selected courses from these programs for inclusion in the MG degree program will be reviewed and at least 25% will be mapped to the National Association of Manufacturers' endorsed Skills Certification System to better align with industry needs and ensure students will earn portable credentials.

The grant project will create a Second Life manufacturing campus to host the core curriculum lectures, supportive services and career awareness activities. The SL virtual world will allow curriculum to be delivered in real-time and asynchronously. 3D/4D simulations and game design will be created to enhance both the core and concentration courses and implemented in SL. Equipment for on-site courses will be upgraded to expand programs at individual consortium colleges and complement the use of virtual simulations.

Intervention strategies will be implemented to improve retention and completion rates. Enhanced coaching will be provided to an experimental group with at least two coach/participant interactions per month. Enhanced coaching will focus on reducing any barrier to academic success, included both in-school and out-of-school issues such as work-life balance, personal finances, and family issues. Knowledge, skills, abilities and other characteristics (KSAO) assessments will be provided to help the participants make informed training and career decisions and providing a tool for the coaches in mentoring the participants.

IMPACT will also work to increase articulation by 25% among Nebraska community college's STS courses and develop pathways to baccalaureate programs with at least two four-year institutions. Project partner, University of Nebraska – Lincoln (UNL), will assess the MG courses and work with consortium curricula developers to make modifications necessary to meet accreditation requirements for articulation toward a 4-year degree at UNL and University of Nebraska – Omaha.

**List of Credentials to be Developed and Awarded:**

- 1) Certificate Program (12 semester hours of credit),
- 2) Industry Certifications
- 3) Diploma (32 semester hours of credit)
- 4) Associate Degree Program (64 semester hours of credit) – The Manufacturing Generalist (MG) Associate of Applied Sciences (AAS) degree
- 5) Baccalaureate Program

**9. Populations to be Served:** TAA-eligible workers, unemployed, and underemployed workers.

**10. Targeted Industry(s):** Manufacturing.

**11. Employer Partner(s):** Nebraska Public Power District (NPPD); Behlen Mfg. Co., Liquid Bulk Tank (LBT)

**12. Public Workforce System Partner(s):** Nebraska Workforce Development – Department of Labor TAA Office and Local Workforce Investment

**13. Other Key Partner(s):** Round 1 TAACCCT Grantee – Washburn University, Topeka, Kansas;  
Round 1 TAA CCCT Grantee – George C. Wallace State Community College – Hanceville, Alabama;  
University of Nebraska – Lincoln, Nebraska

**14. Public Contact Information:** Dr. Gregory P. Smith, College President, Grand Island, NE  
Central Community College, (308)398-7300, [gpsmith@cccneb.edu](mailto:gpsmith@cccneb.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 75% of program materials will be developed as open educational resources, and the remaining 25% will be licensed or purchased.

**16. Data Tags:** barriers, accelerate progress; basic skills; blended learning; certificate; contextualized learning; articulation; game design; industry needs; industry recognized credentials; enhanced coaching; simulations; stackable credentials; immersive media; virtual environment; asynchronous

## Project Abstract

**1. Applicant Name:** Central Lakes College (CLC)

**2. Applicant City/State:** Brainerd, MN

**3. Consortium Member(s) and Consortium Member State(s):**

Pine Technical College (PTC), Pine City, MN

St. Cloud Technical and Community College (SCTCC), St. Cloud, MN

360 Degree Center of Excellence (360 Center) at Bemidji State University, Bemidji, MN

**4. Areas Served by Grant (by city, county, and state):**

**State:** Minnesota **Counties:** Aitkin, Anoka, Becker, Beltrami, Benton, Big Stone, Blue Earth, Brown, Carlton, Carver, Cass, Chippewa, Chisago, Clay, Clearwater, Cook, Cottonwood, Crow Wing, Dakota, Dodge, Douglas, Faribault, Fillmore, Freeborn, Goodhue, Grant, Hennepin, Houston, Hubbard, Isanti, Itasca, Jackson, Kanabec, Kandiyohi, Kittson, Koochiching, Lac qui Parle, Lake, Lake of the Woods, Le Sueur, Lincoln, Lyon, Mahnomon, Marshall, Martin, McLeod, Meeker, Mille Lacs, Morrison, Mower, Murray, Nicollet, Nobles, Norman, Olmsted, Otter Tail, Pennington, Pine, Pipestone, Polk, Pope, Ramsey, Red Lake, Redwood, Renville, Rice, Rock, Roseau, Saint Louis, Scott, Sherburne, Sibley, Stearns, Steele, Stevens, Swift, Todd, Traverse, Wabasha, Wadena, Waseca, Washington, Watonwan, Wilkin, Winona, Wright, Yellow Medicine **Cities:** All cities in Minnesota

**State:** Wisconsin. **Counties:** Polk, Burnett **Cities:** All cities in Polk and Burnett county

**5. Total Funding Level Requested:** \$13,100,920

**6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):**

Central Lakes College: \$3,748,561

Pine Technical College: \$3,209,312

St. Cloud Technical and Community College: \$3,953,961

360 Center: \$2,189,086

**7. Project Name:** Regional Advanced Manufacturing Re-Training (RAMR)

**8. Project Description and List of Credentials to be Developed and Awarded:** Foreign trade has had a severe impact on Minnesota. More than 8700 manufacturing workers in Minnesota have either lost their jobs due to foreign trade or are under constant danger of job loss since January 1, 2007. Complicating that dynamic is the fact that manufacturers across the state are experiencing a severe skills gap – they can find plenty of lower-skilled workers, but high-skilled technicians in advanced manufacturing disciplines are scarce. To attack this trend, the Regional Advanced Manufacturing Re-Training (RAMR) program, proposed here, will directly lead to high-wage, high-skill employment outcomes for more than 3900 workers in Minnesota and Wisconsin.

To combat this dilemma, three lead institutions --Central Lakes College (CLC), Pine Technical College (PTC), and St. Cloud Technical and Community College (SCTCC)- all members of the Minnesota State College and University System -- have formed a coalition with other members of the state's 360° Manufacturing and Applied

Engineering Center of Excellence (360 Center) and its partners, including Bemidji State University, Minneapolis Community and Technical College, Northland Community and Technical College, Northwest Technical College, Riverland Community College, Saint Paul College, and Lake Superior College. Our consortium members have been working to expand our educated labor pool in direct response to our manufacturing employer needs for more than a decade, with our recent emphasis evolving into the advanced manufacturing arena. This advanced manufacturing arena specifically relates to metals manufacturing, plastics and composites, automation technology and rapid prototyping. The strategy contained in our application will innovatively re-engineer the relationship between introductory manufacturing core courses, Adult Basic Education (ABE) and college developmental education to improve student retention and success. It will also provide intensive, 'wrap-around' student services to assist students to overcome their individualized barriers to success. It will expand access to these introductory courses by building on and enhancing existing online courses in basic manufacturing skills pioneered by the 360° Center, and it will add to the program mix important new advanced manufacturing disciplines in plastics technology, automation and rapid prototyping.

Our plan to educate TAA-impacted, Veterans and other dislocated workers is built around a six-step process, with multiple exit-to-employment points throughout.

RAMR incorporates innovations for accessibility and delivery, using research-based models that bring more than 3900 participants the industry-recognized credentials, certifications, and degrees our employer partners demand that lead to improved employment outcomes.

We will deliver courses/programs of study including re-designed and integrated ABE and developmental education, delivered in tandem with introductory manufacturing courses. The approach will build on evidence-based designs from Minnesota's FastTRAC Program and the Washington iBEST strategies. To further solidify the necessary learning, we also are offering these students the National Career Readiness Certificate (NCRC), recognized by all our employer partners as well as endorsed by the National Association of Manufacturers. Making use of research on online student outcomes and retention, the project will expand access to hybridized online manufacturing courses, and it will enhance those courses through computer simulations and games developed using cognitive task analysis methodologies.

We will also offer educational solutions via mediated telepresence, connecting partner companies to each other and to the colleges to improve companies' ability to upgrade employed lower skilled workers in their own workspaces to help meet the skills gap. This interactive video network will also bring to the college classrooms ready access to industry experts for enhanced instruction in the basic and in the advanced manufacturing courses. Our contextualized and modularized solutions offer the greatest opportunity for increased learning leading to better employment outcomes.

These are proven solutions that allow for the flexibility our target population needs, while also meeting all five of the core elements noted in the criteria.

**9. Populations to be Served:** TAA-eligible workers, long-term unemployed, Veterans, incumbent workers

**10. Targeted Industry(s):** Advanced Manufacturing

**11. Employer Partner(s):** Clow Stamping Co., Louis Industries, Inc., Larson Boats, LLC, Pellco Machine, Inc., Nahan Printing, Inc., Falls Fabrication, 3M Company (Fabrication Services), Lakeland Mold Company, AirBorn, Inc., Graphics Packaging, Inc., Wyoming Machine, Inc., Specialty Mfg. Co., International Precision Machining, New Flyer Industries, Newmans Industries, Inc., Pequot Tool & Mfg., Inc., LINDAR Corporation, and Atscott Mfg.

**11a. Industry Partners:** Central Minnesota Manufacturers Association, Rural Minnesota CEP, Inc, Manufacturer’s Alliance, Ford Twin Cities Assembly Plant Dislocated Worker Program, Minneapolis Plumbers Joint Journeymen & Apprentice Committee, Minneapolis Pipefitters JAC, MSCF-Minnesota State College Faculty, Minnesota Precision Manufacturing Association.

**12. Public Workforce System Partner(s):** Minnesota Department of Employment and Economic Development (DEED), Stearns Benton Employment & Training Council, Central Minnesota Jobs & Training Services (CMJTS).

**13. Other Key Partner(s):** Pine City EDA, Benton County Economic Development, Brainerd Lakes Area Economic Development Corporation, Small Business Development Center (CLC), Employment Training Center, Mn. Dept of Veterans Affairs, Higher Ed Veteran's Program, Initiative Foundation, Mille Lacs Band of Ojibwe Indians, City of St. Cloud Economic Development, GPS 45:93 Regional Economic Development Consortium, Cass County Economic Development Corporation, Wright County Economic Development Partnership, Brainerd Public Schools, Region Five Development Commission, Brainerd Lakes Chamber, Bridges Workforce Connection Advisory Board, Bemidji State University, Minneapolis Community and Technical College, Northland Community and Technical College, Riverland Community College, Saint Paul College. Round 1 TAACCCT Grantee contact Great Bay Community College.

**14. Public Contact Information:** Jeff Wig, Dean, Central Lakes College, (218)894-5172, [jwig@clcmnedu](mailto:jwig@clcmnedu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 70% of program materials will be developed as open educational resources, and the remaining 30% will be licensed or purchased.

**16. Data Tags (up to 25):**

Accelerated Learning	Industry-Recognized Credentials
Assessment Technology	Job Placement
Basic Skills	Modular Curriculum
Career Pathways	Online Teaching/Learning
Certificate Attainment	Personalized Instruction
Competency-based Training	Real-time Online Interactions
Contextualized Learning	Retention Strategies
Degree Attainment	Self-paced Learning
Developmental Education	Simulations
Enhanced Student Services	Skill Assessments
Industry-Driven Competencies	Stackable Credentials
	Technology Enabled Learning



**Project Abstract**

- 1. Applicant Name:** Chattanooga State Community College
- 2. Applicant City/State:** Chattanooga, Tennessee
- 3. Consortium Member(s)/Consortium Members State(s):** NA
- 4. Areas Served by Grant (by city, county, and state):** In TN-Hamilton Co.-Chattanooga; Marion Co.-Jasper, Kimball, and South Pittsburgh; Sequatchie Co.-Dunlap; Bledsoe Co.-Pikeville; Rhea Co.-Spring City, Dayton, and Graysville; Bradley Co.-Cleveland; Polk Co.-Benton, Copperhill, Ducktown; Monroe Co.-Madisonville, Sweetwater, Tellico Plains; Meigs Co.-Decatur, McMinn Co.-Athens, Calhoun, Etowah, Riceville; and Grundy Co.-Monteagle, Altamont, Coalmont, Tracy City, and Palmer  
In GA-Dade Co.-Rising Fawn, Trenton, and Wildwood; Walker Co.-Chickamauge, Lafayette, Lookout Valley, and Rossville; Catoosa Co.-Fort Oglethorpe, Ringgold and Tunnel Hill; Whitfield Co.-Cohutta, Dalton, Resaca, and Rocky Face; Murray Co.-Chatsworth; and Fannin Co.-Blue Ridge, McCaysville.
- 5. Total Funding Level Requested:** \$ 3,026,396
- 6. Sub-total Requested Funding Amount by Consortium Member:** NA
- 7. Project Name:** Tennessee Valley Institute for Materials Joining and Training (IMJAT)
- 8. Project Description and List of Credentials to be Developed and Awarded:**

The Tennessee Valley Institute for Materials joining and Testing (IMJAT) proposes to serve employer and TAA-impacted worker needs by providing rapid retraining in two core, high-demand, high wage fields: non-destructive evaluation (NDE) and materials joining(MJ). IMJAT will provide training for TAA/displaced workers, including VA in 11 counties in southeast Tennessee as well as 6 counties in northwest Georgia.

IMJAT's career pathways will offer a continuum starting at entry-level certification that produces employability within 4-6 months while also providing opportunities for stacked and latticed credentialing that could lead to advanced certifications, associate, and/or baccalaureate degrees. The certifications developed for this program are the direct result of employer input based on the community outreach conducted for this proposal process.

Certifications for MJ include: *AWS Certified Welding Machine Operator, Welding Machine Tech, Welding Control Tech, Robotic Arc Welder, and Certified Weld Inspector.*

Certifications in NDE include: *Level 1 & 2 industry certified VT, MT/PT, ET, and UT/RT skilled technicians.* All Certifications lead to an A.A.S. in Engineering Technology with a concentration in "materials joining" or "nondestructive evaluation and testing", and the opportunity to advance these skills toward a B.S. in Engineering.

Proposed outcomes for TAA and other displaced workers include: serving 270+ TAA other displaced in advanced manufacturing and energy sector technical training programs that produce high-wage, high-skilled employment opportunities; utilizing strong industry partnerships to impact the needs of TAA and employers in the region; developing new and enhanced programs in materials joining and NDE with stacked and latticed programs in a convenient online and hybrid format , and producing graduates with new skills and abilities to earn a family supporting wage.

**9. Populations to be served:** TAA eligible workers; VA, and other displaced workers

**10. Targeted Industry:** Advanced Manufacturing, Nuclear Energy, and other Energy

**11. Employer Partners:** Tennessee Valley Authority, ASTEC Industries Inc., Komatsu, Volkswagen Group of America, Eagle Testing Company, and Westinghouse.

**12. Public Workforce System Partners:** LWIA-5 (Southeast Development District). Tri-State Alliance (TN, GA, AL workforce development consortium), Northwest Georgia Regional Commission, State of TN Dept. of Labor-TAA Office

**13. Other Key Partners:** American Society of Mechanical Engineers (ASME). Chattanooga Regional Manufacturers Association (CRMA), Hamilton County Gvt. Development Office, Chattanooga Area Chamber of Commerce

**14. Public Contact Information:** Dr. James L. Barrott, Vice President Technology, Chattanooga State Community College, (423) 697-3211, [jim.barrott@chattanoogastate.edu](mailto:jim.barrott@chattanoogastate.edu) OR Ms. Lyn Price, IMJAT Interim Project Manager, Chattanooga State Community College, (423) 697-3124, [lyn.price@chattanoogastate.edu](mailto:lyn.price@chattanoogastate.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Materials:** Approximately 30% of program materials will be developed using existing OER, or newly developed OER within the IMJAT program. The remaining 70% will be purchased as either simulation software, or as part of current vendor relationships for the development of developmental math content (Pearson's).

**16. Data Tags (up to 25):**

Accelerated Progress, Basic Skills, Blended Learning, Career Pathways, Competency-based Training, Contextualized Learning, Developmental Education, Employer Partnership, Enhanced Course Articulation, Enhanced Student Services, Learning Communities, Mentoring, On-the-Job Training, Online Learning, Open Educational Resources, Self-paced Learning, Simulations, Stackable Credentials, and Technology-enabled Learning

**ABSTRACT**

**Applicant Name:** Clovis Community College, Individual Applicant

**Applicant City/State:** Clovis, New Mexico

**Areas Served by Grant:**

- **State:** New Mexico.      **Counties:** Curry, Roosevelt, Union, Harding, Quay, Guadalupe, De Baca
- **State:** Texas.              **Counties:** Parmer, Bailey

**Total Funding Level Requested:** \$2,502,875

**Project Description and List of Credentials to be Developed and Awarded:**

Clovis Community's "Allied Health Expansion" project will focus on 1) developing a co-enrollment track for our Nursing program, 2) developing an accredited Physical Therapist Assistant program, and 3) redesigning our Health Information Technology program to align with accreditation requirements. These high-demand fields are expected to grow significantly in the next several years, and we are strategically positioned to ensure that rural New Mexicans are a part of this industry growth.

This project will develop high-quality, accredited allied health programs to meet the growing demand by both industry and student interest in our rural area. Certifications developed and/or enhanced through this project include: 1) CPR certification, 2) Health Care Assistant, 3) Licensed Practical Nurse, 4) Registered Nurse, 5) Physical Therapist Assistant, 6) Medical Coding/Billing Specialist, 7) Medical Transcriptionist, and 7) Registered Health Information Technologist. Employers from regional hospitals and other healthcare facilities have provided significant support for this project and expressed high emerging demand for trained individuals in these fields.

The goal of Allied Health Expansion is to provide additional training opportunities to TAA-eligible workers, unemployed workers, dislocated workers, and incumbent workers including low-wage workers. This will be attained through infrastructure, capacity building, and curriculum development at Clovis

Community College. Increased human and equipment capacity will allow us to recruit, educate, and secure employment for participants.

**Populations to be Served:** TAA-eligible workers and long-term unemployed workers

**Target Industry:** Allied Health: Nursing, Physical Therapist Assistant, and Health Information Technology

**Employer Partners:** Plains Regional Medical Center, Retirement Ranch, and other employers in our area

**Public Workforce System Partners:** New Mexico Department of Workforce Solutions, New Mexico

Eastern Area Workforce Investment Act training program, New Mexico eastern area Workforce

Connections, New Mexico eastern area Workforce Development Board

**Other Key Partners:** Eastern New Mexico University, Amarillo College, Santa Fe Community College

(Round 1 TAACCCT grantee)

**Public Contact Information:** Mindy Watson, Director of Federal Programs, Clovis Community College,

(575)-769-4065, mindy.watson@clovis.edu.

**Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased**

**Program Materials:** Approximately 35% of program materials will be developed as open educational resources, and the remaining 65% will be licensed or purchased.

**Data Tags:** Assessment Technology, Career Pathways, Certificate Attainment, Contextualized Learning, Degree Attainment, Digital Materials, Enhanced Student Services, Industry-Recognized Credentials, Online Teaching/Learning, Open Educational Resources, Clinical Skill Assessment, Stackable Credentials, Technology Enabled Learning

## ***Crowder College 2012TAA CCCT Grants Program Application – Project Abstract***

**Applicant Name:** Crowder College

**Applicant City/State:** Neosho, MO

**Areas Served By Grant:** Southwest Missouri – McDonald, Newton, Jasper, Barry, Barton, Dade, Vernon, Lawrence and Cedar counties.

**Total Funding Requested:** \$2,907,224

**Project Name:** SW Missouri Public Safety and Emergency Medical Initiative

**Project Description and List of Credentials to be Developed and Awarded:** Crowder College will develop new programs/courses, expand existing programs and increase flexibility and access to post-secondary training for TAA impacted, unemployed, underemployed, incumbent workers and returning military in the Public Safety Career Pathway. This target Career Cluster will include: Fire Fighter, Law Enforcement, Public Management and Emergency Medical Technician. Potential job/credential opportunities include: Police Officer, First Line Police Supervisor, Police Mid-Management, Police Executive, Fire Fighter I and II, Fire Inspector, Fire Investigator, Fire Officer, Fire Instructor, Fire Evaluator, Executive Fire Officer, Security Officer, Corrections Officer, Telecommunications Operator, Records Management Operator, Driver/Operator, Emergency Medical Technician, Advanced Medical Life Support, Critical Care Paramedics, Emergency Pediatric Care and Rapid Identification of Diabetic Drivers.

An every growing demand for individuals trained in Law Enforcement (homeland security, public police force, corrections and transportation security) this program will recruit individuals to pursue and complete the Crowder College Law Enforcement Associate Degree program, Corrections Certificate, Communications Certificate, MSSU POST Academy and additional POST certified skills training. Crowder College intends to train 50 individuals.

## ***Crowder College 2012TAA CCCT Grants Program Application – Project Abstract***

Crowder College currently offers an Associate of Applied Science, Associate of Arts and a Certificate in Fire Science; and will develop a variety of 12-32 hour credentialed training courses. These programs will be expanded to the Joplin Metro area, updated to include new technologies and procedures and will train 70 individuals at various entry points of this career pathway.

The Paramedic/EMT program will be expanded to train an additional 40 individuals and a new associates degree in Public Management designed to articulate to Missouri Southern State University Public Administrator Bachelor of Science degree training 20 individuals.

**Populations to be Served:** Nine-County service area will be the primary region although because of the location of Crowder College, there will be participants from Arkansas, Oklahoma and Kansas. Participants will include: TAA impacted, unemployed, underemployed, incumbent workers and returning military.

**Targeted Industries:** Healthcare/Emergency Medical (Paramedic/EMT), Public Safety (Law Enforcement, Fire Fighter, Public Management).

**Employer Partners:** Freeman Health Systems, City of Joplin, City of Webb City, City of Neosho, Redings Mill Fire District, City of Carl Junction, Newton County Ambulance District.

**Public Workforce System Partners:** Southwest Missouri Workforce Investment Board, Joplin Career Center, Equal Opportunity Center.

**Other Key Partners:** Pittsburg State University, Missouri Southern State University, Missouri State University, Central Missouri University.

**Public Contact Information:** Cindy Branscum, [cindybranscum@crowder.edu](mailto:cindybranscum@crowder.edu), 417-455-5755

**Percentage of OER Program Materials Developed vs. Percentage of Licensed or**

**Purchased:** Approximately 75% developed, 25% purchased.

***Crowder College 2012TAA CCCT Grants Program Application – Project Abstract***

**Data Tags:** accelerated progress, accelerated learning, assessment technology, career pathways, civic and community engagement, competency-based training, degree attainment, employer partnership, enhanced course articulation, industry-driven competencies, industry-recognised credentials, learning communities, mentoring, on-the-job training, online teaching/learning, simulations, skills assessment, stackable credentials, technology enabled learning



## Project Abstract

1. **Applicant Name:** Des Moines Area Community College (consortium applicant)
2. **Applicant City/State:** Ankeny, Iowa
3. **Consortium Members** (all within the state of Iowa): Eastern Iowa Community College (Davenport); Hawkeye Community College (Waterloo); Iowa Central Community College (Fort Dodge); Indian Hills Community College (Ottumwa); Iowa Lakes Community College (Estherville); Iowa Valley Community College (Marshalltown); Iowa Western Community College (Council Bluffs); Kirkwood Community College (Cedar Rapids); North Iowa Area Community College (Mason City); Northeast Iowa Community College (Calmar); Northwest Iowa Community College (Sheldon); Southeastern Community College (West Burlington); Southwestern Community College (Creston); Western Iowa Tech Community College (Sioux City).
4. **Areas Served by Grant:** State of Iowa
7. **Project Name:** Iowa-Advanced Manufacturing (I-AM): A Talent Success Strategy for the 21<sup>st</sup> Century Workforce
8. **Project Description and List of Credentials to be Developed and Awarded:** The I-AM consortium will collaboratively build training capacity by developing and awarding certificates (non-credit and credit), diplomas, and associate's degrees in the following signature programs: welding, machining, industrial maintenance, industrial automation, manufacturing technology, robotics, and transportation and logistics. In addition, curricula in these programs will be aligned with third-party certifications, including the NCRC™, AWS, NIMS, and MSSC which are part of the National Association of Manufacturer's endorsed Skills Certification System. As a result, over 3,000 individuals will be given the opportunity to earn a college credential and industry-recognized certifications in a shortened time frame, making them eligible for high demand, high wage employment opportunities and launching them on a career pathway in advanced manufacturing.
9. **Populations to be Served:** TAA-affected workers, dislocated workers, and other adults in need of training.
10. **Targeted Industry(s):** Advanced Manufacturing

- 11. Employer Partners:** Berry Plastics, PEM Ltd, ALMACO, Alum-Line Inc., Brownmed Inc., Centro Inc., CNH America, Ellison Technologies Automation, Fisher Controls Intl., General Mills, GKN Armstrong Wheels, Tyson Foods Inc., GMT Corp., GMM, John Deere, IN Tolerance, Infastech, Kinze, Meridian, Midwest Metal Products, IDFI Inc., Dethmers Manufacturing, Quatro Composites, Sukup Mfg. Co., Henderson Products Inc., Caterpillar, Oral-B Labs, Scranton Mfg. Co., Iowa Tool and Mfg. Inc., P.O.G. Labs, Vermeer Corp., Warren Distribution Inc., Winegard Co., Sabre Industries Inc., Gelita USA
- 12. Public Workforce System Partners:** Iowa Workforce Development and Iowa's 15 regional workforce investment boards
- 13. Other Key Partners:** Iowa Association of Business and Industry, The Manufacturing Institute, University of Iowa
- 14. Public Contact Information:** Deborah Koua, Director of Grants & Contracts, Des Moines Area Community College, (515)965-7025, [dkkoua@dmacc.edu](mailto:dkkoua@dmacc.edu)
- 15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 80% of program materials will be licenses or purchased, and the remaining 20% will be developed as open educational resources.
- 16. Data Tags (up to 25):** Career Pathways, Certificate Attainment, Contextualized Learning, Degree Attainment, Employer Partnership, Enhanced Course Articulation, Industry-Driven Competencies, Industry-Recognized Credentials, Job Placement, Online Teaching/Learning, Retention, Simulations, Technology Enabled Learning, Web-Based Training, Accelerated Learning, Blended Learning, Stackable Credentials

**Improving Student Outcomes for Employment Success**  
Project Abstract

1. **Applicant Name:** East Los Angeles College (ELAC)
2. **Applicant City/State:** Monterey Park, CA 91754
3. **Consortium Member(s) and Consortium Member State(s):** Not Applicable
4. **Areas Served by Grant (by city, county, and state):**
  - **State:** California.
  - **Counties:** Los Angeles, Orange County.
  - **Cities:** Monterey Park, Los Angeles, San Gabriel Valley – and beyond with online instruction.
5. **Total Funding Level Requested:** **\$2,999,762**
6. **Sub-Total Requested Funding Amount by Consortium Member** (*Not Applicable*)
7. **Project Name:** *Improving Student Outcomes for Employment Success*
8. **Project Description and List of Credentials to be Developed and Awarded:**

This project uses six strategies and 15 activities, including technology-enhanced, evidence-based student coaching, to elevate ELAC’s success in preparing workers/students for a wide range of logistics jobs in a geographic area that is home to the fifth (5<sup>th</sup>) busiest port in the world. Strategic objectives include: (a) increasing student completion success; (b) accelerating student transitions into *career-path* education; (c) expanding local capacity to supply employees for forecasted labor demands in logistics; and (d) accelerating student *entry* and *transitions* into logistics job fields requiring college-granted certificates. **List of Credentials** to be Developed and Awarded: ELAC’s Computer Applications and Office Technologies (CAOT) Department will develop an enhanced Technology and Logistics (**T&L**) curriculum that includes a sequence of credentials that are increasingly “stackable,” interconnected, and accessible—including **online**. These credentials include, in part: The Logistics Material Handling Certification, The CLA (Certified Logistics Associate); and the CLT (Certified Logistics Technician). These certificates are nationally and ISO-recognized industry certifications from MSSC (**Manufacturing Skill Standards Council**). An emerging Associates Degree program will also be supported and enhanced by this project.
9. **Populations to be Served:** TAA-eligible workers, long-term unemployed, and veterans are prioritized. DOL 2011 National Statistics website<sup>1</sup> indicates 97 company TAA

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<sup>1</sup> [http://www.doleta.gov/tradeact/TAPR2011TAPR\\_2011.cfm?state=CA](http://www.doleta.gov/tradeact/TAPR2011TAPR_2011.cfm?state=CA)

certifications within the State of California (FY 2011) with 8,185 workers covered. The Executive Director of the Employment Development Department (EDD) of the State of California indicates 1,350 certified TAA workers are currently seeking employment in Los Angeles County. In addition to TAA-eligible workers, the college will recruit other unemployed, soon-to-be discharged veterans at Pendleton Marine Corps Base, incumbent workers, and qualifying college students (Freshmen and Sophomores)

**10. Targeted Industry(s): Logistics/goods movement.** Transportation and Logistics (also called Goods Movement) is a cluster of industries<sup>2</sup> and occupations that plan, coordinate, and fulfill all commercial, government, and military movement of assets, information, people, and services. Logistics is a multi-industry, multi-cultural, and multi-disciplinary field of study, which leads to wide applicability in the job market. Furthermore, logistics new hires typically require cross-training, which gives employees exposure to related career possibilities. A driving force behind this choice: The twin ports of Long Beach and Los Angeles, CA, here, combine to serve as the fifth busiest port in the world, together processing 40% of U.S. containerization volume. Local employers express strong need for skilled workers. Double-digit growth in jobs in this field is projected.

**11. Employer Partner(s):** United Parcel Service; Federal Express; Marine Corps Base Camp, Pendleton, CA; Ports of Los Angeles and Long Beach, CA; Schenker; Manpower, Inc; California State University, Los Angeles; California State University Dominguez Hills. ELAC hosts the annual UPS Central Region Safety Conference on campus that draws hundreds of logistics managers and supervisors who gain exposure to ELAC's T&L program. The T&L program also offers students access to logistics-educational harbor boat tours of SOCAL ports through ELAC's International Business program.

**12. Public Workforce System Partner(s):**

Employment Development Department (EDD) for State of California and several Worksource Investment Boards in Los Angeles, CA. Specific agencies include Career Partners WorkSource Center; Central San Gabriel Valley WorkSource Center; Chicana Service Action Center; East Los Angeles Employment and Business WorkSource Center; Downtown WorkSource Center; and Wilshire Metro WorkSource Center.

**13. Other Key Partner(s):** Los Angeles Community College District, Los Angeles Unified School District, Manufacturing Skills Standards Council, Occupational Safety and Health

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<sup>2</sup> Broadly, there are three components within this employment sector: (1) transport services, including air freight, express delivery services, airlines, marine transport, and road and rail transport; (2) transport infrastructure services, including airports, marine ports, highways and railways; and (3) logistical services, including freight forwarders, freight brokers, and 3rd-party logistics providers.

Administration, Materials Handling and Management Society, Small Manufacturers Institute, Schenker, Inc., Department of Veterans Affairs

**14. Public Contact Information:**

Dr. John Rude, Associate Dean of Resource & Institutional Development, East Los Angeles College, 1301 Avenida Cesar Chavez, Monterey Park, CA 91754. Phone: (323) 267-3724; Fax: (323) 260-8197; email: [Rudejc@elac.edu](mailto:Rudejc@elac.edu).

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:**

Approximately 80% of program materials will be developed as open educational resources, and the remaining 20% will be licensed or purchased.

**16. Data Tags (up to 25):**

<ul style="list-style-type: none"><li>• Accelerate Progress</li><li>• Achievement Rates</li><li>• Blended Learning</li><li>• Career Pathways</li><li>• Certificate Attainment</li><li>• Competency Based Training</li><li>• Contextualized Learning</li><li>• Degree Attainment</li><li>• Dual Degrees</li><li>• Employer Partnership</li><li>• Enhanced Student Services</li><li>• Industry-Recognized Credentials</li></ul>	<ul style="list-style-type: none"><li>• Industry-driven Competencies</li><li>• Job Placement</li><li>• Mentoring</li><li>• Online Teaching/Learning</li><li>• Personalized Instruction</li><li>• Real-time Online Interactions</li><li>• Retention</li><li>• Retention Strategies</li><li>• SCORM</li><li>• Stackable Credentials</li><li>• Technology-enabled Learning</li></ul>
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## Project Abstract

1. **Applicant Name:** Edmonds Community College – **INDIVIDUAL APPLICANT**

2. **Applicant City/State:** Lynnwood, Washington

3. **Consortium Member(s) and Consortium Member State(s):** N/A

4. **Areas Served by Grant (by city, county, and state):**

**State:** Washington

**Counties:** Snohomish County and King County,

**Cities:** Seattle, Lynnwood, Everett, Edmonds, Mill Creek, Arlington, Brier, Bothell, Bellevue, Redmond, Kirkland, Woodinville, Auburn, Kent, Issaquah, Renton, Shoreline, Darrington, Seatac, Lake Forest Park, Gold Bar, Index

5. **Total Funding Level Requested:** \$3,000,000

6. **Sub-Total Requested Funding Amount by Consortium Member:** N/A

7. **Project Name:** PACE-IT (Progressive, Accelerated Certifications for Employment in Information Technology)

8. **Project Description and List of Credentials to be Developed and Awarded:**

The priorities of PACE-IT (*Progressive, Accelerated Certifications for Employment in Information Technology*) are to 1) accelerate online, competency-based learning through stackable certificate programs that enable learners to acquire the skills and knowledge needed to obtain industry-recognized credentials and achieve labor market gains; 2) improve online student achievement through intensive virtual and on-ground supports; 3) build student knowledge through stronger engagement with employers; 4) strengthen pathways to high-wage, high-demand IT jobs across high-growth industries while providing seamless articulation to associate and baccalaureate degree programs. PACE-IT will offer individualized instruction and services for adult learners to support the diverse needs and backgrounds of the TAA-population in the King-Snohomish area. The innovative, self-paced training model will use instructors as mentors who will guide students online or face-to-face. Employers will serve as subject-matter-experts - intricately involved in

curriculum design and instructional support. Navigators will ensure students are accessing the supports needed to overcome barriers and find jobs. An on-campus technology “sandbox” lab, catering to online students, will provide a place for problem-solving activities, learning assistance, access to technology and networking. Students will have the option to be placed in IT internships, job shadow IT practitioners, or work on project-based learning assignments (on-campus and in the community); a capstone project will tie together learning with experience. The following table provides a list of credentials to be developed and awarded:

Certificates	Industry-Recognized Credentials
Computer Support Certificate	CompTIA A+ CompTIA Net+ CompTIA Server+ Certified Wireless Network Administrator (CWNA)
Network Security Certificate Ethical Hacker Certificate	CompTIA Security+ Certified Ethical Hacker Access Data Certified Examiner Certified Data Recovery Expert Cyber security Forensics Analyst
Web Development & Design Certificate	CIW Site Development Associate CIW JavaScript Specialist CIW Web Foundations Associate Microsoft Technology Associate – Software Development Fundamentals
Data Management Certificate	Certified Data Mgmt. Professional, Oracle Certified Professional Certifications, MSFT Certified Professionals- Data Governance, Cert Business Intelligence Professional, Cert Data Governance Professional, CIW Database Design Specialist

**9. Populations to be Served:** TAA-eligible workers, and Other Adults, including unemployed, veterans and incumbent workers

**10. Targeted Industry(s):** Information Technology (IT) employment spans multiple high-demand industries in Snohomish and King Counties: Manufacturing; Professional, Scientific, and Technical Services; Education and Health Services; State & Local Government.

**11. Employer Partner(s):** Non-Generic Technologies, The Seattle Times, City of Seattle, AT&T, Seattle City Light, The Boeing Company, Ed-Web Design, Inc., Institute for the Certification of Computing Professionals, Coalfire Systems, Hire America's Heroes, Snohomish County Department of Information Services, WatchGuard Technologies, Stoz Friedberg, Franciscan Health System, Philips Healthcare, The City of Redmond, Varolli Inc., Data Management Association - Puget Sound.

**12. Public Workforce System Partner(s):** Workforce Development Council of Snohomish County, Workforce Development Council of Seattle-King County, WorkSource Snohomish County, WorkSource Seattle-King County

**13. Other Key Partner(s):**

Western Governor's University, Central Washington University; Round 1 TAACCCT recipients: 1) Bellevue College, WA is a partner on Collin College's National Information, Security, and Geospatial Technology Consortium (NISGTC); 2) Spokane Community College's Air Washington (overlap in industry focus should provide opportunities to collaborate on participant outreach to the target population, providing workers with additional training options); and Washington State Board for Community and Technical College's Open Course Library (funded by the Gates Foundation) accessible to all 34 Washington State 2-year colleges.

**14. Public Contact Information:** Susan Loreen, Vice President of Workforce Development and Training, Edmonds Community College, (425) 640-1489, [sloreen@edcc.edu](mailto:sloreen@edcc.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** 100% of program materials will be developed as open educational resources.

**16. Data Tags:** accelerated learning, certificate attainment, job placement, on-the-job training, open educational resources, stackable credentials, industry certifications, online, self-paced, internships, competency based learning, industry training, certifications, information technology, navigators, subject matter experts, project-based learning.



## **Project Abstract**

- 1. Applicant Name:** Elaine P. Nunez Community College
- 2. Applicant City/ State:** Chalmette, LA
- 3. Consortium Member(s) and Consortium Member State(s):** Not Applicable
- 4. Areas Served by Grant:**
  - **State:** Louisiana. **Counties:** St. Bernard, Orleans, Jefferson, Plaquemines, St. Tammany.  
**Cities:** Chalmette, New Orleans, Metairie, Belle Chasse, Slidell
- 5. Total Funding Level Requested:** \$2,760,356
- 6. Sub-Total Requested Funding Amount by Consortium Member:** Not Applicable
- 7. Project Name:** Preparing the Business and Hospitality Workforce
- 8. Project Description and List of Credentials to be Developed and Awarded:**

The goal of this project is to implement a redesigned Associate of Applied Science for Business Administration and two new Associate of Applied Sciences under Business Administration, one emphasis being Entrepreneurship/ Small Business Management and the other being Hotel, Restaurant, and Tourism Administration. Nunez will utilize courses already offered within the current AAS of Business Technology degree, as well as implementing new courses in a curriculum designed for Business Administration. The College faculty will also create and implement a entrepreneurship center while allowing this center to also become a resource center for small businesses within the area.

First, we will create cohorts of students who declare their major to be Business Administration, Entrepreneurship, or HRTA. Second, all students that have established Business Administration or Entrepreneurship as a major upon entry to the College will be assessed in two ways: the Compass Test, which will serve as placement for developmental education if needed or into freshmen college-level courses, and the Wonderlic Entrepreneurial Quotient assessment,

which will determine a student's affinity towards entrepreneurship and/or their qualities more in line with operations/ management of an already existing company (Wonderlic and Fasiska, 1998). Upon completion of these assessments, the students will be placed into cohorts based on their affinity as well as their need for developmental education. These cohorts will then move together through the curriculum, again building a support structure amongst them to improve retention and completion of the program. There will also be one-on-one attention paid to every student within the program to help hone skills that are learned in lecture courses. This will help to increase retention and completion. HRTA students will be placed into cohorts based on their choice of major and also by completion of a career fit assessment.

Finally, we will create and implement the new curriculum as well as create and open a small business development center. The need for innovative entrepreneurship education is there due to the overwhelming data showing the number of small businesses within the service area, region, and the nation. Along with this, will be the creation of a network of businesses within the area eager and ready to support an apprenticeship/internship program within their businesses.

A. Associate of Applied Science

1. Business Administration
2. Hotel, Restaurant, and Tourism Administration
3. Small Business Management/ Entrepreneurship

B. Certificate of Applied Science

1. Business Administration
2. Hotel Restaurant, and Tourism Administration
3. Small Business Management/ Entrepreneurship

- 9. Populations to be Served:** TAA-eligible workers, long-term unemployed, and incumbent workers
- 10. Targeted Industry(s):** Business Administration, Entrepreneurship, and Hotel, Restaurant, and Tourism Administration
- 11. Employer Partners:** Gulf Coast Bank and Trust Company, Best Western
- 12. Public Workforce System Partner(s):** First Planning District (St. Bernard, St. Tammany, and Plaquemines Parishes); Job 1 Business and Career Solutions (Orleans); Jefferson Business and Career Solutions (TAA Administrator)
- 13. Other Key Partner(s):** Louisiana Restaurant Association; St. Bernard Chamber of Commerce; St. Bernard Economic Development Foundation; St. Bernard Tourism Commission; LSBDC of the Greater New Orleans Region; Round One Grantees
- 14. Public Contact Information:** Carly Gervais, Director of Sponsored Programs, Elaine P. Nunez Community College, (504)278-6421, [cervais@nunez.edu](mailto:cervais@nunez.edu)
- 15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Thirty percent developed versus Seventy percent licensed or purchased
- 16. Data Tags:** Accelerate progress, Certificate Attainment, Civic and Community Engagement, Competency-based Training, Degree Attainment, Developmental Education, Employer Partnership, Enhanced Student Services, Industry-Recognized Credentials, Learning Communities, Mentoring, Online Teaching/ Learning, Personalized Instruction, Retention Strategies, Simulations, Stackable Credentials, Technology Enabled Learning, Virtual Environments, Web-based Training

## **Project Abstract: Arizona Sun Corridor – Get Into Energy**

**1. Applicant Name:** Estrella Mountain Community College (consortium lead applicant)

**2. Applicant City/State:** Avondale, Arizona

**3. Consortium Member(s) and Consortium Member State(s):**

Estrella Mountain Community College, Arizona

Chandler-Gilbert Community College, Arizona

Northland Pioneer College, Arizona

Pima Community College, Arizona

Yavapai College Prescott, Arizona

**4. Areas Served by Grant (by city, county, and state):**

### **Estrella Mountain Community College**

**Cities:** Avondale, Buckeye, Goodyear, Litchfield Park, Tolleson, Glendale, Surprise, Peoria, West Phoenix

**County:** Maricopa County **State:** Arizona

### **Chandler-Gilbert Community College**

**Cities:** Apache Junction, Chandler, Gilbert, Higley, Queen Creek, Sun Lakes

**County:** Maricopa County **State:** Arizona

### **Northland Pioneer College**

**Cities:** Kayenta, Keams Canyon, Joseph City, Winslow, Holbrook, Show Low, Pinetop-Lakeside, Springerville, Second Mesa, White River

**Counties:** Apache and Navajo **State:** Arizona

### **Pima Community College**

**Cities:** Tucson, Oro Valley, Sahuarita, Green Valley

**County:** Pima County **State:** Arizona

### **Yavapai College**

**Cities:** Prescott, Prescott Valley, Clarkdale, Jerome, Sedona, Chino Valley

**Count:** Yavapai County **State:** Arizona

**5. Total Funding Level Requested:** \$13,477,799

**6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):**

- Estrella Mountain Community College: \$5,462,353
- Chandler-Gilbert Community College: \$2,052,146
- Northland Pioneer College: \$1,971,330
- Pima Community College: \$1,796,610
- Yavapai College: \$1,870,360

**7. Project Name:** Arizona Sun Corridor Get Into Energy Consortium

**8. Project Description and List of Credentials to be Developed and Awarded:**

The Arizona Sun Corridor Get Into Energy Consortium (ASC-GIEC) initiative represents a comprehensive strategic approach to strengthening and broadening the region's talent pipeline that addresses the skill and needs of its growing energy and mining industries. ASC-GIEC will employ a variety of innovative and proven workforce preparedness strategies to train trade impacted workers and other adults for high skill, high wage employment, and advancement in energy and mining industries.

At the centerpiece of this initiative is the industry-recognized Get Into Energy (GIE) Competency model that defines basic competencies (knowledge, skills and abilities) industry fundamentals, industry technical competencies and job specific competencies in eight stackable tiers. The strengths of the model are its strong employer engagement in all phases of workforce development and its pathways system of competencies and industry-recognized credentials that are linked to employment opportunities and advancement. The ASC-GIEC will expand and enhance the GIE Competency model in the following ways: develop industry-endorsed common curriculum and education requirements across consortium colleges; create a new, credit-bearing GIE Foundations Course that bundles multiple industry-recognized credentials; establish energy-to-mining pathways; and develop a new articulation agreement between consortium colleges and Arizona State University to broaden participation of trade impacted workers and other adults in high-demand STEM engineering fields.

ASC-GIEC, industry, and their collaborative partners will build online and technology-enabled learning environments to increase access to education and training programs and accelerate progress for trade impacted workers and other non-traditional students throughout the region. The initiative advances sustainable solutions to meeting the critical demands of the energy and mining industries, while improving the content and delivery of education and training programs in the Arizona Sun Corridor.

Credentials Developed and Awarded: Nine new and enhanced Associate of Applied Science Degrees:

- AAS Power Plant Technology –Non nuclear Maintenance and Generation Technicians (REVISION)
- AAS Information Technology – Cyber Security, Networking Technology (NEW)
- AAS Electrical Instrumentation Technology (REVISION)
- AAS Electrical Utility Technology (REVISION)
- AAS Industrial Plant Technology (REVISION)
- AAS Electrical Utility Technology (Lineworker)/Apprenticeship to AAS (NEW)
- AAS Engineering Technology (REVISION) and Pre Engineering to BAS pathway (NEW)
- AAS Power Plant Technology Nuclear Maintenance (NUCP) (REVISION) AAS Radiation Protection Technology (NUCP) (REVISION)
- AAS Non Licensed Operator (NUCP) (NEW)

**9. Populations to be Served:** TAA-eligible workers and long-term unemployed; Veterans

**10. Targeted Industry(s):** Electrical Utility Industry (Fossil and Nuclear Generation, Distribution and Maintenance Technicians), Information Technology and Mining

**11. Employer Partner(s):** Arizona Public Service, Arizona Public Service –Palo Verde Nuclear Generating Station, Salt River Project, Tucson Electric Power Company, Arizona Rural Electric Cooperatives, Freeport McMoRan Copper & Gold, and ASARCO

**12. Public Workforce System Partner(s):** Maricopa Workforce Connections, Pima County Workforce Board, Yavapai County Workforce Board, Apache-Navajo County Workforce Consortium

**13. Other Key Partner(s):** Rio Salado College (round 1 grantee), Center for Energy Workforce Development, Nuclear Energy Institute, Science Foundation Arizona

**14. Public Contact Information:** Clay Goodman Ph.D., Vice President Occupational Education, Estrella Mountain Community College, (623) 935-8456, [clay.goodman@estrellamountain.edu](mailto:clay.goodman@estrellamountain.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 80% of program materials will be developed as open educational resources, and the remaining 20% will be licensed or purchased.

**16. Data Tags (up to 25):** accelerated learning, certificate attainment, job placement, industry internships, open educational resources, stackable credentials, latticed credentials, prior learning assessment, credit for prior learning, and web-based training.

## TAACCCT Grant Abstract

- (1) **Applicant Name:** Flathead Valley Community College (Individual Applicant)
- (2) **Applicant City and State:** Kalispell, Montana and Libby, Montana
- (4) **Communities Served by the Grant Project:** *State:* Montana; *Counties:* Lincoln and Flathead; *Cities:* Kalispell, Whitefish, Columbia Falls, Bigfork, Troy, Libby and Eureka
- (5) **Total Funding Level Requested:** \$2,999,969
- (7) **Project Name:** Amplifying Montana's Advanced Manufacturing & Innovation Industry (AMAMII)

(8) **Project Description:** Since 2007, 4,376 people and over 1,092 TAA-eligible individuals have been removed from the workforce in Northwest Montana. These numbers are alarming if you consider that Flathead and Lincoln counties, the areas served by this project, contain a total workforce population of fewer than 54,000 workers. These layoffs punctuate the challenges of a 20-year economic transition that included the closure of 22 major timber mill sites in the region. As of February 2012, the unadjusted unemployment rate in Flathead and Lincoln counties was 10.7 and 16.6 percent respectively, rates that have remained consistently 20-200 percent higher than national and state rates for the past 48 months.

Despite the economic challenges, a diverse and dynamic manufacturing industry has recently begun to emerge in the region. In fact, 598 manufacturing businesses now operate in Northwest Montana. Further, the industry is projecting substantial job growth over the next few years; however, the recent emergence of this industry cluster has left public workforce and the community college little time to respond to the growing workforce demands. Flathead Valley Community College (FVCC), the primary postsecondary institution within a 200-mile radius, has insufficient programming to effectively meet industry needs in several manufacturing-critical areas, forcing businesses to engage in costly out-of-area recruiting trips. Further, FVCC remains reliant on degree programs that are inadequately serving TAA-eligible and other unemployed and incumbent workers in a timely and cost-effective manner.

The Amplifying Montana's Advanced Manufacturing and Innovation Industry project (AMAMII) responds to employer needs in this industry by adopting the proven and innovative framework developed by the *Breaking Through* (BT) initiative. The BT framework emphasizes the usage of four specific high-leverage strategies: accelerating the pace of learning; providing comprehensive support services; improving alignment of training and workforce demands; and strengthening the channel for low-skilled workers into college. Collectively these strategies have demonstrated significant positive impacts on learning and employment outcomes for low-skilled workers. AMAMII incorporates these strategies through five priority activities: (1) creating latticed and connected short-term certificate programs in advanced manufacturing; (2) adopting the National Career Readiness

Certificate assessment; (3) initiating the use of workforce navigators to better strategically align the college and public workforce development system partners; (4) transitioning to a technology-enabled emporium model of developmental mathematics, and (5) strengthening entrepreneurship training to encourage growth of our region's small manufacturing cluster to catalyze job growth.

**List of Credentials to Be Developed/Awarded:** The AMAMII project focuses on funneling TAA and other unemployed workers into a robust set of interconnected, stackable certificate programs designed directly with representatives from advanced manufacturing employers in Lincoln and Flathead counties. These certificates include: (1) The National Career Readiness Certificate, (2) Manufacturing Technology Certificate (Two distinct Tracks: I and II); (3) Manufacturing Leadership Levels I and II; (4) Industrial Mechanical Levels I and II; (5) Industrial Electronics Levels I and II; and two levels of entrepreneurship concentration.

The demand for these occupations is expected to grow significantly in Northwest Montana in the next five years and result in high wages for employees.

The stackable nature of these programs will offer students multiple on and off-ramps into training opportunities, each one building upon previously gained competencies. The curriculum also will be designed to align with Manufacturing Institute's (NAMs) certified Society of Manufacturing Engineers (SME) Manufacturing Technologist certification, meaning training could culminate in an industry-recognized credential.

Flathead Valley Community College will partner with Flathead Job Service, Kootenai Job Service, and Community Action Partnership to funnel appropriate TAA-eligible, WIA-eligible, unemployed, and incumbent workers into these new advanced manufacturing tracks. Further, AMAMII seeks to strengthen training opportunities in entrepreneurship. The project will collocate the Small Business Development Center, Montana Manufacturing Extension program and FVCC's Career and Technical Education programs under the umbrella of an Entrepreneurship Center at FVCC.

**Proposed Outcomes:** Five-hundred TAA-eligible, unemployed and incumbent workers will be assessed utilizing the National Career Readiness Certificate allowing employers to better match potential employees with appropriate jobs, improving retention and time-to-hire rates in local businesses. It is anticipated that AMAMII will engage 3,060 TAA-eligible, unemployed and incumbent workers, with 2,520 completing credit hours, 856 completing training programs, and 511 workers gaining wage increases during the project period. Further, entrepreneurial activities within the AMAMII project will provide existing businesses training and technical assistance that results in job creation and expansion of existing markets.

**(9) Targeted Populations within Communities Served:** TAA-eligible; unemployed and incumbent workers; all students enrolled in remedial mathematics and entrepreneurship courses at FVCC; and manufacturing businesses in Northwest Montana.

**(10) Targeted Industry:** Advanced Manufacturing



**(11) Employer Partners:** Raytheon, Applied Materials, Diversified Plastics, Inc., Zinc-Air, Inc., Plum Creek, Synergy Aircraft, Sonju Industrial, MC Squared, MilTech, Defiance, Distinctive Countertops, The Montana Riflemen, Inc., Timberline Tool, The Thompson Group and Nomad Global Communications

**(12) Public Workforce System Partners:** Montana State Workforce Investment Board, Flathead Job Service, Kootenai Job Service and Community Action Partnership of Northwestern Montana

**(13) Other Key Partners:** Flathead Valley Community College Foundation, Montana West Economic Development, The Manufacturing Institute (NAMs) and the National Association of Community College Entrepreneurs (NACCE)

**(14) Applicant Point of Contact:** Matt Springer, 406.756.3939, mspringer@fvcc.edu

**(15)**

Percentage OER Program Materials	Percentage Materials Licensed/Purchased:
85 percent	15 percent
AMAMII creates 10 certificate programs, and at least 11 new courses all of which will create or utilize OER curriculum as their base. These percentage calculations are based upon the creation of 11 new courses. The project uses ACT’s WorkKeys® and KeyTrain® products as well as a TBD software package to implement an emporium model in mathematics and licensed material in the Level II entrepreneurship concentration. The project will also utilize three purchased tools (Go-To-Meeting™, Lecture Capture and manufacturing simulators) to help enhance the mechanism of curriculum delivery, but these have not been counted as materials.	

**(16) The keywords and tags:** •Accelerate Progress •Achievement Rates •Blended Learning •Career Pathways •Certificate Attainment •Competency Based Training •Contextualized Learning •Degree Attainment •Developmental Education •Employer Partnership •Enhanced Student Services •Game Design •Industry Driven Competencies •Industry-Recognized Credentials •Job Placement •Online Teaching/Learning •Open Educational Resources •Paid Internships •Retention •Personalized Instruction •Simulations •Skill Assessments •Stackable Credentials •Technology Enabled Learning •Web-based Training

**Project Abstract**

**1. Applicant Name:** Forsyth Technical Community College

**2. Applicant City/State:** Winston-Salem, NC

**3. Consortium Members and Consortium States**

Member Institution	Location
Alamance Community College	Graham, NC
Austin Community College	Austin, TX
Bucks County Community College	Newtown, PA
City College of San Francisco	San Francisco, CA
Forsyth Technical Community College	Winston-Salem, NC
Ivy Tech Community College	Bloomington, IN
Los Angeles Valley College	Los Angeles, CA
Madison Area Technical College	Madison, WI
Montgomery County Community College	Blue Bell, PA
Rowan Cabarrus Community College	Salisbury, NC
St. Petersburg College	St. Petersburg, FL
Salt Lake Community College	Salt Lake City, UT

**4. Areas Served by Grant**

- California, Los Angeles and San Francisco metropolitan areas
- Florida, Tampa-St. Petersburg metropolitan area
- Indiana, Bloomington metropolitan area
- North Carolina, Winston-Salem and Burlington metropolitan areas; Salisbury micropolitan area
- Pennsylvania, Philadelphia metropolitan area
- Texas, Austin metropolitan area
- Utah, Salt Lake City metropolitan area
- Wisconsin, Madison metropolitan area

**5. Total Funding Level Requested:** \$14,998,474

**6. Sub-Total Requested Funding Amount by Consortium Member:**

Alamance CC: \$50,601	Los Angeles Valley College: \$1,704,637
Austin CC: \$456,683	Madison Area TC: \$418,284
Bucks County CC: \$380,584	Montgomery County CC: \$1,153,332
City College of San Francisco: \$1,998,667	Rowan Cabarrus CC: \$50,821
Forsyth Technical CC: \$6,267,071	St. Petersburg College: \$692,945
Ivy Technical CC: \$1,035,938	Salt Lake CC: \$825,000

**7. Project Name:** Community College Consortium for Bioscience Credentials

**8. Project Description and List of Credentials to be Developed and Awarded:** The project will harmonize core biosciences competencies in laboratory skills, biomanufacturing and medical devices and introduce stackable and latticed credentials, to help trade-impacted workers get new jobs. New credentials will include certificates in core biosciences skills, core laboratory skills, core medical devices skills, biomedical plastics and environmental monitoring.

**9. Populations to be Served:** TAA-eligible workers and long-term unemployed

**10. Targeted Industry:** Biosciences

**11. Employer Partners:** Baxter Healthcare Corp., Bioo Scientific, Boston Scientific, ConMed Corp., Cook Group, Inc., David H. Murdock Research Institute, Grifols Biologicals, Lampire Biological Laboratories, Merck Sharp & Dohme, Inc., Ocular Systems, Inc., Pfizer, Inc., Prosetta Antiviral, Inc., Targacept, Venenum Biodesign,

**12. Public Workforce System Partners:** Bucks County Workforce Investment Board, City of Los Angeles Workforce Investment Board, Montgomery County Workforce Investment Board, Northwest Piedmont Workforce Development Board, Regional Partnership Workforce Development Board, San Francisco Office of Economic and Workforce Development, South

Central Region 8 Workforce Board, State of Utah Workforce Investment Board, Workforce Development Board of South Central Wisconsin, Workforce Solutions Capital Area Workforce Board, WorkNet Pinellas ; California Employment Development Department, Florida Department of Economic Opportunity, Indiana Department of Workforce Development, North Carolina. Department of Commerce, Pennsylvania Department of Labor and Industry, Utah Department of Workforce Services, Wisconsin Department of Workforce Development

**13. Other Key Partners:** BayBio Institute, Florida Medical Manufacturers' Consortium, Intermountain Biomedical Association, Manufacturing Institute, North Carolina Biotechnology Center, Pennsylvania Bio, SoCalBio, Texas Healthcare and Biosciences Institute

**14. Public Contact Information:** Mike Massoglia, Grants Coordinator, Forsyth Technical Community College, (336)734-7177, mmassoglia@forsythtech.edu

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** 100% of materials to be developed as open education resources

**16. Data Tags:** accelerated learning, blended learning, career pathways, certificate attainment, industry-recognized credentials, modular curriculum, retention, SCORM, simulations, skill assessments, stackable credentials, technology enabled learning, virtual environments

## Advanced Manufacturing Pathways *PLUS*

### Project Abstract

1. **Applicant Name:** Fox Valley Technical College
2. **Applicant City/State:** Appleton, Wisconsin
3. **Consortium Members:** Not Applicable
4. **Areas Served by Grant (by city, county, and state): State:** Wisconsin **Counties:** Calumet, Outagamie, Winnebago, Waupaca, and Waushara. **Cities:** Appleton, Oshkosh.
5. **Total Funding Level Requested:** \$2, 999,750
6. **Sub-Total Requested Funding Amount:** Not Applicable
7. **Project Name:** Advanced Manufacturing Pathways *PLUS*
8. **Project Description and List of Credentials to be Developed and Award**

Fox Valley Technical College (FVTC) is responding to the critical needs of regional manufacturers to employ more technically skilled workers in this manufacturing hub of Wisconsin. The Advanced Manufacturing Pathways (AMP) *PLUS* project addresses strategic gaps in our manufacturing educational and services infrastructure in order to effectively prepare job seekers for current job opportunities through an accelerated credentialing framework. The AMP *PLUS* strategies build capacity for expanded flexible learning options in four Advanced Manufacturing pathways through a combination of class schedule enhancement and the infusion of technology enabled learning in courses that stack or lattice to credentials aligned with the skills needed by regional employers. These credentials/certificates along with targeted supportive services are designed to reduce typical barriers experienced by recent dislocated workers attempting to navigate college particularly in the area of attaining required math skills. FVTC builds upon the foundation of the Wisconsin Regional Industry Skills Education (RISE) initiative to strengthen the supportive structure of the initial course framework in a career

pathways approach to improve education and employment outcomes for nearly 400 AMP Plus disadvantaged participants including TAA eligible workers and veterans who share similar challenges to credential completion.

In each of the pathway certificates, new or updated online technology such as learning objects, mobile apps, simulations, vodcasts/lecture capture, interactive games etc. will be developed to expand asynchronous and flexible learning options to accelerate learning. Due to the heightened need for soft skills in today's manufacturing workplace, the project will integrate the 12 Manufacturing Critical Core Skills into the certificate curriculum. In advancing the I-Best model as framed by the RISE initiative, basic skills and initial math courses will be contextualized/integrated into each pathway course structure. Key skills assessments will be conducted upfront for mechanical aptitude and computer literacy. Additionally, upfront supports, such as career navigation and specialized veteran's services, will address areas that present connectivity challenges for existing dislocated workers and veterans in successfully linking to the services designed to assist in their initial steps to a credential.

**List of Certificates:**

- Automation/Electromechanical Level 1: Machine Operator/Maintenance Helper
- Automation/Electromechanical Level 2: Entry Level Maintenance
- Engineering Technology Level 1: Machine Operator/Technical Aide
- Engineering Technology Level 2: Assembler/Pre-Tech Position/Tester
- Corrugated Press Operation Certificate
- Flexographic Pre-Press Certificate
- Narrow Web Flexographic Press Operation Certificate
- Wide Web Flexographic Press Operation Certificate
- Measurement/Benchwork & Engine Lathe Certificate
- Manual Milling & Machine Tools Certificate
- Grinding Processes Certificate
- CNC Codes & Advanced Certificate
- CAM Programming and Toolmaking Certificate
- Production Welding Technical Diploma enhanced with Robotic Welding course

**9. Populations to be Served:** TAA-eligible workers, veterans, low-skilled adult learners.

**10. Targeted Industries:** Advanced Manufacturing

- 11. Employer Partners:** Kimberly Clark Corp., Muza Metal Products, Pierce MFG, Bemis Company-Milprint, Ariens Co., Midwest Imaging & Roller Services, Inc., Sure Controls, Inc., Miller Electric Mfg Co., Trident Automation, Inc., SE Automation, Plexus.
- 12. Public Workforce System Partner:** Fox Valley Workforce Development Board
- 13. Other Key Partner(s):** Round 1 TAACCCT Grantee - PAVES; the other 15 Wisconsin Technical College System colleges; US Depart of Veteran Affairs Clement J. Zalocki VA Medical Center; NEW Manufacturing Alliance; NSF grant partners
- 14. Public Contact Information:** Dr. Patricia Frohrib, Director of College Effectiveness, Fox Valley Technical College, (920) 735-5611.
- 15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 95% of program materials will be developed as OER, with 5% licensed or purchased.
- 16. Data Tags (up to 25):** accelerate progress, accelerated learning, basic skills, blended learning, career pathways, certificate attainment, competency-based training, contextualized learning, digital materials, employer partnership, enhanced student services, industry-driven competencies, industry-recognized credentials, job placement, mobile devices, online teaching/learning, Open Educational Resources, retention strategies, SCORM, self-paced learning, simulations, skill assessments, stackable credentials, technology-enabled learning, and web-based training.

## Appendix C: Abstract

### Project Abstract

1. **Applicant Name:** Wallace Community College (Consortium Applicant)
2. **Applicant City/State:** Dothan, Ala.
3. **Consortium Member(s) and Consortium Member State(s):**
  - Chipola College, Marianna, Fla.
  - Lurleen B. Wallace Community College, Andalusia, Ala.
  - Northwest Florida State College, Niceville, Fla.
  - Pensacola State College, Pensacola, Fla.
  - Wallace Community College, Dothan, Ala.
4. **Areas Served by Grant (by city, county, and state):**
  - **State:** Alabama. **Counties:** Barbour, Bullock, Butler, Coffee, Covington, Crenshaw, Dale, Geneva, Henry, Houston, Pike, Montgomery, Russell.  
**Cities:** Andalusia, Dothan, Eufaula, Opp
  - **State:** Florida. **Counties:** Calhoun, Escambia, Holmes, Jackson, Liberty, Santa Rosa, Washington. **Cities:** Pensacola
  - **State:** Georgia. **Counties:** Calhoun, Chattahoochee, Clay, Early, Miller, Muscogee, Quitman, Randolph, Seminole, Stewart. **Cities:** Bainbridge
5. **Total Funding Level Requested:** \$10,083,236
6. **Sub-Total Requested Funding Amount by Consortium Member (as applicable):**
  - Chipola College: \$1,552,236
  - Lurleen B. Wallace Community College: \$1,723,498
  - Northwest Florida state College: \$1,332,816
  - Pensacola State College: \$2,008,675



■ Wallace Community College: \$3,466,011

7. **Project Name:** Alabama/Florida Technical Employment Network (AF-TEN)

8. **Project Description and List of Credentials to be Developed and Awarded:**

**Brief description:** The Alabama/Florida Technical Employment Network (AF-TEN) will address a growing disconnect between the skills of available workers and the regional demand for employees with skills for advanced manufacturing jobs. Targeting trade-impacted workers as well as the region's large population of veterans, AF-TEN will focus on areas of southern Alabama and northwest Florida where many adults have difficulty earning a family sustaining wage. The project will utilize online/hybrid learning, mobile welding units, simulation technologies, and open educational resources to expand learning opportunities particularly in rural areas and small towns where access to education is particularly challenging. The project will reach approximately 1,000 workers and provide stackable credentials from short and long vocational certificates to Associate of Applied Science degrees through customized career pathways based on student interests and needs.

**Credentials to be Developed and Awarded:** Short Certificate, Welding; Short Certificate: Electronics; Long Certificate, Welding; Long Certificate: Industrial Electronics; Long Certificate: Industrial Systems Technology; Associate Degree: Industrial Electronics; Associate Degree: Industrial Systems Technology; Associate Degree: Industrial Automation Technology; Bachelor of Applied Science.

9. **Populations to be Served:** TAA-eligible workers, veterans, and the long-term unemployed/underemployed.

- 10. Targeted Industry(s):** Welding, Electronics, Industrial Systems Technology; Industrial Automation Technology.
- 11. Employer Partner(s):** Advanced Concrete Tools; Flowers Hospital; Johnson Outdoors Marine Electronics; Perdue Farms; Reliable Products; Wesco Gas and Welding Supply
- 12. Public Workforce System Partner(s):** Dothan, Ala., Career Center; Chipola Regional Workforce Development Board, Marianna, Fla.; Region 10 Alabama Workforce Development Council; Workforce Development Board of Okaloosa and Walton Counties, Fla.; Workforce Escarosa, Pensacola, Fla.
- 13. Other Key Partners:** Technology Coast Manufacturing and Engineering Network
- 14. Public Contact Information:** Dr. Ashli Boutwell, Dean of Instructional Services and Community Development, (334) 556-2259, aboutwell@wallace.edu
- 15. Percentage of OER Program Materials Developed vs. Percentages of Licensed or Purchased:** Approximately 40% of program materials will be developed as open educational resources, and the remaining 60% will be licensed or purchased.
- 16. Data Tags:** Accelerated Learning, Accelerate Progress, Career Pathways, Certificate Attainment, Contextualized Learning, Degree Attainment, Employer Partnership, Enhanced Student Services, Game Design, Industry-Driven Competencies, Industry Recognized Credentials, Job Placement, Middle Skill Jobs, Non-Traditional Students, On-The-Job Training, Open Educational Resources, Prior Learning Assessment, Retention, Simulation Environments, Skill Assessments, Student Coaching, Stackable Credentials, Technology Enabled Learning, Virtual Reality Environments, Web-Based Training.

Georgia Piedmont Technical College Partnership for Georgia Regional Transit Training Initiative

SGA/DFA PY 11-08

Abstract

**1. Applicant Name:** Georgia Piedmont Technical College (individual applicant)

**2. Applicant City/State:** Clarkston, Georgia

**3. Consortium Member(s) and Consortium Member State(s):** N/A

**4. Areas Served by Grant (by city, county, and state):**

**State:** Georgia. **Counties:** DeKalb, Newton, Rockdale, Morgan, Fulton, Cobb, Clayton, Gwinnett. **Cities:** Atlanta, Decatur, Covington, Conyers, Marietta, Lawrenceville.

**5. Total Funding Level Requested:** \$3,000,000

**6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):** N/A

**7. Project Name:** Regional Transit Training Initiative (RTTI)

**8. Project Description and List of Credentials to be Developed and Awarded:**

Georgia Piedmont Technical College (GPTC) proposed partnership is to provide degreed and industry recognized training and education programs in multiple transit program areas in the metropolitan Atlanta region and throughout Georgia. The Georgia Regional Transit Training Initiative (RTTI) will serve workers eligible for assistance under the TAA for Workers program and other unemployed, dislocated and incumbent workers. RTTI will provide expeditious training programs in a regional training center to concurrently address the transit industry's short- and long-term demand for additional well-trained and skilled workers. Multiple transit training programs will be established to meet the growing need for bus and mobility mechanics, electronic technicians, transit and mobility operators, and management supervisors. The RTTI will also serve as a training model that can be replicated nationally by the transit industry.

Credentials for Development and Award:

Bus Maintenance Technician Diploma

Mobility/Light Vehicle Technician Diploma

Transit Electronics Technician Diploma

Electrical Power Equipment Diploma

Transit Systems Supervisor Technical Certificate of Credit

Transit Systems Manager Diploma

Mobility/Paratransit Operator Continuing Education Certificate

**9. Populations to be Served:** TAA-eligible workers; unemployed, dislocated and incumbent workers

**10. Targeted Industry(s):** Transit Industry

**11. Employer Partner(s):** Metropolitan Atlanta Rapid Transit Authority, Georgia Transit Association, Cherokee County Transit System, Douglas County Multi-Modal Services

**12. Public Workforce System Partner(s):** Georgia Department of Labor, Atlanta Regional Workforce Board, Atlanta Workforce Development, DeKalb Workforce Board

**13. Other Key Partner(s):** Goodwill of North Georgia, Amalgamated Transit Union Local 732

**14. Public Contact Information:** Daryl Barksdale, Grants Coordinator, Georgia Piedmont Technical College, 404-297-9522, ext. 1219, [barksdad@gptc.edu](mailto:barksdad@gptc.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program**

**Materials:** 100% of program materials will be developed as open educational resources.

**16. Data Tags (up to 25):** Keywords/tags are: accelerated learning, career pathways, certificate attainment, on-line, training programs, Industry-Driven Competencies, Industry-Recognized Credentials, Transit Advisory Committee, Transit Industry.

## PROJECT ABSTRACT

1. **Applicant Name:** Greenville Technical College (GTC)
2. **Applicant City/State:** Greenville, South Carolina

3. Consortium Members	4. Areas Served by Grant ( <i>all SC counties</i> )
Greenville Technical College (GTC)	Greenville
Spartanburg Community College (SCC)	Cherokee, Spartanburg, Union
Technical College of the Lowcountry (TCL)	Beaufort, Colleton, Hampton, Jasper
Tri-County Technical College (TCTC)	Anderson, Oconee, Pickens
Trident Technical College (TTC)	Berkeley, Charleston, Dorchester
York Technical College (YTC)	Chester, Lancaster, York
Clemson University, Center for Workforce Development (CUCWD)	Statewide

5. **Total Funding Level Requested:** \$14,130,751

6. **Sub-Total Requested Funding Amount by Consortium Member:**

Consortium Member	Amount
GTC	\$5,807,385
SCC	\$1,397,725
TCL	\$1,579,383
TCTC	\$1,042,753
TTC	\$1,241,146
YTC	\$1,185,445
CUCWD	\$1,731,183

7. **Project Name:** SC ACCELERATE Consortium

8. **Project Description and List of Credentials to be Developed and Awarded:**

The SC ACCELERATE Partnership blends the delivery of education and training with wrap-around student support services to better prepare Trade Adjustment Assistance (TAA) participants, returning veterans, unemployed, and other adult learners for high-wage, high-skill jobs in advanced manufacturing and supporting employment in South Carolina's two most populated geographical regions comprising 17 counties (approximately one third of the state): Upstate and Coastal. Together, these two regions account for over half (53%/117,000) the state's manufacturing jobs. Although advanced manufacturing accounts for a range to 10 -15% of the state's employment, jobs in this sector have a multiplier effect. For every one manufacturing job created, anywhere from three to five jobs in related manufacturing and other business/industry sectors follow e.g., business technologies, information technologies and networking, etc.

Through four Strategies, the SC ACCELERATE Partnership combines evidence-based research and best practices to form a regional vision that creates a delivery model that helps adult learners get on a career track by being able to stack and lattice their credentials into a long-

range portfolio of competencies. Strategy One establishes an appropriate pathway to enrollment through an Adult Postsecondary Transition Center (APTC) dedicated to serving adult learners. Services include comprehensive academic (including prior learning assessment) and skill assessments, exploration of career options, self-paced online technology-enhanced supplemental resources to accelerate the completion of developmental education requirements, computer literacy, joint case management services with one-stop centers, and ?????? - what else do we need to add?

Strategy 2 builds capacity to enable students to accelerate their time to certificate attainment through modular curricula that offers fractional credit and blended learning instructional delivery modes, consistency across the partner colleges in the transfer and articulation of academic credits, and builds bridges between credit and non-credit.

Certificate (C) Credential	New Delivery Mode
<b>Advanced Manufacturing</b>	
C - CNC - Simulator Prep	C – Blended Learning/Modular/Fractional Credit
C- CNC - Programmer	C - Blended Learning/Modular/Fractional Credit
C- CNC Basic MTT/CNC	C - Blended Learning
C- CNC Advanced Programming	C - Blended Learning
C- CNC Advanced Programming with Automated Specialty	C - Blended Learning
C- Mechatronics	C - Blended Learning
C- Production Associate Technician	C - Blended Learning
C- Process Technician ( <i>New</i> )	C - Blended Learning
C- Programmable Logic Controls	C - Blended Learning as part of AAS
C - Avionics	C - Blended Learning as part of AAS
C - Industrial Maintenance	C - Blended Learning
C- Manufacturing Technician ( <i>New</i> )	C - Blended Learning (Non Credit)
C - Energy and Construction	C - Blended Learning
C- Industrial Metalworking	C- Blended Learning
C - Condensed AutoCAD	C - Blended Learning
C- AutoCAD	C - Blended Learning
C- Cisco Certified Network Associate	C - Blended Learning
C- Cisco Certified Network Professional	C - Blended Learning
C- Network Security	C - Online Teaching/Learning
C- Unix Systems Operations	C - Online Teaching/Learning
C- Computer Network Technician	C - Online Teaching/Learning
C- Automotive Body Repair	C - Blended Learning
C- Automated Office Technician	C - Blended Learning
C- Industrial Electricity	C - Blended Learning/Modular/Fractional Credit

- 9. Populations to be Served:** he SC ACCELERATE Consortium will serve a minimum of 270 individuals including TAA-eligible workers, veterans, unemployed, and other adult learners. Veterans and eligible spouses seeking enrollment will receive priority under the Jobs for Veterans Act.

**10. Target Industry:** Advanced Manufacturing

**11. Employer Partner(s):**

Industry Sector	Employer Partners
Advanced Manufacturing	ARINC ESAB GE Magna Meyer Tools
Energy	Carolina Power
Networking	SPARC

**12. Public Workforce System Partner(s):**

Partner	Service Area ( <i>Counties</i> )
SC Works Catawba	Chester, Lancaster, York
SC Works Greenville	Greenville
SC Works Lowcountry	Beaufort, Colleton, Hampton, Jasper
SC Works Trident	Berkeley, Charleston, Dorchester
SC Works Upstate	Cherokee, Spartanburg, Union
SC Works Worklink	Anderson, Oconee, Pickens

**13. Other Key Partner(s):** SC Council on Competitiveness

**14. Public Contact Information:** Elizabeth Varga; Director of Research and Grants; Greenville Technical College; (864) 250-8454; [Elizabeth.Varga@gvltec.edu](mailto:Elizabeth.Varga@gvltec.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 60% of program materials will be developed as open educational resources, and the remaining 40% will be licensed or purchased.

**16. Data Tags:**

Accelerated Learning	Blended Learning	Career Pathways
Competency-Based Training	Developmental Education	Digital Materials
Enhanced Course Articulation	Modular Curriculum	Online Teaching/Learning
Open Educational Resources	Retention Strategies	Self-paced Learning
Simulations	Stackable Credentials	Virtual Environments

## ABSTRACT

**Applicant Name:** Hennepin Technical College

**Applicant City/State:** Brooklyn Park, Minnesota

**Communities to be Served:** Brooklyn Park, Hennepin County, Minnesota  
Chanhassen, Carver County, Minnesota  
Buffalo, Wright County, Minnesota

**Total Funding Requested:** \$2,999,360

**Project Name:** Manufacturing Assessment & Advancement Centers (MAAC)

**Populations to be Served:** TAA-eligible, unemployed, dislocated and incumbent workers

**Targeted Industries:** Manufacturing Industry

**Employer Partners:** Marshall Manufacturing, Entegris, MultiSource Manufacturing, M-Powered Advisory Board of employers

**Public Workforce System Partners:** TAA Department of Department of Employment and Economic Development, Hennepin/Carver County Workforce Investment Board, HIRED

**Other Key Partners:** Round 1 TAACCCT Grantees

**Public Contact Information:** Matt Leaf, Precision Manufacturing Rep  
Hennepin Technical College  
9000 Brooklyn Blvd, Brooklyn Park, MN 55445  
952-995-1345 / matt.leaf@hennepintech.edu

**% Open Educational Resources:** 100%

**% Licensed or Purchased Materials:** 0%

**Data Tags:** Accelerate Progress, Accelerated Learning, Assessment Technology, Blended Learning, Career Pathways, Certificate Attainment, Competency-based Training, Employer Partnership, Enhanced Course Articulation, Industry-Driven Competencies, Industry-Recognized Credentials, Job Placement, Online Teaching/Learning, Personalized Instruction, Self-paced



Learning, Simulations, Skill Assessments, Stackable Credentials, Technology Enabled Learning, Virtual Environments, Web-based Training.

### **Program Description**

Hennepin Technical College (HTC) seeks \$2,999,360 in DOL funding to fund a new higher education model demonstrated in its Manufacturing Assessment and Advancement Centers (MAAC). HTC seeks to create innovative one-stop centers, MAACS, with the goal of compressed skill attainment cycles for participants through the innovative combination of existing evidence-based designs. The goal of MAAC is compressed learning cycles to rapidly accelerate training and job placement of individuals. The one-stop centers will incorporate the evidence-based designs of credit for prior learning, virtual simulation instruction and blended learning, and incremental industry credential attainment. The centers will combine these evidence-based designs in a way that provides mass-customization for each individual ensuring each person is assessed and placed accurately, experiences learning that is paced accurately, and is awarded for skill attainment accurately.

Participants of this program will receive validation of individual life experiences. Individuals will begin in the MAACS with comprehensive assessments that take into account an individual's knowledge, past experience, past degrees, and career aspirations. This comprehensive assessment will lead to placement in a career path suited for the individual and provide rapid movement to skill attainment. As seen above, credit for prior learning students have increased graduation rates and increased overall credential attainment.

Participants will experience a blended learning environment where classes can first be taken on-line and with the use of virtual simulators. These courses will be instructor supporter and self-directed. As seen above, virtual simulation instruction has shown participants to have improved

performance. Additionally the use of virtual simulation instruction increases the amount of individuals that can be trained and reduces the cost of training significantly.

Additionally, as participants move along a career pathway they will be awarded industry credentials in a timely manner. The career pathway will not be limited to prescribed educational tracks. Instead the participant will be able to take assessments and earn credentials throughout their time in the program. As seen in the literature review above, increased attainment of industry credentials lead to consistent labor market value.

**MULTI-STATE ADVANCED MANUFACTURING CONSORTIUM (M-SAMC)  
PROJECT ABSTRACT**

- 1. Applicant Name:** Henry Ford Community College (consortium applicant)
- 2. Applicant City/State:** Dearborn, Michigan
- 3. Consortium Member(s) and Consortium Member States:**
  - Alamo Community College District, San Antonio, Texas
  - Bluegrass Community and Technical College, Lexington, Kentucky
  - Bridgmont Community College, Montgomery, West Virginia
  - Danville Community College, Danville, Virginia
  - CARCAM/Gadsden State Community College, Gadsden, Alabama
  - Henry Ford Community College, Dearborn, Michigan
  - Jefferson Community and Technical College, Louisville, Kentucky
  - Oakland Community College, Auburn Hills, Michigan
  - Pellissippi State Community College, Knoxville, Tennessee
  - Rhodes State College, Lima, Ohio
  - Rock Valley College, Rockford, Illinois
  - Spartanburg Community College, Spartanburg, South Carolina
  - Tennessee Technology Center at Murfreesboro, Murfreesboro, Tennessee
- 4. Areas Served by Grant (by city, county, state):**
  - Alabama: Etowah County; Gadsden
  - Illinois: Winnebago County; Rockford
  - Kentucky: Scott and Jefferson Counties; Lexington, Georgetown, and Louisville
  - Michigan: Wayne and Oakland Counties; Dearborn and Auburn Hills
  - Ohio: Allen County; Lima
  - South Carolina: Spartanburg County; Spartanburg
  - Tennessee: Knox and Rutherford Counties; Knoxville and Murfreesboro
  - Texas: Bexar County; San Antonio
  - Virginia: Pittsylvania County; Danville
  - West Virginia: Fayette County; Montgomery
- 5. Total Funding Level Requested:** \$15,000,000
  - **Sub-Total Requested Funding Amount by Consortium Member:**
    - Each of the thirteen consortium member institutions will receive \$760,294 in direct award for a total of \$9,883,822.
    - Each of the thirteen consortium member institutions will share \$3,616,178 in resources for activities and expertise relevant to all institutions.
    - The Grantee Institution will receive \$1,500,000 for administration of the grant.
- 6. Project Name:** Multi-State Advanced Manufacturing Consortium (M-SAMC)

**7. Project Description and List of Credentials to be Developed and Awarded:**

Manufacturing employers and manufacturing educators alike recognize the disconnect between the needs of the workplace and the content of manufacturing curriculum in most colleges. The environment prevalent in the 21<sup>st</sup> century manufacturing workplace has changed dramatically over the past three decades, as have the technical and organizational skills needed by workers. Education has been slow to respond to these changes. Leveraging the expertise of their industrial partners, the community college members of M-SAMC are committed to bridging the disconnect, transforming the face of manufacturing education in their institutions, and establishing a model for program transformation applicable to many industries. M-SAMC strategies to accomplish their goals are to: 1) use a competency based model to develop new and modified industry-driven manufacturing curricula and credentials; 2) transform instructional design and delivery systems to accelerate and contextualize learning; 3) redesign student support, success and placement strategies to increase credential attainment; and 4) develop administrative structures to support instructional redesign.

Credentials to be utilized, developed and/or improved for award are: AAS in Process Technology, Process Technology Certificate Exam, Process Technology Basic Certificate, Manufacturing Skills Standards Council certification, AAS in Manufacturing Maintenance, AAS in Manufacturing Systems, AAS in Electrical/Electronics/Industrial Technology, AMTEC assessments and certifications, Manufacturing Systems Certificate, AAS in Computer Numerical Control, AAS in Precision Machining Technology, AAS in Manufacturing Productivity Systems, and NIMS certification.

**8. Population to be Served:** TAA-eligible workers, TAA-like eligible workers (unemployed, underemployed, long-term unemployed)

**9. Target Industry(s):** Manufacturing, with focus on automotive, process-based and aerospace/precision manufacturers

**10. Employer Partner(s):** Letters of Commitment are attached from: Ford Motor Company; General Motors Company; Chrysler Group LLC; Toyota Motor Manufacturing; Nissan North American, Inc.; B&WY12 Technical Services LLC; and Kelly Aviation Center, L.P.. Additional Letters of Commitment are on file for: West Central Ohio Manufacturing Consortium (20 companies); DENSO Manufacturing Tennessee, Inc.; ESAB Welding & Cutting Products; Universal Woods Incorporated; KTH Leesburg Products LLC; and Ramsey Electric Sign.

**11. Public Workforce System Partner(s):** Workforce Solutions Alamo; Central Kentucky Job Center; Workforce West Virginia; West Piedmont Workforce Investment Board (Virginia Community College System); Workforce Development Division of ADECA; Alabama Career Link Offices; Anniston Career Center; MichiganWorks! Agency; KentuckianaWorks One Stop Career Centers; Workforce Connection of Metro Knoxville; Upstate Workforce Investment Board; Spartanburg; Tennessee Department of Labor and Workforce Development; Workforce Connection; and Accent Office/Area 7 of Ohio State Workforce Agencies.

- 12. Other Key Partner(s):** Anne Arundel Community College and Alpena Community College (both TAACCCT Round 1 grantee institutions); AMTEC (Automotive Manufacturing Technical Education Collaborative, a National Science Foundation National Center of Excellence); National Association of Manufacturers; University of Michigan-Dearborn; Ferris State University; the United Auto Workers.
- 13. Public Contact Information:** Gary Saganski, Director of Corporate Training, Henry Ford Community College, 5101 Evergreen Road, Dearborn, Michigan 48128-1495, (313)845-6367, saganski@hfcc.edu.
- 14. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** 90% OER program materials developed and 10% purchased or licensed program materials.
- 15. Data Tags:** Accelerate Progress, Accelerated Learning, Assessment Technology, Blended Learning, Certificate Attainment, Competency-based Training, Contextualized Learning, Degree Attainment, Digital Materials, Employer Partnership, Enhanced Student Services, Game Design, Industry-Driven Competencies, Industry-Recognized Credentials, Manufacturing Systems, Modular Curriculum Resources, Paid Internships, Registered Apprenticeships, Self-paced Learning, Simulations, Skill Assessments, Stackable Credentials, Total Production Systems, Virtual Environments, and Web-based Training.

## PROJECT ABSTRACT

1. Applicant Name: Kansas City Kansas Community College

2. Applicant City/State: Kansas City, Kansas

3. Consortium: N/A

4. Area Served by Grant: State: Kansas; Counties: Wyandotte, Johnson, Leavenworth

Cities: Kansas City metro area and Leavenworth

5. Total Funding Requested: \$2,966,045.00

6. Sub-total by Consortium Member: N/A

7. Project Name: Training for Employment (T4E)

8. Project Description and List of Credentials to be Developed and Awarded:

Kansas City T4E will transition participants to high-wage, high-skill employment; ensure participant success; and meet employer needs by expanding and improving Kansas City Kansas Community College's (KCKCC's) ability to deliver education and career training programs in two years or less for TAA-eligible workers, veterans, and other adults. T4E will accomplish these goals by providing stacked and latticed curriculum in the career pathways in construction and advanced manufacturing; by developing articulation agreements with four year institutions; by using online and blended courses that incorporate multi-media; by integrating I-BEST practices and financial literacy, employability, and entrepreneurship training (FLEET); by providing intensive advising; by creating an online portal to facilitate information-sharing among stakeholders; and by strengthening and expanding partnerships with employers and workforce development agencies through the establishment and staffing of a Transition to Employment Center (TTE Center) for job placement services. Furthermore, T4E will identify and make

available the specific intellectual property deliverables developed through the project for dissemination.

Training Programs and Credentials:

**Construction Technology:** Certificate A (18 credit hours); Certificate B (Certificate A + 18 credit hours); Certificate C (Certificate B + 12 credit hours).

**Electrical Technology:** Certificate A (22 credit hours); Certificate B (Certificate A +19 credit hours); Certificate C (Certificate B +16 credit hours).

**Heating & Refrigeration:** 55 credit hours for a certificate.

**Building & Property Maintenance:** 40 credit hours for a certificate.

**Welding Technology:** Certificate A (20 credit hours); Certificate B (Certificate A + 20 credit hours) plus 8 hours of electives.

**Machine Technology:** Certificate A (24 credit hours); Certificate B (Certificate A + 12 credit hours); Certificate C (Certificate B + 12 credit hours)

Entry-level technical education and green construction training include OSHA certificates; forklift certificate; warehouse certificate; EPA Lead Renovator, Repair, and Painting Certificate; and LEED-based deconstruction, jobsite safety, and salvageable materials training.

9. Populations to be Served: TAA-eligible workers, veterans, other unemployed adults

10. Targeted Industries: Construction with Green Technology and Advanced Manufacturing

11. Employer Partner(s): Construction with Green Technology: R.F. Fisher, Heartland Habitat for Humanity, ERA, Inc., EAC, LLC., APEX, Aerotek, Trillium, Aftermath, Inc., Deffenbaugh Industries, Midwest Environmental Professions, CAPE, and David J. Joseph. Advanced

Manufacturing: Webco, Triumph, R&D Leverage, Unitech, Venture, C&R, Hans Rudolph, Vista Machine, Creative Low Mold, NCS, Continental, Computech, K-ter Imagineering,

Brogdon, Clay & Bailey, Heartland Fab, Emmert Welding, Clifford, A&E, Microtool, and Holland 1916.

12. Public Workforce System Partners: Kansas LWIA III Workforce Partnership; Missouri Kansas City LWIA Full Employment Council

13. Other Key Partner(s): Industry Advisory Boards, Mid-America Regional Council, Wyandotte County Economic Development Council, Heartland Habitat for Humanity

14. Public Contact Information: Dr. Sangki Min, Dean of Institutional Services, Kansas City Kansas Community College PH: 913-288-7214 Email: [smin@kckcc.edu](mailto:smin@kckcc.edu)

15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials: Approximately 90% of program materials will be developed as open educational resources, and the remaining 10% will be licensed or purchased.

16. Data Tags: basic skills, blended learning, career pathways, certificate attainment, employer partnership, industry-recognized credentials, job placement, online teaching/learning, on-the-job training, paid internships, retention, simulations, stackable credentials, technology-enabled learning



### Abstract

1. **Applicant Name:** Lake Region State College
2. **Applicant City/State:** Devils Lake, ND
3. **Individual Applicant:** Lake Region State College of Devils Lake, North Dakota
4. **Areas Served by Grant:** The State of North Dakota; all counties and cities
5. **Total Funding Level Requested:** \$2,990,355.39
6. **Sub-Total Requested Funding Amount by Consortium Member (as applicable):** N/A
7. **Project Name:** Training for Precision Agriculture Technicians (TPAT)
8. **Project Description and List of Credentials to be Developed and Awarded:**

The TPAT project creates career pathways through coursework and training of a grassroots technology, Precision Agriculture, demanding to be developed in the agricultural state of North Dakota. This proposal has as its major purpose to deliver training and assistance to TAA-impacted workers, unemployed Veterans, unemployed and underemployed persons seeking to increase their skills for new and higher-paying jobs in the state of North Dakota. Lead and fiscal agent, Lake Region State College will provide online learning and personalized instruction implementing a modular curriculum for skill development in basic computers, human relations in the workplace, agriculture production, and electronics allowing multiple entry and exit points for participants. Through competency based skill assessments, use of cognitive tutors, and developmental educational services, students will accelerate progress for certifications and degrees. The ACT WorkKeys/Key Train certification will provide assessments and confirm industry level competencies for all impacted students, ensuring statewide and national job skills needed to be competitive.

9. **Populations to be served:** TAA Eligible Workers, Veterans, Present and future personnel serving as technicians and all farm workers needing to upgrade their skills for new technologies in all industries.

10. **Targeted Industry(s):** All industries requiring technical skills for basic computer usage, electronics, and human relationships (soft skills for customer relations) will benefit from this project. As the major industry of the state, agriculture is a key target as the selection of this proposal will impact the new and ever demanding skills required of implement dealership technicians, farm cooperative workers, producers, and farm workers.

11. **Employer Partner(s):** Agriculture Agri ImaGIS, High Plains Implement, JR Simplot, Magic City Implement, North Dakota Farmers Union, Red River Research Corridor, GK Technologies

12. **Public Workforce System Partner(s):** Job Service North Dakota, TrainND

13. **Other Key Partner(s):** Dakota Precision Ag Center, Department of Veteran Affairs-State of North Dakota, North Dakota STEM Network, North Dakota University System

14. **Public Contact Information:** Dr. Paul Gunderson, Director of Dakota Precision Ag Center, Devils Lake, ND, 701-662-1652, paul.d.gunderson.1@lrsc.edu

15. **Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 90% of program materials will be developed as open educational resources, and the remaining 10% will be licensed or purchased.

**Key words/Tags:** (Section III a. and Appendix D): accelerate progress, basic skills, block scheduling, career pathways, certificate attainment, cognitive tutors, contextualized learning, degree attainment, employer partnership, enhanced course articulation, industry driven

competencies, job placement, learning communities, mentoring, mobile devices, modular curriculum, online teaching/learning, on-the-job-training, paid internships, personalized instruction, retention, self-paced learning, skills assessment, stackable credentials, virtual environments.

## Design it-Build it-Ship it: Application Abstract

1. **Applicant Name:** Los Medanos College

2. **Applicant City/State:** Pittsburgh, CA

3. **Consortium Members:**

- Berkeley City College, Berkeley CA
- Contra Costa College, San Pablo CA
- Diablo Valley College, Concord CA
- Los Medanos College, Antioch CA
- Ohlone College, Newark CA
- CSU East Bay
- College of Alameda, Alameda CA
- Chabot College, Hayward CA
- Laney College, Oakland CA
- Merritt College, Oakland CA
- Solano College, Fairfield CA
- University of California Berkeley

4. **Areas Served by Grant:** State: California; Counties: Alameda, Contra Costa, Solano; Cities (select): Fairfield, Richmond/San Pablo, Antioch Pittsburgh, Berkeley, Concord/Pleasant Hill, Berkeley, Oakland, San Leandro, Hayward, Fremont/Newark.

5. **Funding Requested:** \$14,990,417

6. **Sub-Total Requested Funding Amount by Consortium Member:**

- Berkeley City College: \$600,000
- Contra Costa College: \$600,000
- Diablo Valley College: \$1,200,000
- Los Medanos College: \$1,200,000
- Ohlone College: \$600,000
- College of Alameda: \$1,200,000
- Chabot College: \$1,200,000
- Laney College: \$1,200,000
- Merritt College: \$600,000
- Solano College: \$1,200,000

7. **Project Name:** Design it-Build it-Ship it

8. **Project Description and List of Credentials to be Developed and Awarded:**

**Design it – Build it – Ship it (DBS)** is a regional workforce initiative that represents an unprecedented opportunity for the San Francisco East Bay Area to build accelerated, intensive, and regionally articulated programs of study so that TAA eligible, dislocated workers or unemployed adults can earn degrees or credentials of value enabling them to enter the workforce in industries with growing occupational demand and opportunities for career and wage

## Design it-Build it-Ship it: Application Abstract

advancement. **DBS** will create a regional workforce system driven by multiple areas of service articulation, including:

1. A regional “career path” educational system with stackable certificates within and across the 10 DBS community colleges—coordinated through an East Bay Regional Skills Alliance that includes the colleges, industry, workforce boards, labor, 4 year institutions, national research labs, and economic development intermediaries,
2. Stronger and linked training referral and placement systems that integrate the work of the colleges and the WIA-funded One Stop Career Center System using expanded, jointly supported aptitude and career inventories, digitally mapped career training pathways, electronic referral and enrollment, and new systems for leveraging WIA, TAA, ETP and other government training resources within the community colleges,
3. Development of “career transfer pathways” from the community colleges into the University of California and the California State University and that will build articulation between advanced Career Technical Training pathways in the community colleges and transfer into STEM centered technical training programs in the 4 year systems.

DBS is grounded in established research, ongoing regional industry engagement, and builds off of other sub-regional work in the East Bay including the Bay Area Manufacturing Renaissance Council, research led by the East Bay Economic Development Alliance, the Bay Area Community College Consortium, and the Alameda Transportation and Logistics Academic Support Initiative. DBS integrates these sub-regional alliances into a broader shared framework that defines training pathways, industry engagement, and regional partnerships tied to advanced manufacturing, logistics, and engineering industries that are key to the growth of the East Bay Economy. Certificates to be awarded under this initiative include certificates in Industrial Machine Maintenance Mechanic, Biopharmaceutical Technician, Process Technician, Welding, Semiconductor design and fabrication, Medical Device Manufacturing, Warehousing, Transportation Logistics, Supply Chain Systems, Engineering Technician.

## Design it-Build it-Ship it: Application Abstract

- 9. Target Industries:** Advanced Manufacturing, Logistics, and Engineering
- 10. Employer Partners:** Bay Area Manufacturing Renaissance Council, California Manufacturing Technology Association, Aduro, Airgas, Bayer Pharmaceutical, AC Transit, Art's Auto, Bay Ship and Yacht, Ghiradelli, Tradesmen, United Parcel Service, Tesoro Refining, Manex, Abbott, USS POSCO, Sandia Labs, Lawrence Berkeley National Labs, San Francisco Public Utilities District, Shell Oil Company, Sierra Pacific Warehouse Group, Dow Chemical, Thermadyne, Yeraka,
- 11. Public System Workforce Partners:** Alameda WIB, Contra Costa Workforce Development Board, Oakland WIB, Richmond WIB, Solano WIB
- 12. Other Key Partners:** West Hills College (Round 1 Grantee); Kingsborough College (Round1 Grantee), UC Berkeley, CSU East Bay, Lawrence Berkeley National Lab, Career Ladders Project, Sandia Labs, Berkeley Policy Associates.
- 13. Public Contact Information:** Randy Tillery, Dean of Workforce and Economic Development, Contra Costa Community College District. 209.505.3965; [rtillery@4cd.edu](mailto:rtillery@4cd.edu)
- 14. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 90% of materials will be developed with OER licensing standards, 10% purchased program materials.
- 15. Data Tags:** Accelerate Progress, Assessment Technology, Career Pathways, Certificate Attainment, Developmental Education, Enhanced Course Articulation, Industry Recognized Credentials, Learning Communities, Paid Internships, Simulations, Stackable Credentials, Blended Learning, Basic Skills, Block Scheduling, Enhanced Student Services..

## Project Abstract

1. Applicant Name: Mitchell Technical Institute
2. Applicant City/State: Mitchell, South Dakota
3. Consortium Member(s) and Consortium Member State(s): not applicable
4. Areas Served by Grant: state of South Dakota
5. Total Funding Level Requested: \$2,533,052.00
6. Sub-Total Requested Funding Amount by Consortium Member: not applicable
7. Project Name: Mitchell Technical Institute's Technical Education at a Distance (TED) Model
8. Project Description and List of Credentials to be Developed and Awarded: Mitchell Technical Institute (MTI) will build our outreach capacity by creating a unique Technical Education at a Distance model (TED model) supporting TAA-eligible and low-skilled workers throughout our rural state. This model will demonstrate a proof-of-concept to address the challenge of providing hands-on lab activities in remote locations and ultimately it can be replicated to address other training needs, not only in South Dakota, but throughout the nation. MTI, along with our project partners, will address the exponentially growing need for Speech-Language Pathologists by creating a Beta test of this TED model program for the Speech-Language Pathology Assistant (SLPA) associates degree. Program participants will have an opportunity to obtain the National Career Readiness Certificate (NCRC), ETA ParaProfessional Assessment, and a Speech-Language Pathology Assistant Associates of Applied Science (AAS) Degree.
9. Populations to be Served: TAA-eligible workers and long-term unemployed, underemployed, rural, Native American, Veterans
10. Targeted Industry: Education and Health Services
11. Employer Partners: Mid-Central Educational Cooperative, Oceti Sakowin Educational Consortium (OSEC), Sisseton School District
12. Public Workforce System Partner: SD Department of Labor and Regulation
13. Other Key Partner(s): Lake Area Technical Institute (Round 1 TAACCT Grantee), Southeast Technical Institute, Augustana College, University of South Dakota

14. Public Contact Information: John Heemstra, Outreach Coordinator;  
[john.heemstra@mitchelltech.edu](mailto:john.heemstra@mitchelltech.edu) (605) 995-7204
15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials: Approximately 75% of program materials will be developed as open educational resources, and the remaining 25% will be licensed or purchased.
16. Data Tags (up to 25): Blended learning, employer partnership, enhance student services, industry-driven competencies, learning communities, mentoring, on-the-job training, online teaching/learning, retention, simulations, technology-enabled learning



## **SUNY Statewide Community College Collaborative Project Abstract**

**1. Applicant Name:** Monroe Community College (Grantee Institution applying as a consortium applicant on behalf of the SUNY Statewide Community College Collaborative)

**2. Applicant City/State:** Rochester, New York

**3. Consortium Member(s) and Consortium Member State(s):** All 30 community college members are located in New York and are identified as primary or secondary members as follows: 23 Primary Members (receive funds): Monroe (grantee institution), Adirondack, Broome, Cayuga, Clinton, Corning, Dutchess, Erie, Fulton-Montgomery, Genesee, Herkimer, Hudson Valley, Jamestown, Mohawk Valley, Onondaga, Orange, Rockland, Schenectady, Suffolk, Sullivan, Tompkins-Cortland, Ulster, Westchester; 7 Secondary Members (do not receive funds): Columbia-Greene, Fashion Institute of Technology, Finger Lakes, Jefferson, Nassau, Niagara, North Country

**4. Areas Served by Grant (by city, county, and state):**

State: New York

Counties: Albany, Allegany, Broome, Cattaraugus, Cayuga, Chautauqua, Chemung, Chenango, Clinton, Columbia, Cortland, Delaware, Dutchess, Erie, Essex, Franklin, Fulton, Genesee, Greene, Hamilton, Herkimer, Jefferson, Lewis, Livingston, Madison, Monroe, Montgomery, Nassau, Niagara, Oneida, Onondaga, Ontario, Orange, Orleans, Oswego, Otsego, Putnam, Rensselaer, Rockland, Saratoga, Schenectady, Schoharie, Schuyler, Seneca, St. Lawrence, Steuben, Suffolk, Sullivan, Tioga, Tompkins, Ulster, Warren, Washington, Wayne, Westchester, Wyoming, Yates

Cities: Numerous cities/towns will be impacted by this project, however only county seats are listed: Albany, Belmont, Binghamton, Little Valley, Auburn, Mayville, Elmira, Norwich, Plattsburgh, Hudson, Cortland, Delhi, Poughkeepsie, Buffalo, Elizabethtown, Malone, Johnstown, Batavia, Catskill, Lake Pleasant, Herkimer, Watertown, Lowville, Genesee, Wampsville, Rochester, Fonda, Mineola, Lockport, Utica, Syracuse, Canandaigua, Goshen, Albion, Oswego, Cooperstown, Carmel, Troy, New City, Balston Spa, Schenectady, Schoharie, Watkins Glen, Waterloo, Canton, Bath, Riverhead, Monticello, Owego, Ithaca, Kingston, Lake George, Fort Edward, Lyons, White Plains, Warsaw, Penn Yan

**5. Total Funding Level Requested:** \$14,633,390

**6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):**

Monroe (\$7,053,729 for statewide Collaborative costs; \$933,842 for MCC program costs), Adirondack (\$35,880), Broome (\$89,700), Cayuga (\$629,306), Clinton (\$262,540), Corning (\$1,014,530), Dutchess (\$159,190), Erie (\$926,922), Fulton-Montgomery (\$95,864), Genesee (\$145,348), Herkimer (\$12,546), Hudson Valley (\$95,864), Jamestown (\$35,880), Mohawk Valley (\$389,937), Onondaga (\$1,196,825), Orange (\$124,583), Rockland (\$60,908), Schenectady (\$436,288), Suffolk (\$103,739), Sullivan (\$22,214), Tompkins-Cortland (\$74,750), Ulster (\$583,505), Westchester (\$149,500)

**7. Project Name:** Training and Education in Advanced Manufacturing (T.E.A.M.) Educational Pathways Project

**8. Project Description and List of Credentials to be Developed and Awarded:** The T.E.A.M. Educational Pathways Project will enable members of the SUNY Statewide Community College Collaborative to provide over 3,000 of New York's TAA-eligible workers and unemployed veterans with the training and education required to find high-quality, high-wage jobs within the advanced manufacturing industry sector. With access to educational pathways aligned with advanced manufacturing industrial career pathways and third-party certifications, the T.E.A.M. Educational Pathways Project will support credential and degree attainment for participants in two years or less. A statewide process for designing and offering training and education programs will be developed with the intent to replicate the T.E.A.M. model across all community colleges, all academic programs in the applied and occupational sciences, and all industry sectors as part of project sustainability. The SUNY Statewide Community College Collaborative will leverage complimentary funding opportunities, including \$20 million in SUNY2020 capital funds and a \$5 million proposal to the USDOL Workforce Innovations Fund program, in partnership with the New York State Department of Labor.

The T.E.A.M. Educational Pathways Project incorporates eight key strategies in support of the five Core Elements of the TAACCCT SGA, including: (1) Develop and promote educational pathways in advanced manufacturing with clear entry and exit points to meet trainees' education and employment needs; (2) Build and offer uniform core and specialty curricula based on the USDOL competency model for Advanced Manufacturing and incorporating the NAM-Endorsed Manufacturing Skills Certification System; (3) Validate new and existing curriculum with industry and industry associations at the local, state and national levels; (4) Build and offer fast-track developmental education curricula in support of advanced manufacturing programming; (5) Offer core, specialty and developmental education courses via on-line and other alternative delivery formats; (6) Build and offer a uniform statewide system for awarding academic credit through prior learning assessment; (7) Provide centralized student services through campus-based T.E.A.M. Centers, working in partnership with the public workforce system; and (8) Build and implement a coordinated statewide approach to outreach, recruitment, and Earn and Learn models for the advanced manufacturing industry.

Stacked and latticed credentials will be incorporated into the training program to include credentials from: ACT's Work Readiness System (National Career Readiness Certificate/NCRC), Manufacturing Skill Standards Council (MSSC), National Institute of Metalworking Skills (NIMS), American Welding Society (AWS), and Society of Manufacturing Engineers (SME). Development of uniform curricula will result in a series of credit and non-credit educational programs that will form the pathways, including: (1) a one-year for-credit core technical certificate in machining; and (2) one-year for-credit and non-credit specialty technical certificates in the sub-industries of plastics, welding, optics, photovoltaics, precision machining/CNC, semi-conductor, and nanotechnology. Specialty certificates are based on industry demand for small, medium and large manufacturing employers in New York and tailored to meet the individual needs of applicable partner colleges. Additional training to support and/or enhance the core and specialty curricula will be based on employer demand to

include Six Sigma, OSHA protective workplace safety and health standards, and EntreSkills, a web-based program offered through the New York State Small Business Development Center that provides students with an introduction to entrepreneurship and the skills needed to start and operate a business.

**9. Populations to be Served:** TAA-eligible workers and unemployed veterans

**10. Targeted Industry(s):** Advanced manufacturing and related sub-industries of plastics, welding, optics, photovoltaics, precision machining/CNC, semi-conductor, and nanotechnology

**11. Employer Partner(s):** Manufacturers Alliance of New York & affiliates: Manufacturers Association of Central New York, Council of Industry, Chief Executive Network for Manufacturing of the Capitol Region, Long Island Forum for Technology, Manufacturers Association for the Southern Tier, IMA Management Group, Inc. Non-affiliates: Finger Lakes Advanced Manufacturing Enterprise, Rochester Technology, Machining Association. Specific employers include: GLOBALFOUNDRIES, PPC, Nixon Gear, Novelis, Currier Plastics, Schatz Bearing Corporation, Alcoa Fastening Systems, Advance Coating Technologies, Remington Arms, Bartell Machinery, New York Air Brake, Corning, Inc., Dresser Rand, and Titan X

**12. Public Workforce System Partner(s):** New York State Department of Labor, representing all 80 local One-Stop Centers in Upstate New York and Long Island

**13. Other Key Partner(s):** Manufacturing Institute/National Association of Manufacturers (NAM) and each of NAM's credentialing partners: ACT, American Welding Society (AWS), Manufacturing Skill Standards Council (MSSC), National Institute of Metalworking Skills (NIMS), and Society of Manufacturing Engineers (SME); Educational Testing Services; NYS Education Department; State University of New York (SUNY); Ambrose Gormley, Inc./Florida Advanced Technological Education Center; Round 1 TAACCCT Grantee: City University of New York (CUNY); Round 1 TAACCCT Grantee: Great Bay Community College Consortium

**14. Public Contact Information:** Cynthia Cooper, Assistant to the President for College and Governmental Relations, Monroe Community College, 1000 East Henrietta Road, Rochester, NY 14623; Phone: 585-292-3022; E-mail: [ccooper@monroecc.edu](mailto:ccooper@monroecc.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 90% of the T.E.A.M. Project materials will be developed as OER and 10% will be licensed or purchased.

**16. Data Tags (up to 25):** advanced manufacturing, basic skills, blended learning, competency-based training, educational pathways, certificate attainment, certificate programs, developmental education, earn and learn, employer partnership, enhanced student services, entrepreneurship, industry-driven competencies, industry-recognized credentials, job placement, NAM-endorsed certificates, online teaching/learning, prior learning assessment, skills assessments, stackable credentials, standardized curriculum, strategic alignment, technology-enabled learning, uniform curriculum, web-based training

## **Project Abstract**

**1. Name:** New River Community and Technical College

**2. City/State:** Beckley, West Virginia

**3. Areas Served by Grant: State:** West Virginia. **Counties:** Fayette, Greenbrier, Mercer, McDowell, Monroe, Nicholas, Pocahontas, Raleigh, Summers, Webster, and Wyoming. The program will also draw participants from Allegheny, Bath, Bland, Craig, Giles, Highland and Tazewell counties in Virginia.

**4. Total Funding Level Requested:** \$3,000,000

**5. Project Name:** Framework for Institutional Transformation: Reimagining Allied Health in Southeastern West Virginia

**6. Project Description and List of Credentials to be Developed and Awarded:** New River Community and Technical College and its industry and community partners seek to fill an urgent market gap in Southeastern West Virginia by substantially enlarging its nursing and allied health care program to accelerate re-employment of TAA-eligible participants, as well as returning veterans and other unemployed and underemployed workers into high skill, high growth jobs in one of the poorest rural regions in the nation. New River's program will: (1) **integrate contextualization, modularization, and technology-enabled learning modalities** to increase program completion; (2) **transform developmental education** to accelerate and increase credential attainment; and (3) **provide student success centers** that offer academic supports, career guidance and placement services, and navigational supports for program and job success.

New River currently offers a small number of allied healthcare programs, but is seeking to expand and improve on these offerings. Credentials to be offered as a result of this grant: Associate's Degrees for Registered Nurse, Medical Laboratory Technician, Physical Therapist Assistant, Occupational Therapist Assistant, and EMS/Paramedic, as well as a Dietary Technician Certificate.

To meet the needs of industry, New River's program is built on three intersecting strategies:

- **Developing Agile, Demand-Responsive Healthcare Programs.** New River will work with employers in the region to substantially expand our healthcare programs, building in key design elements essential for success, including acceleration, contextualizing, using stacked and latticed credentials, technology-supported learning, and transferability.
- **Transforming Developmental Education.** New River will adopt a "mainstreaming with supports" approach integrating remedial and occupational education, using math and reading/writing labs as a major delivery mechanism.
- **Creating Student Success Centers.** Skilled advisors and high quality e-tools will be available to help students make academic, career and personal choices that help them persist and complete.

The following key design elements are central within this initiative:

- **Acceleration.** New River proposes reducing credit hours required for achieving both Certificates and Associate's Degrees by 10-20% through careful curricula design, compressing learning cycles by using full-year scheduling and varying course lengths, and maximizing credit for prior learning.
- **Contextualization.** New River will introduce industry context into its healthcare programs, both as a strategy to strengthen basic skills and to make the overall learning as relevant as possible.
- **Stacked and Latticed Credentials.** New River will offer a mix of credentials to learners that can be both stackable and latticed and designed for maximum portability.
- **Technology-supported Learning.** Students will be able to engage in learning through streaming video, podcasting, Interactive Video Network, online classes, courses offered within hospitals, "flipped" classes, and classes offered at night or on weekends, as well as in varied intensity and length.
- **Transferability.** New River plans to work closely with regional K-12 systems and career-technical education programs to articulate flows from high school CTE programs into the healthcare program and

to develop articulation agreements with universities to ensure that healthcare students wishing to go beyond an Associate's Degree can do so with full transfer of credits.

- **Industry and Workforce Partnerships.** New River will partner with local employers, industry champions, and workforce agencies to ensure that the program is reaching the targeted population and that the specific needs of industry are being met.

**7. Populations to be Served:** TAA-eligible workers, veterans, underemployed, and unemployed

**8. Targeted Industry:** Healthcare

**9. Employer Partners:** Raleigh General Hospital, Greenbrier Valley Medical Center, Summersville Regional Medical Center, Appalachian Regional Hospital-Beckley, Appalachian Regional Hospital-Summers.

**10. Public Workforce System Partners:** WorkForce West Virginia: Trade Adjustment Assistance, Region 1 Workforce Investment Board, Department of Health and Human Resources, Division of Rehabilitation Services, Office of Veterans Affairs, and the West Virginia Community and Technical College System.

**11. Other Key Partners:** Southeastern West Virginia Tech Prep Consortium

**12. Public Contact:** William J. Loope, Vice President, Institutional Advancement and Workforce Education, New River Community and Technical College, (304) 929-5494, [wloope@newriver.edu](mailto:wloope@newriver.edu)

**13. Percentage of OER Program Materials Developed vs. Licensed or Purchased:** 100% licensed/purchased.

**14. Data Tags:** Accelerated Learning, Achievement Rates, Career Guidance, Career Pathways, Contextualized Learning, Degree Attainment, Developmental Education, Employer Partnership, Enhanced Student Services, Healthcare Credentials, Industry-Recognized Credentials, Job Placement, Latticed Credentials, Online Teaching/Learning, Mentoring, Modularization, Prior Learning Assessment, Retention, Stackable Credentials, Technology Enabled Learning, WorkKeys.

**Soaring to Success ~ North Idaho College  
Project Abstract**

1. **Applicant Name:** North Idaho College
2. **Applicant City/State:** Coeur d’Alene, Idaho
3. **Consortium Members(s) and Consortium Member State(s):** Not Applicable
4. **Areas served by Grant:**
  - **State:** Idaho
  - **Counties:** Boundary, Bonner, Kootenai, Benewah, Shoshone
  - **Cities:** Athol, Bonners Ferry, Clark Fork, Coeur d’Alene, Dalton Gardens, Dover, East Hope, Fernan Lake Village, Harrison, Hauser, Hayden, Hayden Lake, Heyburn, Hope, Huetter, Kellogg, Kootenai, Moyie Springs, Mullan, Oldtown, Osburn, Pinehurst, Plummer, Ponderay, Post Falls, Priest River, Rathdrum, St. Maries, Sandpoint, Smelterville, Spirit Lake, State Line, Tensed, Wallace, Wardner, Worley.
5. **Total Funding Level Requested:** \$2,976,663
6. **Sub-Total Requested Funding Amount by Consortium Member:** Not Applicable
7. **Project Name:** Soaring to Success ~ North Idaho College
8. **Project Description and List of Credentials to be Developed and Awarded:**

Project Description

Soaring to Success is a program that will expand the ability of North Idaho College to respond to the economic and workforce development needs in northern Idaho by increasing the education and skill attainment of TAA-eligible, veterans and other dislocated workers for employment in the aerospace industry. The program seeks to enroll 495 unique participants over three years into an effective series of courses that stack portable, industry recognized credentials; leading to

certificates, job placement and degree attainment. North Idaho College will create an Aerospace Center of Excellence in Aviation Maintenance and Advanced Manufacturing. The two primary programs of study are aerospace manufacturing, a program that features accelerated learning and certification within 12 weeks leading to employment in manufacturing; and aviation maintenance-airframe, a ten month Federal Aviation Administration (FAA) certification (part 147) program leading to employment as an airframe mechanic.

List of Credentials to be Developed and Awarded	
Aerospace Manufacturing Core	Certificate of Completion
Aerospace Composites	Certificate of Completion
Aerospace Quality Assurance	Certificate of Completion
Aerospace Machining (CNC)	Certificate of Completion
Intro to Nondestructive Testing	Certificate of Completion
General Aviation/Airframe 1	Certificate of Completion
Airframe	Technical Certificate
Aerospace Manufacturing	Technical Certificate
Aviation Maintenance	Technical Certificate
Aerospace Manufacturing	Associates of Applied Science

9. **Populations to be Served:** TAA eligible workers, veterans, displaced workers, and the general student population (others).
10. **Targeted Industry:** Aerospace (Aviation Maintenance and Aerospace Advanced Manufacturing)
11. **Employer Partners:** Idaho Aerospace Alliance, Empire Airlines, Coeur d’Alene Airport, Aerocet, Inc., Unitech, Quest Aircraft Company, LA Aluminum Casting Company, Cygnus, Inc., Tamarack Aerospace Group, and Titan Spring Inc.
12. **Public Workforce System Partner(s):** Idaho Workforce Development Council, Idaho Department of Labor, Idaho Department of Commerce



- 13. Other Key Partners(s):** Round 1 TAACCCT Grantee Spokane Community College, Wichita Area Technical College, Edmonds Community College, North Idaho College Foundation, Lewis-Clark State College, University of Idaho, and Job Plus-Coeur d’Alene Area Economic Development Corporation.
- 14. Public Contact Information:** Sara Fladeland, Grants Coordinator, North Idaho College, (208) 769-7750, sara\_fladeland@nic.edu
- 15. Percentage of OER Program materials Developed vs. Percentage of Licensed or Purchased Program Materials:** 100% of program materials will be licensed or purchased. If continuous improvement outcomes throughout the grant period identify that new curriculum development is necessary, additional program materials developed will be developed as open educational resources.
- 16. Data Tags (up to 25):**  
Accelerated Learning, Accelerate Progress, Assessment Technology, Basic Skills, Blended Learning , Career Pathways, Certificate Attainment, Cognitive Tutors  
Competency Based Training, Degree Attainment, Employer Partnership, Industry Advisory Committee, Industry-Driven Competencies, Industry-Recognized Credentials, Job Placement, Mentoring, Modular Curriculum, Online Teaching/Learning, Retention, Self-Paced Learning, Skill Assessments, Stackable Credentials, Workplace Learning

## PART III: ATTACHMENTS TO THE TECHNICAL PROPOSAL

### MAKING THE FUTURE: The Wisconsin Strategy

#### a) Project Abstract

1. Applicant Name: Northeast Wisconsin Technical College (NWTC)
2. Applicant City/State: Green Bay, Wisconsin
3. Consortium Members and Consortium Member States: Blackhawk Technical College (Janesville, WI), Chippewa Valley Technical College (Eau Claire, WI), Fox Valley Technical College (Appleton, WI), Gateway Technical College (Kenosha, WI), Lakeshore Technical College (Cleveland, WI), Madison Area Technical College (Madison, WI), Mid-State Technical College (Wisconsin Rapids, WI), Milwaukee Area Technical College (Milwaukee, WI), Moraine Park Technical College (Fond du Lac, WI), Nicolet Area Technical College (Rhinelander, WI), Northcentral Technical College (Wausau, WI), Southwest Technical College (Fennimore, WI), Waukesha County Technical College (Pewaukee, WI), Western Technical College (La Crosse, WI), and Wisconsin Indianhead Technical College (Shell Lake, WI).
4. Areas served by Grant (by city, county, and state): State of Wisconsin: all cities and counties
5. Total Funding Level Requested: \$14,938,903
6. Sub-total Requested Funding Amount by Consortium Member:, Blackhawk Technical College (\$584,831); Chippewa Valley Technical College (\$739,138); Fox Valley Technical College (\$417,424); Gateway Technical College (\$404,637); Lakeshore Technical College (\$534,786); Madison Area Technical College (\$1,209,535); Mid-State Technical College (\$576,887); Milwaukee Area Technical College (\$1,447,459); Moraine Park Technical College (\$647,000); Nicolet Area Technical College (\$561,199); Northcentral Technical College (\$636,211); Southwest Technical College (\$429,382); Waukesha County Technical College (\$734,373); Western Technical College (\$689,975); and Wisconsin Indianhead Technical College (\$604,451).

7. Project Name: Making the Future: The Wisconsin Strategy
8. Project Description and List of Credentials to be Developed and Awarded: Making the Future is a state-wide project with participation from all 16 colleges in the Wisconsin Technical College System to develop, improve, and expand adult educational training pathways to careers in advanced manufacturing.

Credentials	New/Offered	Colleges
Automatic Screw Machine Set Up & Operations 1-Yr Technical Diploma	Offered	Milwaukee
Basic Manufacturing Certificate	Offered	Madison
CNC Machine Setup and/or Operation Technician 1-Yr Technical Diploma	Offered	Madison, Milwaukee
CNC Operator Certificate	Offered	Waukesha
CNC Programmer/Operator 1-Yr Technical Diploma	Offered	Milwaukee
CNC Turning and/or Machining Certificates	New	Milwaukee
Electro-Mechanical Technology Associate Degree	Offered	LTC
Entry Level Manufacturing Certificate	Offered	Waukesha
Food Handling/Hygiene Certificate	New	Western
Food Safety and Handling Certificate	New	Western
Golden Collar Certification	New	Southwest
Industrial Diploma	Offered	Western
Industrial Laser Operator	Offered	Northcentral
Industrial Maintenance 1-Yr Technical Diploma	Offered	LTC
Industrial Maintenance Fundamentals Certificate	Offered	Nicolet
Industrial Mech Technical Associate Degree	Offered	Gateway, Nicolet, Western
Industrial Mechanic 1-Yr Technical Diploma	Offered	Blackhawk
Industrial Mechanic Embedded Technical Diploma	Offered	Nicolet
Machine Tool Operations 1-Yr Technical Diploma	Offered	Northcentral, NWTC, Waukesha, LTC
Machine Tool Technics 2-Yr Technical Diploma	Offered	Northcentral, Waukesha
Machine Tool/Machine Tooling Technics Associates Degree	New for LTC	CVTC, Madison, LTC
Machine Tool-Basic Certificate	Offered	Northcentral
Machinist/Toolmaker Technology I and II Certificates	New	Gateway
Mechanical Designer 1-Yr Tech Diploma	Offered	WITC
Mechanical Designer Associates Degree	Offered	WITC
Metal Forming Certificate	New	Northcentral
MSSC Safety certification	Offered	Madison
NIMS Certification	New for CVTC	CVTC, Madison
OSHA Certification		Madison
Welding 1-Yr Technical Diploma	Offered	Moraine Park, Northcentral, WITC
Welding Certificate	New for Mid-State, WITC	Mid-State, Moraine Park, Northcentral, Waukesha, WITC, LTC
Welding Fabrication and Robotics Associate Degree	New	Northcentral

9. Populations to be Served: The target populations are TAA and other dislocated workers, as well as veterans and adult learners.
10. Targeted Industries: Manufacturing
11. Employer Partners: Allis Roller LLC; Andis Company; Brenner Tank LLC; Bruno Independent Living Aides; Busch Precision, Inc.; Century Foods International; City Brewing Company;

Clover Industries, Inc.; Diamond Foods Kettle Brand; Extrusion Dies Industries, LLC; Felker Brothers Corp.; G3 Industries, Inc.; GAMFG Precision LLC; GNP Company; Grow North Manufacturers' Consortium; Innovative Machine Specialists, Inc.; InSinkErator; Jarp Industries, Inc.; Johnsonville Sausage; Kapco, Inc.; Lakeside Foods; Lindquist Machine Corporation; Manitowoc Cranes; Manufacturing Works / Gold Collar Careers; Master Tool Company, Inc.; Merrill Iron & Steel, Inc.; MetalTek International; Mid-State Welding and Fabrication LLC; Milwaukee Area Workforce Investment Board, Inc.; Milwaukee Valve; NEW Manufacturing Alliance; Nexen Group, Inc.; Nord Gear Corporation; Norlen Inc.; Ocean Spray Cranberries, Inc.; OEM Fabricators, Inc.; Plank Enterprises; Renaissance Manufacturing Corporation; Southeastern Container, Inc.; SSI Technologies, Inc.; TW Design and Manufacturing, LLC; Velocity Machine, Inc.; W.S. Darley Co.; Westby Cooperative Creamery; Wisconsin Metal Parts, Inc.

12. Public Workforce System Partners: Wisconsin Workforce Development Association (WWDA) and the Wisconsin Department of Workforce Development (DWD) – Job Service Centers
13. Other Key Partners: Wisconsin Technical College System (WTCS), Council for Adult and Experiential Learning (CAEL), and Bellevue University
14. Public Contact Information: [Karen.Smits@nwtc.edu](mailto:Karen.Smits@nwtc.edu)
15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials: Approximately 90% of program materials will be developed as open educational resources, and the remaining 10% will be licensed or purchased.
16. Data Tags (up to 25): Accelerate Progress, Accelerated Learning, Career Pathways, Certificate Attainment, Contextualized Learning, Degree Attainment, Employer Partnerships, Industry-Driven Competencies, Mobile Devices, Retention, Skill Assessments, Stackable Credentials.

**NOVA’S CREDENTIALS TO CAREERS DOL-TAACCT PROPOSAL ABSTRACT**

Applicant Name and Location: Northern Virginia Community College (NOVA)  
Annandale, Virginia

Consortium Members and Areas Served

Northern Virginia Community College, Annandale, VA	Cities of Alexandria, Fairfax, Falls Church, Manassas, and Manassas Park and the counties of Arlington, Fairfax, Loudoun, and Prince William, Virginia
Austin Community College Austin, TX	The counties of Travis (city of Austin), Williamson, Hays, Bastrop, Caldwell, Blanco, and Gillespie counties, plus a portion of Gonzales County
Shoreline Community College, Shoreline, WA	King County, Washington
Los Angeles Trade Technical College, Los Angeles, CA	Los Angeles County
Virginia Western Community College, Roanoke, VA	Cities of Roanoke and Salem, Counties: Craig, Botetourt, Franklin and Roanoke
Muskegon Community College, Muskegon, MI	Muskegon, Ottawa, Newaygo, and Oceana counties
Mott Community College, Flint, MI	Flint, Genesee County

Total Funding Amount Requested: 12,296,028.58

Sub-Total Requested Funding Amount by Consortium Members

Northern Virginia Community College	\$1,760,971 (fiscal agent budget) and \$2,160,368 (local project budget)
Austin Community College	\$2,088,537
Shoreline Community College	\$2,000,000
Los Angeles Trade Technical College	\$454,542.77
Virginia Western Community College	\$539,725.79
Muskegon Community College	\$493,048.30
Mott Community College	\$499,855.50

Project Name and Description: *Credentials to Careers Consortium*

**Much of America’s new economic and employment growth emerging from the Great Recession is driven by regional STEM employers in a variety of technical occupations, including advanced manufacturing, information technology to health care technology.** According to the US Department of Commerce’s 2011 report, *STEM: Good Jobs Now and for the Future*, STEM jobs have grown three times faster than other jobs in the past 10 years, a trend that is expected to continue. The report also observed that STEM workers are less likely to experience layoffs, and earn 26% more than non-STEM workers. NOVA’s *Credentials to*

*Careers* consortium is rooted in three vibrant regions that rank among America's top high-tech employment centers: Northern Virginia, Seattle, and Austin.

**However, most of the 12 million unemployed US workers, as well as the 196,000 TAA-impacted workers, are unprepared for high-demand STEM jobs.** Since only 25% of TAA-impacted workers have education beyond high school, they lack the skills and credentials required by STEM employers. For example, Northern Virginia projects a need for 650,000 new and replacement workers in by 2020, with highly-skilled STEM jobs comprising 41% (316,000) of the total new workforce demand.

**By themselves, community colleges lack essential capacities needed to successfully train and place unemployed and low-wage workers for new STEM occupations.** Laid-off workers often lack the confidence, system navigational savvy, basic skills, and family stability needed to complete a rigorous program of technical study. As a result of barriers such as these, only 14.4% of full-time students age 25 or older complete an Associate degree within 3 years, according to Complete College America. Without a significant infusion of ongoing support services, the most vulnerable workers will not succeed at substantially higher rates in newly-developed community college curricula, nor new distance learning programs. With state budgets flat or declining, community colleges lack the capacity to develop and sustain additional support services. By addressing this gap, *Credentials to Careers* complements other DOL-funded projects.

**Nearly many community colleges are high-performing nonprofit workforce training providers who excel at exactly what most colleges do poorly: providing non-academic support services, ongoing case management, and job placement for adults with multiple barriers to success.** In its three-year *Courses to Employment* demonstration project, The Aspen Institute documented six community college-nonprofit workforce development models in which the college and nonprofit organizations leveraged what each organization does best to achieve both college and career outcomes for vulnerable adult participants. By combining the additional navigational and support services early stages of their career pathways with enhanced STEM career pathways and stackable STEM credentials driven by local employers, this project charts new success paths for TAA-impacted workers and others in four STEM career pathways.

**Together with The Aspen Institute and Achieving the Dream, the *Credentials to Careers* consortia will build the capacity of community colleges to effectively serve STEM employers and unemployed workers.** This initiative originates in three of America's STEM technology regional growth economies: Northern Virginia, Seattle and Austin, Texas. Colleges in these sites offer proven and scalable partnership models with strong educational and employment outcomes documented by Aspen's *Courses to Employment* demonstration project. Following these high-growth regional partnerships are four additional partnerships located in regions battered by trade-displaced layoffs: Los Angeles, Southwest Virginia, and the Michigan communities of Muskegon and Flint. The seven consortium partnerships are developing new, employer-driven career pathways with stackable credentials in 4 STEM occupations. Together over the next three years, these 7 partnerships will enroll 1,618 trainees in STEM-related training, with 71% earning a new credential and 69% securing new or higher-wage employment.

**These seven college-led regional partnerships and the project's national partners will form an influential national learning community to refine, scale, promote and replicate successful strategies of building community college capacity through community-based**

**partnerships.** The Aspen Institute will facilitate twice-yearly peer learning gatherings of all *Credentials to Careers* partners, document and publish effective practices that can be distributed to 5,000 peers on its *Courses to Employment* contact list. One annual peer learning event will be held concurrent with the Dream Institute conference attended by 150+ Achieving the Dream colleges, where project leaders can share best practices among reform-minded community colleges and integrate this project within the national community college reform movement.

List of Credentials: Variety of one-year certificates and two-year associate degrees in 4 STEM career pathways, connecting to new and revised articulation agreements with 4-year institutions

Populations to be Served: TAA-eligible workers, as well as others with similar needs

Targeted Industries: STEM-related occupational clusters with strong regional employer demand update with letters received

<b>Consortium Region</b>	<b>Employer Partners (letters attached)</b>	<b>Workforce System Partners</b>
Northern Virginia	Multivision, Insystech, Northern Virginia Technology Council	Northern Virginia Workforce Investment Board/SkillsSource Group
Austin, Texas	Seton Healthcare Family Health System	Workforce Solutions – Capital Area Workforce Board
Shoreline, Washington	Boeing and four regional manufacturing suppliers	The Workforce Development Council of Seattle-King County
Los Angeles, California	Grifols Biologicals	Wilshire Metro WorkSource Center
Roanoke, Virginia	Carilion Clinic	Western Virginia Workforce Development Board
Muskegon, Michigan	Anderson Global, Alcoa	Muskegon/Oceana Michigan Works!
Flint, Michigan	MacLaren Health Care	Genesee/Shiawassee Michigan Works!

Other Key Partners (Tentatively identified and confirmed; Procurement process pending)

- The Aspen Institute, Workforce Strategies Group: National technical assistance, facilitate peer learning community, documenting and distributing best practices
- Achieving the Dream: Disseminating best practices to community colleges
- The Urban Institute: Third-party evaluation partner

Public Contact Information: Bill Browning, Special Assistant for Workforce Initiatives, Northern Virginia Community College, Annandale, VA; (703) 323-3284, [wbrowning@nvcc.edu](mailto:wbrowning@nvcc.edu)

Program Materials: Austin-“Statway™” curriculum; Muskegon and Shoreline-Tooling U program; Mott-KeyTrain program

Data Tags: Basic Skills, Career Pathways, Civic and Community Engagement, Contextualized Learning, Employer Partnership, Earn and Learn, Enhanced Student Services, Industry-Recognized Credentials, Job Placement, Mentoring, Online Community of Practice, Retention Strategies, Stackable Credentials

**PROJECT ABSTRACT**

1. **Applicant Name:** Norwalk Community College (consortium applicant)
2. **Applicant City/State:** Norwalk/Connecticut
3. **Consortium Member(s) and Consortium Member State(s):** Norwalk Community College (Grantee Institution); Capital Community College; Gateway Community College; Manchester Community College; Middlesex Community College; Charter Oak State College; Eastern Connecticut State University (all Consortium members are in Connecticut)
4. **Areas Served by Grant (by city, county, and state): State:** Connecticut. **Counties:** All Connecticut counties. **Cities:** All Connecticut cities and towns.
5. **Total Funding Level Requested:** \$12,096,394
6. **Sub-Total Requested Funding Amount by Consortium Member:** Norwalk Community College \$5,971,240; Capital Community College \$1,291,552; Gateway Community College \$1,324,901; Manchester Community College \$1,291,552; Middlesex Community College \$1,291,552; Charter Oak State College \$460,832; Eastern Connecticut State University \$464,764.
7. **Project Name:** Connecticut Health and Life Sciences Career Initiative (HL-SCI)
8. **Project Description and List of Credentials to be Developed and Awarded:** The HL-SCI will utilize three evidence-based program strategies to provide certifications, industry-recognized credentials, and Associate degrees to prepare veterans, TAA-impacted, dislocated and other under-employed workers for careers in growing health and life sciences occupations.

1) HL-SCI *Curriculum Innovation* efforts will increase the use of online and technology-enabled learning through online and mobile app math and science booster modules, self-assessments and feedback surveys embedded in online course modules, online workplace skills assessment and development tools, and the migration of courses to online and hybrid delivery. The HL-SCI will, with its industry partners, develop stacked and latticed credentials by revising existing certificate/



degree programs and creating 15+ new programs – designing programs that respond to credential requirements, that lead to defined career paths and that provide a broad learning base to enable students to shift concentrations and apply credits toward revised educational goals.

**SUMMARY OF CREDENTIALS TO BE DEVELOPED AND AWARDED**

EXISTING CERTIFICATE PROGRAMS TO BE REVISED		EXISTING ASSOCIATE DEGREE PROGRAMS TO BE REVISED	
Certified Nursing Assistant	Medical Coding (outpatient)	Biomedical Engineering Technology	Natural Sciences and Mathematics
Dental Assistant	Medical Office Specialist	Biotechnology	Nuclear Medicine Technologist
EMT/Paramedic	Nuclear Medicine Technician	Clinical Lab Technician	Nursing
Fitness Specialist	Physical Therapy Assistant	Dental Hygienist	Occupational Therapy Assistant
Gerontology	Polysomnography	Diagnostic Medical Sonography	Physical Therapist
Health Career Pathway	Therapeutic Recreation	Paramedic Studies	Radiation Therapy
Medical Assistant		Engineering Science	Radiography
		Environmental Science/Compliance Associate	Respiratory Care
		Health Science and Fitness	Surgical Technology
		Medical Assistant	Therapeutic Recreation
		Medical Office Manager	
SAMPLE PROPOSED NEW CERTIFICATES TO BE CREATED		SAMPLE PROPOSED NEW ASSOCIATE DEGREE PROGRAMS TO BE CREATED	
Biomedical Equipment Technician	Occupational Health & Safety Technician	Bioscience Manufacturing Technologist	Occupational Health and Safety Specialist
Biomedical Informatics	Quality Assurance Technician	Health Information Technologist	Quality Assurance Specialist
Bioscience Manufacturing Technician	Quality Control Technician	Medical Coder (Inpatient)	Quality Control Specialist
Health Information Technician	Respiratory Therapy Technician		
Instrument Calibration Technician	Surgical Technologist		

2) The HL-SCI will expand use of *Prior Learning Assessments* (PLAs) to enable 675 students to earn 10,000+ college credits for work, military, and other experience that provides competencies equivalent to those gained in college courses, accelerating the progress of workers, improving retention and achievement rates, and reducing time to completion. The HL-SCI will centralize PLA protocols and standards for all Consortium members; reinforce One Stop Career Centers and Veterans’ Centers as PLA orientation portals; expand the Connecticut Credit Assessment Program to recognize credits earned in other institutions and settings, and promote PLAs in workplaces.

3) *Recruitment and Placement services* offered through the strategic alignment of community college and public workforce system partners will coordinate recruitment strategies to bring One Stop customers in need of training into the community college system, strengthen relationships with employers to place students into internships, and organize employment placements to secure jobs

for HL-SCI program completers. HL-SCI recruitment and placement strategies will help 360 students obtain internships and provide 2,000 participants with job placement services.

**9. Populations to be Served:** Veterans, TAA-eligible, dislocated, and under-employed workers.

**10. Targeted Industry(s):** Health Care and Life Sciences

**11. Employer Partner(s):** Connecticut United for Research Excellence (CURE) [*statewide bioscience growth council with 100+ employer members*]; Connecticut Hospital Association; Jackson Laboratory; Saint Francis Hospital; Eastern Connecticut Health Network; Greenwich Hospital; John Dempsey Hospital (University of Connecticut Health Center); Stamford Hospital; Yale-New Haven Hospital.

**12. Public Workforce System Partner(s):** Capital Workforce Partners; The Workforce Alliance; The WorkPlace, Inc.

**13. Other Key Partner(s):** The Massachusetts Community College and Workforce Development Transformation Agenda (*Round 1 TAA CCCT Grantee*); Partnership for Accelerated Learning Through Visualization, Engagement, and Simulation (*Round 1 TAA CCCT Grantee*); University of Connecticut; Hartford Foundation for Public Giving; Fairfield County Community Foundation.

**14. Public Contact Information:** Dr. David L. Levinson, President, Norwalk Community College, (203) 857-7003, [dlevinson@ncc.commnet.edu](mailto:dlevinson@ncc.commnet.edu).

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 60% of program materials will be developed as open educational resources, and the remaining 40% will be licensed or purchased.

**16. Data Tags:** Accelerate Progress; Achievement Rates; Assessment Technology; Blended Learning; Career Pathways; Certificate Attainment; Competency-based Training; Degree Attainment; Employer Partnership; Enhanced Student Services; Industry-Driven Competencies; Industry-Recognized Credentials; Job Placement; Mobile Devices; Modular Curriculum; Online Teaching/Learning; Retention; Skill Assessments; Stackable Credentials; Technology Enabled Learning.

## Abstract

1. **Applicant Name:** Pennsylvania College of Technology
2. **Applicant City/State:** Williamsport, Pennsylvania
3. **Consortium Member(s) and Consortium Member State(s):**
  - Pennsylvania College of Technology Pennsylvania
  - Westmoreland County Community College Pennsylvania
  - Navarro College Texas
  - Stark State College Ohio
4. **Areas Served by Grant (by city, county, and state):**
  - 114 counties from Pennsylvania, Ohio, West Virginia, and Texas
5. **Total Funding Level Requested:** \$14,961,027
6. **Sub-Total Requested Funding Amount by Consortium Member (as applicable):**
  - Pennsylvania College of Technology \$ 6,336,880
  - Westmoreland County Community College \$ 3,146,928
  - Navarro College \$ 2,739,393
  - Stark State College \$ 2,737,826
7. **Project Name:** ShaleNET US: Building Capacity and Career Pathways for the Oil and Gas Industry
8. **Project Description and List of Credentials to be Developed and Awarded:**

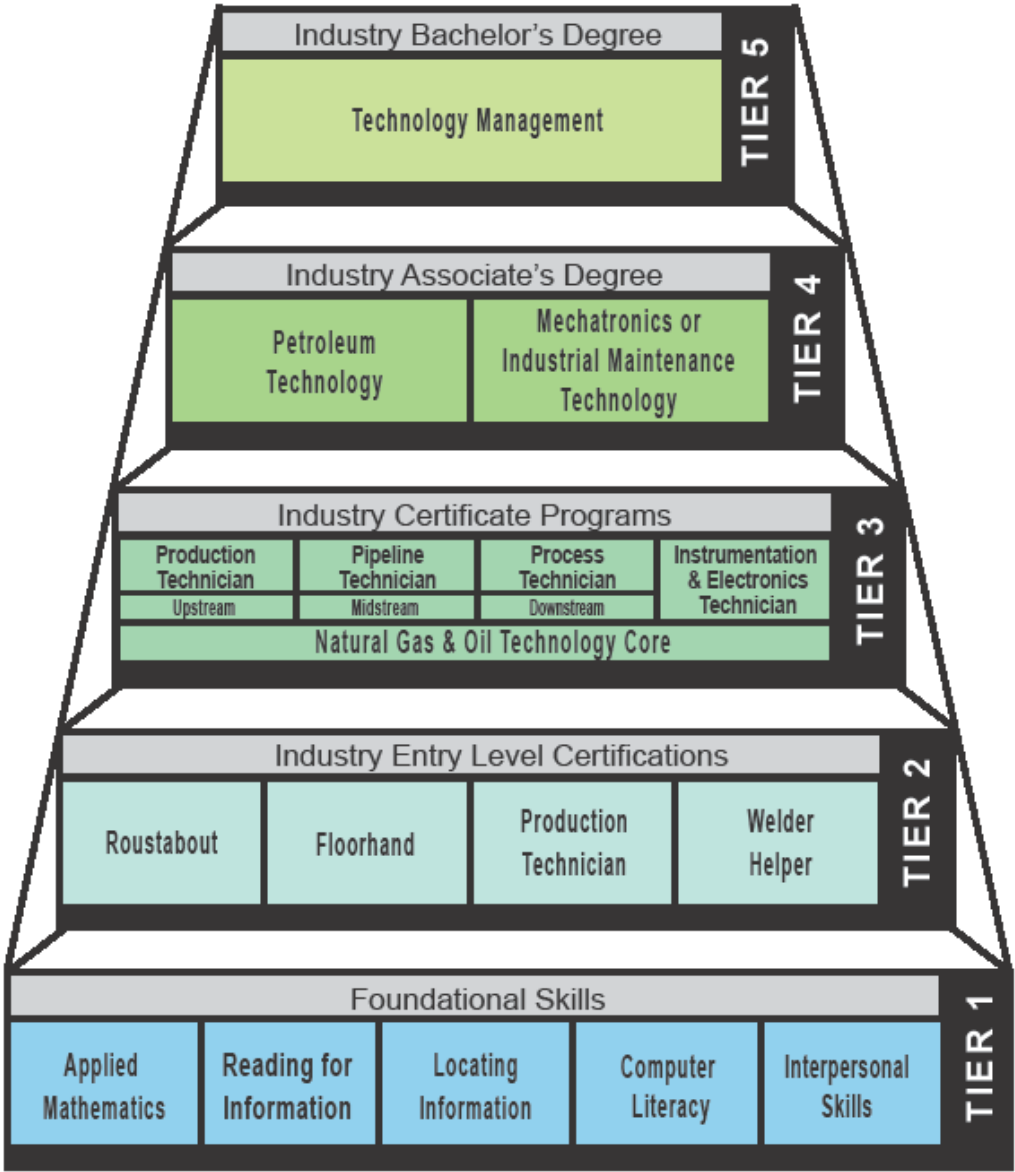
In response to the extensive workforce education and training needs of the oil and gas industry in strategic U.S. locations, Pennsylvania College of Technology partnered with Westmoreland County Community College (Youngwood PA), Navarro Community College (Corsicana TX), and Stark State College (Canton, OH) to submit a request to fund the **ShaleNET US: Building Capacity and Career Pathways for the Oil and Gas Industry** initiative. The ShaleNET US consortium will provide entry-level certifications and Talent Match System services to primary unconventional shale play regions in the U.S and add a series of credit-based stackable and latticed certificates and degree programs.

The initiative will incorporate four primary components of oil and natural gas production and consumption: ***upstream, midstream, downstream, and instrumentation/electronics***. Students across the multi-state network will have access to education related to the industry's high priority occupations and support services to complete programs and enter employment. To address *advanced skill* requirements, an innovative strategy will integrate new online curriculum into a blended instructional environment by designing, testing, and deploying online software to digitally control specific pieces of common industry equipment in a simulation environment for the targeted occupations.

The following ShaleNET US Stackable Credential Model will be developed to provide students a complete set of education and training alternatives for the petroleum industry:



Stackable Credential Model



- 9. **Populations to be Served:** TAA, veterans, unemployed/underemployed, referrals from the federal One-stop system.

10. **Targeted Industry(s):** Petroleum (oil and natural gas) industries including the supply chain network of manufacturers and service companies.
11. **Employer Partner(s):** Anadarko Petroleum Corp., Chesapeake Energy, Chevron, Encana, Ohio Shale Coalition, Pennsylvania Independent Oil & Gas Association (PIOGA), XTO, and Shell.
12. **Public Workforce System Partner(s):** 34 total participating WIB regions:  
*Pennsylvania – 10; Ohio – 15; West Virginia – 3; Texas -6*
13. **Other Key Partner(s):** Community College of Philadelphia (TAACCCT 1 recipient)
14. **Public Contact Information:** Alice Schuster, Director of Grants and Contracts, Pennsylvania College of Technology, (570) 326-3761, [aschuste@pct.edu](mailto:aschuste@pct.edu)
15. **Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 70% of program materials will be developed as open educational resources and the remaining 30% will be licensed or purchased.
16. **Data Tags (up to 25):**

<ol style="list-style-type: none"> <li>1. Accelerated Progress</li> <li>2. Basic Skills</li> <li>3. Blended Learning</li> <li>4. Career Pathways</li> <li>5. Certificate Attainment</li> <li>6. Competency-based Training</li> <li>7. Degree Attainment</li> <li>8. Developmental Education</li> <li>9. Employer Partnership</li> <li>10. Industry-driven Competencies</li> <li>11. Industry-recognized Credentials</li> </ol>	<ol style="list-style-type: none"> <li>12. Job Placement</li> <li>13. Mobile Devices</li> <li>14. Modular Curriculum</li> <li>15. Online Teaching-Learning</li> <li>16. Open Educational Resources</li> <li>17. Industry-Driven Competencies</li> <li>18. Simulations</li> <li>19. Skill Assessments</li> <li>20. Technology Enabled Learning</li> <li>21. Virtual Environments</li> <li>22. Web-based Training</li> </ol>
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**Project Abstract**

- 1. Applicant Name:** Palm Beach State College (individual applicant)
- 2. Applicant City/State:** Lake Worth, Florida
- 3. Consortium Member(s) and Consortium Member State(s):** N/A

**4. Areas Served by Grant (by city, county, and state):**

**State:** Florida

**County:** Palm Beach

**Cities:** Belle Glade, Boca Raton, Boynton Beach, Delray Beach, Jupiter, Lake Worth, Lantana, Loxahatchee, North Palm Beach, Pahokee, Palm Beach, Royal Palm Beach, South Bay, Wellington, West Palm Beach

- 5. Total Funding Level Requested:** \$3,000,000
- 6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):** N/A
- 7. Project Name:** *gEHRing up for HIT*

**8. Project Description and List of Credentials to be Developed and Awarded:**

**Project Description:** Palm Beach State College's *gEHRing up for HIT* enhances the College's Health Information Technology (HIT) programs through an integrated approach that significantly increases Palm Beach State College's ability to offer online and technology-enabled learning while simultaneously imploring an intensive, targeted student support services model. The proposed evidence based strategies and comprehensive plan to work collaboratively with the public workforce system and local employers ensures that the educational and training programs offered meet industry demands and sufficiently prepare TAA-eligible and other dislocated workers including unemployed Veterans for high-growth, high-demand Health Information Technology careers.

**Credentials to be developed and awarded:** Medical Transcription Advanced Technical Diploma; Medical Information Coder/Biller College Credit Certificate; Health Informatics College Credit Certificate; Health Information Technology Associate's in Science Degree; Advanced Certificates: Certified Healthcare Privacy and Security (CHPS); Certified Documentation Improvement Professional (CDIP); Certified Professional in Healthcare Quality (CPHQ); Certified in Healthcare Data Analysis (CHDA); as well as International Statistical Classification of Diseases and Related Health Problems-10 (ICD 10), ICD-10 Clinical Modification for Physicians; ICD-10 Clinical Modification for facilities; and, ICD-10 Procedure Coding System for facilities.

- 9. Populations to be Served:** TAA-eligible workers and other dislocated workers including unemployed Veterans

**10. Targeted Industry(s):** Health Information Technology

**11. Employer Partner(s):**

Acevedo Consulting	Avisena, Inc.
Bethesda Memorial Hospital	Boca Raton Regional Hospital
HCA East Florida Division (Columbia Hospital and JFK Medical Center)	West Palm Beach Veteran's Administration Medical Center
Jupiter Medical Center	Good Samaritan Medical Center
Medical Dictation Services	Lakeside Medical Center
PBC Health Department	Southeast Radiology Management
St. Mary's Medical Center	Promise Healthcare
Outsourcing Solutions, Inc.	Wellington Medical Center
Cymak Tech	Woodham and Associates
Pharmacy Development Corp.	Morse Life
Palm Beach County Health Department	

**12. Public Workforce System Partner(s):** Workforce Alliance, Inc. (Region 21)

**13. Other Key Partner(s):** The Lewin Group

**14. Public Contact Information:** Maureen Capp, Director of Resource and Grant Development; Email: cappm@palmbeachstate.edu; Phone: 561-868-3333; Fax: 561-868-3504.

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** 100% of program courseware will be developed as open educational resources.

**16. Data Tags (up to 25):** Accelerated Learning, Blended Learning, Certificate Attainment, Degree Attainment, Employer Partnership, Enhanced Student Services, Industry-Driven Competencies, Industry-Recognized Credentials, Job Placement, Online Teaching/Learning, Open Educational Resources, Retention, Retention Strategies, Simulations, Skill Assessment, Stackable Credentials, Technology Enabled Learning, Virtual Environments, Web-based Training

## **Project Abstract**

**1. Applicant Name:** Pueblo Community College, lead institution in this consortium application

**2. Applicant City/State:** PCC located in Pueblo, Colorado, for a five-state consortium

**3. Consortium Members and States:** PCC is joined by seven other colleges. They are Kodiak College, AK; Otero Junior College, CO; Red Rocks Community College, CO; Montana State University-Great Falls College of Technology, MT; Flathead Valley Community College, MT; Lake Area Technical Institute, South Dakota; and Laramie County Community College, WY.

**4. Areas Served by Grant (by city, county and state):** This project will serve: **State: Alaska,** Counties: Kodiak Island Borough, Cities: Kodiak; **State: Colorado,** Counties: Archuleta, Bent, Clear Creek, Crowley, Custer, Dolores, Fremont, Gilpin, Jefferson, La Plata, Montezuma, Otero, Park, Pueblo and San Juan, Cities: Arvada, Denver, La Junta, Lakewood, Pueblo; **State: Montana,** Counties: Cascade, Chouteau, Fergus, Flathead, Glacier, Hill, Judith Basin, Lewis & Clark, Liberty, Lincoln, Meagher, Pondera, Teton, Toole, Cities: Great Falls and Kalispell; **State: South Dakota,** Counties: All 66, but primarily: Beadle, Brookings, Brown, Campbell, Clark, Codington, Day, Deuel, Edmunds, Faulk, Grant, Hamlin, Hand, Hughes, Hyde, Kingsbury, Marshall, McPherson, Potter, Roberts, Spink, Sully and Walworth, Cities: Watertown; **State: Wyoming;** Counties: Laramie, Cities: Cheyenne.

**5. Total Funding Level Requested:** PCC requests \$14,171,229.

**6. Sub-Total Requested Funding Amount by Consortium Member:** Pueblo Community College, \$9,239,536; Kodiak College, \$468,517; Otero Junior College, \$528,930; Red Rocks Community College, \$790,657; Montana State University-Great Falls, \$977,535; Flathead Valley Community College, \$737,642; Lake Area Technical Institute, \$1,154,256; and Laramie County Community College, \$274,155.



**7. Project Name:** Consortium for Healthcare Education Online (CHEO)

**8. Project Description, Credentials to be Developed/Awarded:** CHEO's institutional partners will develop or transition identified allied healthcare courses and programs into hybrid and/or online formats. These programs—some of which will be new and others currently provided in the face-to-face format only—will offer students the opportunity to acquire stackable certificates, allowing them to make progress in their profession as working adults while pursuing academic credentials. Additionally, many of the courses in these programs lattice so that students can more easily change their area of focus to a different allied health program and be able to apply their prior learning. As appropriate, CHEO partners will develop new lab exercises using the North American Network of Science Labs Online (NANSLO) labs to provide their students with the opportunity to conduct science experiments online. The following certificate and degree credentials will be developed and awarded by members of the consortium: Polysomnography, Emergency Medical Services (EMT-basic, intermediate EMT and advanced EMT), Health Information Technology, Occupation Endorsement Certificate, Medical Office Support, Medical Lab Technology, Nurse Aide, Home Health Care, Hospice Care, Medication Aide, Health Care Core, Pre Nursing, Paramedicine, Radiation Technology, Medical Lab Technician, Practical Nursing, Nurse Aide Certificate Cardiopulmonary Resuscitation and AAS degrees.

**9. Populations to be Served:** TAA eligible workers, returning veterans and other adults

**10. Targeted Industries:** Allied health

**11. Employer Partners:** Key employer partners include: Kodiak Community Health Center, Providence Kodiak Island Medical Center, A Plus Healthcare, Arkansas Valley Regional Med. Center, Avera Hospitals, Centura Health System, Exempla Lutheran Med. Center, Kalispell Fire Dept., Kalispell Regional Med. Center, Mercy Regional Med. Center, Parkview Med. Center,

Prairie Lakes Health Care Center, Quest Labs, Sanford Hospital, St. Mary-Corwin Hospital, St. Thomas More Hospital and Wyoming Hospital Association.

**12. Workforce Partners:** There are 10 key public workforce center partners; they are: Alaska Dept. of Labor, Kodiak Job Center; Cheyenne Workforce Center; Montana Dept. of Labor and Industry; Community Action Partnership; Flathead Job Service; Jefferson County Workforce Center (WC); Pueblo WC; South Dakota Workforce Development Council; Southeast Colorado WC; Upper Arkansas WC and Wyoming Dept. of Workforce Services.

**13. Other Key Partners:** Colorado Community College System; Colorado Online Energy Consortium Community College of Denver, (TAACCCT Round 1 Grantee); Western Interstate Commission of Higher Education (WICHE); College in Colorado; North Island College, British Columbia, Canada; BCcampus, British Columbia, Canada.

**14. Public Contact Information:** Linda Tremblay, Grant Writer, Pueblo Community College, (719) 549-3244; linda.tremblay@pueblocc.edu

**15: Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Materials:** Approximately 75% of the program materials will be developed as open educational resources, and the remaining 25% will be licensed or purchased.

**16. Data Tags:** 1. Blended learning; 2. Career pathways; 3. Certificate attainment; 4. Degree attainment; 5. Employer partnership; 6. Enhanced course articulation; 7. Enhanced student services; 8. Industry-driven competencies; 9. Industry-recognized credentials; 10. Job placement; 11. Online community of practice; 12. Online teaching/learning; 13. Open educational resources; 14. Retention; 15. Real-time online interactions; 16. Retention strategies; 17. Self-paced learning; 18. Stackable credentials; 19. Technology-enabled learning; and 20. Web-based training.

Program Abstract

**1. Applicant Name:** Quincy College

**2. Applicant City/State:** Quincy, Massachusetts

**3. Consortium Members(s) and Consortium Member State(s):** N/A

**4. Areas Served by Grant (City, County, State)**

- **State:** Massachusetts. **Counties:** Bristol, Middlesex, Norfolk, Plymouth, Suffolk. **Cities:** Attleborough, Boston, Brockton, Cambridge, Canton, Marlborough, Norwood, Wilmington.

**5. Total Funding Level Requested:** \$ 2,995,641

**6. Sub-Total Requested Funding Amount by Consortium Member:** N/A

**7. Project Name:** Quincy College Biotechnology and Compliance Program

**8. Project Description and List of Credentials to be Developed and Awarded:**

Quincy College will award two credentials in Biotechnology and Compliance:

- Associate of Science (A.S.) in Biotechnology and Compliance (Two Year)
- Certification in Biotechnology and Compliance (One Year)

The program, based on replication of two successful biomanufacturing training programs, integrates the use of virtual laboratories into its evidence-based, blended-learning approach.

The program combines training on traditional manufacturing technology with emerging, in-demand, 'single-use' technology. Partners will provide paid internships to program students in the field. The resulting program credentials will meet the Boston area's growing demand for specialized middle skills technicians, as well as the area's need for jobs for displaced workers.

**9. Populations to be Served:** TAA- eligible workers and long-term unemployed.

**10. Targeted Industries:** Biomanufacturing

**11. Employer Partner's:** Shire Human Genetic Therapies, Lonza Biologies, Inc., Polymer Corporation, and Xcellerex, Inc.

**12. Public Workforce System Partners:** South Shore Workforce Investment Board, South Coastal Career Development Administration, Boston Private Industry Council.

**13. Other Key Partners:** Massachusetts Life Science Center, Massachusetts BioEducation Foundation, Jewish Vocational Services, Dr. Yakov Cherner, Boston University, UMass Boston, Great Bay Community College, Northeast Biomanufacturing Center and Collaborative (NBC2), and Minuteman Technical Institute.

**14. Public Contact Information:** Bruce Van Dyke; Chair, Biotechnology and Compliance Program; Quincy College; Quincy, MA (617) 984-1669), [bvandyke@quincycollege.edu](mailto:bvandyke@quincycollege.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials.** Approximately 95% of program materials will be developed as open educational resources and the remaining 5% will be licensed or purchased.

**16. Data Tags:** biomanufacturing, blended learning, certificate attainment, degree attainment, competency-based training, employer partnership, industry-driven competencies, online learning, paid internships, personalized instruction, real-time online interactions, SCORM, self-paced learning, skill assessments, stackable credentials, technology enabled learning, virtual environments, web-based training.

## Project Abstract

1. **Applicant Name:** Borough of Manhattan Community College  
City University of New York (CUNY)
2. **Applicant :** Individual Grant Application  
**City/State:** New York, New York 10007
3. **Consortium Member(s) and Consortium Member State(s):** Not Applicable
4. **Areas Served by Grant (by city, county, and state):**  
**State:** New York. **Counties:** Manhattan, Queens, Brooklyn, Bronx and Staten Island
5. **Total Funding Level Requested:** \$3,000,000
6. **Sub-Total Requested Funding Amount by Consortium Member:** Not Applicable
7. **Project Name:** BMCC TAACCCT Health Information Pathways Initiative
8. **Project Description and List of Credentials to be Developed and Awarded:**
  - 32 Credit (One Year) Certificate Program in Health Informatics Specialist
  - Electronic Health Records Specialist
  - Medical Assistant Specialists
  - Medical Billing/Coding Specialist
9. **Populations to be served:** TAA-eligible workers, long-term unemployed, Veterans and their spouses
10. **Targeted Industry(s):** Health Information Technology
11. **Employer Partner(s):**
  - NYC Health and Hospitals Corporation,
  - New York Downtown Hospital,
  - NYC Veterans Administration,
  - New York University Langone Medical Center,
  - Greater Harlem Nursing Home and Rehabilitation Center,
  - NYC Department of Health and Mental Hygiene, through its Regional Electronic Adoption Center for Health (REACH),
12. **Public Workforce System Partner(s):**
  - New York City Workforce Investment Board (WIB)
  - Upper Manhattan Workforce 1 Career Center
  - New York Alliance for Careers in Healthcare
  - NYC Commissioners' Office for Workforce Development Division
13. **Other Key Partners:**
  - 1199 Hospital Workers Unions SIU
  - Abyssinian Development Corporation
  - CUNY Veterans Affairs Office

- CUNY TAACCCT Consortium
- Columbia University Biomedical Informatics
- Per Scholas
- Healthcare Information and Management Systems Society (HIMSS)
- Upper Manhattan Empowerment Zone

**14. Public Contact Information:**

John Montanez  
Dean of Grants and research Administration  
Borough of Manhattan Community College,  
199 Chambers Street  
New York, NY 10007  
Tel: 212.220.8011  
Email: [JMontanez@BMCC.CUNY.edu](mailto:JMontanez@BMCC.CUNY.edu)

**15. Open Educational Resources (OER): 30%      Licensed Materials: 70%**

Approximately 30% of the program materials will be developed as open educational resources, and the remaining 70% will be licensed or purchased.

**16. Data Tags:**

- |                                  |                           |                                |
|----------------------------------|---------------------------|--------------------------------|
| 1. Accelerate Progress           | 2. Blended Learning       | 3. Job Placement               |
| 4. Accelerated Learning          | 5. Career Pathways        | 6. Modular Curriculum          |
| 7. Achievement Rates             | 8. Certificate Attainment | 9. Online Teaching/Learning    |
| 10. Developmental Education      | 11. Basic Skills          | 12. Open Educational Resources |
| 13. Degree Attainment            | 14. Game Design           | 15. Retention                  |
| 16. Industry-Driven Competencies | 17. Digital Materials     | 18. Retention Strategies       |
| 19. Contextualized Learning      | 20. Employer Partnership  | 21. Stackable Credentials      |
| 22. Technology Enabled Learning  |                           |                                |

**17. Project Description:**

While the nation grapples with the worst recession in generations, health care remains the fastest growing sector of the economy with 3.2 million new jobs projected within the next six years alone. Most of the growth will occur not among doctors and nurses but among support professions such as Medical Billing, Medical Assistant Specialist, Electronic Health Records and Health Informatics Technology.

Industry analysts indicate the recently signed Health Care Reform Act, will only add to the unprecedented demand for health care workers. The current shortfall of approximately 51,000 workers needed to support the nation's adoption of an Electronic Health Records system only highlights the growing demand of the health care workforce, with as many as 212,000 new jobs expected to be created over the

next five years. In perhaps no other region is this growth most likely to occur than in the City of New York which has the nation's largest municipal hospital and health care system(s).

To address these issues, Borough of Manhattan Community College (BMCC) and its partnering organizations will expand and improve existing program offerings to create a seamless career path for TAA eligible workers in occupations with the greatest projected growth through 2016 in New York City.<sup>1</sup> The proposed BMCC Health Information Pathways initiative is an integrated model based on best practices in workforce development and higher education, which will deliver high skills training for TAA eligible workers in four occupational tracks (Medical Billing & Coding, Medical Assistant Specialist, Electronic Health Records and Health Informatics Specialists) which are nationally accredited (stackable) credentials, leading to a One-Year Certificate Program in Health Informatics Specialist (HIS). The BMCC Health Information Pathways initiative will serve the dual purpose of creating the only Health Informatics Specialist Certificate program in the City of New York while at the same time; provide crucial training for 450 TAA eligible workers as well as other groups that have been disproportionately impacted by the current recession. The 36-month program will address all three of the overarching goals identified in the current SGA;<sup>2</sup>

1. Increase attainment of certifications, certificates, diplomas, and other industry-recognized credentials to better prepare TAA-eligible workers and other adults for high-skill employment or re-employment in growth industry sectors;
2. Introduce innovative and effective methods for curriculum development and delivery that address specific industry needs and lead to improved learning outcomes and retention rates for TAA-eligible workers and other adults; and
3. Demonstrate, for TAA-eligible workers in particular, improved employment outcomes as a result of the funded program.

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<sup>1</sup> NY State Department of Labor projects growth rates of 11.6% for CNAs, 10% for CCMA and 10% for EHR and HIT between 2006 and 2016, source: <http://www.labor.ny.gov/stats/demand.asp>

<sup>2</sup> DoLETA - TAACCCT GA, p.3

## Project Abstract

1. **Applicant Name:** Roane State Community College (consortium applicant)
2. **Applicant City/State:** Harriman, TN
3. **Consortium Member(s) and Consortium Member State(s):**
  - **Roane State Community College, Harriman, TN**
  - **Chattanooga State Community College, Chattanooga, TN**
  - **Cleveland State Community College, Cleveland, TN**
  - **Columbia State Community College, Columbia, TN**
  - **Dyersburg State Community College, Dyersburg, TN**
  - **Jackson State Community College, Jackson, TN**
  - **Motlow State Community College, Lynchburg, TN**
  - **Nashville State Community College, Nashville, TN**
  - **Northeast State Community College, Blountville, TN**
  - **Pellissippi State Community College, Knoxville, TN**
  - **Southwest Tennessee Community College, Memphis, TN**
  - **Volunteer State Community College, Gallatin, TN**
  - **Walters State Community College, Morristown, TN**
  - **Tennessee Technology Center – Athens, Athens, TN**
  - **Tennessee Technology Center- Chattanooga, Chattanooga, TN**
  - **Tennessee Technology Center- Covington, Covington, TN**
  - **Tennessee Technology Center – Crossville, Crossville, TN**
  - **Tennessee Technology Center – Crump, Crump, TN**
  - **Tennessee Technology Center – Dickson, Dickson, TN**
  - **Tennessee Technology Center- Elizabethton, Elizabethton, TN**
  - **Tennessee Technology Center- Harriman, Harriman, TN**
  - **Tennessee Technology Center- Hartsville, Hartsville, TN**
  - **Tennessee Technology Center- Hohenwald, Hohenwald, TN**
  - **Tennessee Technology Center- Jacksboro, Jacksboro, TN**
  - **Tennessee Technology Center- Jackson, Jackson, TN**
  - **Tennessee Technology Center- Knoxville, Knoxville, TN**
  - **Tennessee Technology Center- Livingston, Livingston, TN**
  - **Tennessee Technology Center- McKenzie, McKenzie, TN**
  - **Tennessee Technology Center- McMinnville, McMinnville, TN**
  - **Tennessee Technology Center- Memphis, Memphis, TN**
  - **Tennessee Technology Center- Morristown, Morristown, TN**
  - **Tennessee Technology Center- Murfreesboro, Murfreesboro, TN**
  - **Tennessee Technology Center- Nashville, Nashville, TN**
  - **Tennessee Technology Center- Newbern, Newbern, TN**
  - **Tennessee Technology Center- Oneida/Huntsville, Huntsville, TN**
  - **Tennessee Technology Center- Paris, Paris, TN**
  - **Tennessee Technology Center- Pulaski, Pulaski, TN**



- Tennessee Technology Center- Ripley, Ripley, TN
- Tennessee Technology Center- Shelbyville, Shelbyville, TN
- Tennessee Technology Center- Whiteville, Whiteville, TN

**4. Areas Served by Grant:** State: State of Tennessee Counties: All Cities: All

**7. Project Name:** A Prescription for Training Healthcare Workers in Tennessee (RX TN)

**8. Project Description and List of Credentials to be Developed and Awarded:**

“A Prescription for Healthcare Training in Tennessee” (RX TN) is designed to improve the opportunities to TAA-eligible workers and others in healthcare related training while at the same time meet the needs of the healthcare employers and industry. The project contains a strong Student Support Prescription component designed to serve students and potential students to prepare for and make good decisions in selecting healthcare training as well as being successful once they start training to complete and obtain employment. While the Student Support Prescription component is designed to serve students across the healthcare career lattice at the 13 Tennessee Community Colleges and 27 Tennessee Technology Centers, the proposal also contains Training Prescriptions to address specific occupational training components that are currently not available or need enhanced/expanded to meet the needs of employers and industry in specific regions and across the state.

**9. Populations to be Served:** TAA-eligible workers, dislocated workers, underemployed and others

**10. Targeted Industry(s):** Healthcare

**11. Employer Partner(s):**

Covenant Health Care	Summit Medical Group
Sky Ridge Medical Center	Blount Memorial Hospital
Maury Regional Medical Center	Lewis Health Center
Wayne Medical Center	Life Care Centers of America
Erlanger Health System	Baptist Memorial Hospital
Dyersburg Regional Medical Center	Sweetwater Hospital Association
Stellar Therapy Services	West Tennessee Healthcare

**12. Public Workforce System Partner(s):** Tennessee Department of Labor and Workforce Development representing all 13 Local Workforce Investment Boards in Tennessee has endorsed the grant and the role of the public workforce system. Additionally, individual LWIAs have offered their support and two RX TN consortium members are administrative entities for LWIAs.

**13. Other Key Partner(s):** Tennessee Health Information Management Association

**14. Public Contact Information:** Deb Miller, Director of Grants Development, Roane State Community College, Harriman, TN 37748 [MillerDU@RoaneState.edu](mailto:MillerDU@RoaneState.edu) 865 882-4503

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 95% of program materials will be developed as open educational resources, and the remaining 5% will be licensed or purchased.

**16. Data Tags (up to 25):** Training Prescriptions, Student Support Prescriptions, Technology-enabled, Industry-Driven, Employer-Driven

**PROJECT ABSTRACT**

1. **Applicant Name:** Rogue Community College District.
2. **Applicant City/State:** Grants Pass, Oregon 97527.
3. **Consortium Members:** Not applicable.
4. **Areas Served by Grant:**
  - **State:** Oregon
  - **Counties:** Jackson and Josephine
  - **Cities:** Ashland, Talent, Phoenix, Medford, Central Point, Eagle Point, Prospect, Butte Falls, Grants Pass, and Cave Junction. RCC serves all incorporated cities and all unincorporated areas in the two-county area.
5. **Total Funding Level Request:** \$3,000,000.
6. **Sub-Total Requested by Consortium Members:** Not applicable.
7. **Project Name:** Pathways to Allied Health Professions (PATH).
8. **Project Description and List of Credentials to be Developed and/or Awarded:** The *Pathways to Allied Health Professions* (PATH) capacity-building initiative will address local health care worker shortages prioritized by the largest health care employers, in Jackson and Josephine counties. The project brings not only new allied health profession education and training, but also curricular and program innovations, strong industry engagement, and intensive use of data to better serve the region, including its 739 trade impacted workers and 16,206 unemployed workers. In addition to the following list of credentials to be developed/awarded, PATH will explore articulations with two 4-year institutions in the region for the BS in Allied Health Management, BS in Clinical Lab Science, and the Bachelor of Applied Science in Management:

- **Employer/Industry-Recognized (Less than One Year):** Basic Health Care Certificate (BHC), National Career Readiness Certificate (NCRC), Certified Nursing Assistant 1 (CNA 1), and Certified Nursing Assistant 2 (CNA2).
  - **One-Year Certificate:** Clinical Lab Assistant (CLA).
  - **Two-Year Associate of Applied Science Degrees:** Physical Therapy Assistant (PTA) and Occupational Therapy Assistant (OTA).
9. **Populations to be Served:** TAA impacted workers and veterans will receive priority consideration. Others to be served include unemployed and under-employed individuals including low wage incumbent health care workers.
10. **Targeted Industry:** Allied Health Care.
11. **Employer Partners:** Southern Oregon Rehabilitation Center and Clinics (Veterans Administration), Asante Health System, Pinnacle Healthcare Inc./Royale Gardens Health and Rehabilitation Center, Regency Pacific/Fairview Transitional Health Center, Providence Medford Medical Center, Rogue Valley Manor, Veterans Administration Southern Oregon Rehabilitation Center and Clinics, and Valley Immediate Care. Additional partners will include employers recruited for program advisory committees developed for PATH programs, and trade impacted companies.
12. **Public Workforce System Partner(s):** Oregon TAA Unit; Oregon Employment Department; Rogue Workforce Partnership (WIB), The Job Council (WIA Title IB); WorkSource Oregon (Wagner-Peyser, Veterans Workforce Programs), Oregon Department of Human Services/TANF, Vocational Rehabilitation, Easter Seals, Southern Oregon Goodwill Industries, and U.S. Department of Veterans Affairs, and WorkSystems, Inc.

- 13. Other Key Partners: Round 1 TAACCCT Grantees:** Credential, Acceleration, and Support for Employment (CASE) Consortium, in Oregon; and Health Professions Pathways Consortium (H2P) based in Cincinnati, Ohio. **Educational Partners:** Lane Community College, Linn-Benton Community College, Oregon Tech, and Southern Oregon University. **Data, Training, and Other Partners:** Oregon Employment Department and WorkSystems, Inc. will help augment RCC data capacities; and credit for prior learning resources like the Virtual Career Network and Council for Assessment of Experiential Learning (CAEL).
- 14. Public Contact Information:** Kirk Gibson, Incoming Vice President of Instruction, Rogue Community College, 541-956-7117, [kgibson@roguecc.edu](mailto:kgibson@roguecc.edu).
- 15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 100% of program materials will be developed as open educational resources, and 0% will be licensed or purchased.
- 16. Data Tags (up to 25):** Accelerate Progress, Accelerated Learning, Blended Learning, Career Pathways, Certificate Attainment, Competency-Based Learning, Contextualized Learning, Degree Attainment, Developmental Education, Digital Materials, Employer Partnership, Enhanced Course Articulation, Enhanced Student Services, Industry-Driven Competencies, Industry-Driven Credentials, Job Placement, Modular Curriculum, Online Teaching/Learning, SCORM, Self-Paced Learning, Stackable Credentials, Technology Enabled Learning, Web-Based Training.

### **Project Abstract**

- 1. Applicant Name:** Sinclair Community College (consortium applicant)
- 2. Applicant City/State:** Dayton, Ohio
- 3. Consortium Members and Consortium Member States:** Austin Community College (Texas); Broward College (Florida);
- 4. Areas Served by Grant (by city, county, and state):**
  - *Austin Community College:* **Cities:** Austin and Round Rock. **Counties:** Bastrop, Blanco, Caldwell, Gillespie, Gonzales Hays Travis, Williamson. **State:** Texas.
  - *Broward College:* **Cities:** Fort Lauderdale. **Counties:** Broward. **State:** Florida.
  - *Sinclair Community College:* **Cities:** Dayton, Springfield, Hamilton, Middletown. **Counties:** Butler, Clark, Darke, Greene, Miami, Montgomery, Preble, Warren. **State:** Ohio.
- 5. Total Funding Level Requested:** \$11,996,548
- 6. Sub-Total Requested Funding Amount by Consortium Member:**
  - Austin Community College: \$2,052,205
  - Broward College: \$3,272,991
  - Sinclair Community College: \$6,671,352
- 7. Project Name:** Adapting and Adopting Competency-based IT Instruction to Accelerate Learning for TAA-eligible and Adult Learners

**8. Project Description and List of Credentials to be Developed and Awarded:**

Sinclair Community College (Dayton, OH) submits this proposal as a consortium with Austin Community College (Austin, TX) and Broward College (Fort Lauderdale, FL), to create competency-based instructional models in Information Technology that offer adult learners technology-enabled, stackable, latticed, career pathways leading to credentials with marketplace value and jobs within two years of entry. The project will revolutionize educational delivery to accelerate credential attainment for TAA-eligible workers, veterans, and others by translating traditional seat-time based programs into ones in which students earn certifications, certificates, and degrees by demonstrating the knowledge, skills, and abilities defined by IT employers.

Competency-based instruction is an evidence-based model that permits dedicated learners to earn certificates and degrees and enter the workforce in less time at lower cost than traditional semester-length models. Competency-based instructional models are used in community colleges, but are not widespread outside of pre-college developmental mathematics. To provide

comprehensive competency-based IT programs from entry-level through bachelor's degrees, partner colleges will work with Western Governors University to adapt and adopt their game-changing competency-based model at the pre-baccalaureate level. Western Governors University (WGU) has more than a decade of proven success offering accelerated, competency-based, online, accredited baccalaureate and master's degrees, but does not offer certificates or associate degrees. Consortium colleges will each develop competency-based IT career pathways (Austin—programming, Broward—technical support, Sinclair—networking and software development) and share results so each college can offer multiple programs. The USDOL project will enable TAA-eligible, veterans, and others to earn stackable, latticed certificates, certifications, and associate degrees, as well as baccalaureate degrees through articulation with Western Governors University. This approach provides flexible options for TAA-eligible workers, veterans, and others to upgrade skills, enter the workforce, or seek further education. The project has a goal of a 20% increase over current completion and employment rates.

After the grant, consortium colleges will sustain the model career pathways through tuition and fees. Further, the partner colleges will build upon the replicable TAA training models by (1) developing competency-based career pathways in other disciplines and (2) disseminating the results to other community colleges. Mathematica Policy Research will serve as the external evaluator managing a rigorous quasi-experimental design to assess program impacts, as well as a mixed-methods analysis of implementation results. This proposal addresses all key USDOL core elements: (1) evidence-based design, (2) stacked and latticed credentials, (3) online and technology-enabled instruction, (4) transferability and articulation, and (5) strategic alignment.

**Degrees and Certifications to be Developed and Awarded**

- *Austin Community College*: A.A.S. Computer Information Technology—Computer Programming. Certificates: IZ0-803 Java SE 7 Programmer I and II, IZ0-803 Java SE 7

Programmer, CompTIA Linux +, CompTIA A+, Z1-804 Java SE 7 Programmer II, and seven college certificates and several laticed certificates.

- *Broward College*: A.S. Computer Systems Specialist. Certificates: A+ Certification, MTA Windows OS Fundamentals Certification, Net+ Certification, MTA Windows Networking Fundamental Certification, Server+ Certification, MTA Windows Server Administrator Certification, Security+ Certification, MTA Windows Security Fundamentals Certification, and two college certificates.
- *Sinclair Community College*: A.A.S. Computer Information Systems – Network Administration, Network Engineer and Software Development. Certificates: Microsoft Certified IT Professional, CCNA, CompTIA Network+, Sinclair Fast Track Programmer Certificate, Network Manager Short Term Certificate and several laticed certificates.

**9. Populations to be Served:** TAA-eligible workers, veterans, and other adult learners

**10. Targeted Industry(s):** Information Technology

**11. Employer Partner(s):**

- *Florida*: Memorial Healthcare System, Citrix
- *Ohio*: NewPage Corporation, Premier Health Partners, Wright State Applied Research Corp.
- *Texas*: Dell Services, National Instruments, Steel Penny Games

**12. Public Workforce System Partner(s):**

- *Florida*: Andra Cornelius, Vice President, Business & Workforce Development Opportunities, Workforce Florida, Inc.; Mason C. Jackson, President/CEO, WorkForce One, Inc. / Broward Workforce Development Board
- *Ohio*: Diana Allen, Office of Workforce Development, Ohio Department of Job and Family Services; John Trot, Director, Ohio Area 7 Workforce Investment Board
- *Texas*: Dale A. Robertson, Manager, Business Outreach and Project Development, Workforce Business Services Department, Texas Workforce Commission; Tamara Atkinson, Deputy Executive Director, Workforce Solutions - Capital Area Workforce Board

**13. Other Key Partner(s):**

- Western Governors University: (Sally Johnstone, Vice President Academic Advancement [sjohnstone@wgu.edu](mailto:sjohnstone@wgu.edu))
- Round 1 TAACCCT Grantee: National Information, Security, and Geospatial Technology Consortium Collin College (Ann Beheler, Director [abeheler@collin.edu](mailto:abeheler@collin.edu))
- External Evaluator: Mathematica Policy Research (Ann Person, Senior Researcher [Aperson@mathematica-mpr.com](mailto:Aperson@mathematica-mpr.com))

**14. Public Contact Information:** Dr. Nancy Thibeault, Dean of Distance Learning & Instructional Support, Sinclair Community College, 937-512-2926, [nancy.thibeault@sinclair.edu](mailto:nancy.thibeault@sinclair.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 20% of program materials will be developed as open educational resources, and the remaining 80% will be existing open source, licensed, or purchased.

**16. Data Tags:** accelerated learning, blended learning, certificate attainment, competency-based training, degree attainment, employer partnership, industry-driven competencies, industry-recognized credentials, job placement, online teaching/learning, open educational resources, personalized instruction, SCORM, self-paced learning, skills assessments, stackable credentials, technology enable learning, and web-based training.



1. **Applicant Name:** St. Louis Community College
2. **Applicant City/State:** St. Louis, Missouri
3. **Consortium Member(s) and Consortium Member State(s):**

COLLEGE	Location	COLLEGE	Location
East Central College	Union, Missouri	Ozarks Technical Community College	Springfield, Missouri
Linn State College	Linn, Missouri	St. Charles Community College	St. Charles, Missouri
Metropolitan Community College	Kansas City, Missouri	State Fair Community College	Sedalia, Missouri
Mineral Area College	Park Hills, Missouri	St. Louis Community College	St. Louis, Missouri
North Central Missouri College	Trenton, Missouri		

4. **Areas Served by Grant (by city, county, and state):** State: Missouri. Counties: All counties and cities (Linn State Technical College has a statewide mission).

5. **Total Funding Level Requested:** \$14,969,910.

6. **Sub-Total Requested Funding Amount by Consortium Member (as applicable):**

COLLEGE	Funding Amount	COLLEGE	Funding Amount
East Central College (EC)	\$1,170,948	Ozarks Technical Community College (OTC)	\$1,000,454
Linn State Tech College (LSTC)	\$1,419,244	St. Charles Community College (SCC)	\$1,442,729
Metropolitan Community College (MCC)	\$1,885,668	State Fair Community College (SFCC)	\$995,785
Mineral Area College (MAC)	\$1,243,028	St. Louis Community College (STLCC)	\$3,974,492 (fiscal agent, w/ statewide administrative costs)
North Central Missouri College (NMC)	\$876,417	*United Auto Workers (UAW), LETC: Outreach Partner	*\$961,145

*\*UAW, LETC: Outreach Partner noted above to show total funding level requested.*

7. **Project Name:** MoManufacturingWINS

8. **Project Description and List of Credentials to be Developed and Awarded:**

Consortium members will enhance the ability of the colleges to meet manufacturers' skill needs by adopting the National Association of Manufacturers (NAM) certification model.

NAM-endorsed certifications are industry-recognized credentials that validate individuals

have demonstrated skills in specific areas of manufacturing. Consortium partners will implement and award stackable/latticed NAM-Endorsed certifications for manufacturing occupations in five occupational clusters:

Occupational Cluster	Certifications						
<b>Production</b>	Certified Production Technician (CPT): Safety, Quality/Measurement, Processes and Production ( <b>OTC, MCC, SFCC, MAC, NCMC, STLCC</b> ) and Maintenance Awareness ( <b>OTC, MCC, SFCC, MAC, NCMC, SCC, STLCC</b> )						
<b>Industrial Maintenance</b>	<table border="0"> <tr> <td data-bbox="428 611 781 682">IFPS Fluid Power Certified Mechanic (<b>MAC</b>)</td> <td data-bbox="781 611 1406 682">IFPS Fluid Power Certified Technician (<b>MAC, SFCC</b>)</td> </tr> <tr> <td data-bbox="428 682 781 753">Certified Manufacturing Tech (CMfgT) (<b>MAC, EC</b>)</td> <td data-bbox="781 682 1406 753">IFPS Fluid Power Conductor and Connector (<b>MAC</b>)</td> </tr> <tr> <td data-bbox="428 753 781 856">Certified Maintenance and Reliability Technician (CMRT) (<b>SFCC</b>)</td> <td data-bbox="781 753 1406 856">ISA Control Systems Technician (CST) (<b>MCC, NCMC</b>)</td> </tr> </table>	IFPS Fluid Power Certified Mechanic ( <b>MAC</b> )	IFPS Fluid Power Certified Technician ( <b>MAC, SFCC</b> )	Certified Manufacturing Tech (CMfgT) ( <b>MAC, EC</b> )	IFPS Fluid Power Conductor and Connector ( <b>MAC</b> )	Certified Maintenance and Reliability Technician (CMRT) ( <b>SFCC</b> )	ISA Control Systems Technician (CST) ( <b>MCC, NCMC</b> )
IFPS Fluid Power Certified Mechanic ( <b>MAC</b> )	IFPS Fluid Power Certified Technician ( <b>MAC, SFCC</b> )						
Certified Manufacturing Tech (CMfgT) ( <b>MAC, EC</b> )	IFPS Fluid Power Conductor and Connector ( <b>MAC</b> )						
Certified Maintenance and Reliability Technician (CMRT) ( <b>SFCC</b> )	ISA Control Systems Technician (CST) ( <b>MCC, NCMC</b> )						
<b>Welding</b>	Certified Welder Level I and II ( <b>OTC, MCC, SFCC, NCMC, SCC, EC</b> )						
<b>Machining</b>	National Institute for Metalworking Skills (NIMS) Level I: Measurement, Materials, and Safety ( <b>MCC, SFCC, SCC/LSTC, STLCC, EC</b> ); Job Planning, Benchwork, and Layout ( <b>MCC, SCC/LSTC, STLCC, EC</b> ); Manual Milling Skills ( <b>MCC, SFCC</b> ); Turning Operations ( <b>MCC, SFCC, EC</b> ); Grinding Skills ( <b>MCC, SFCC, EC</b> ); Drill Press Skills ( <b>MCC, SFCC, SCC, EC</b> ); CNC Turning: Programming Setup and Operations ( <b>MCC, SFCC, EC</b> ); CNC Milling: Programming Setup and Operations ( <b>MCC, SFCC, EC</b> ); CNC Turning: Operations ( <b>MCC, SFCC, SCC/LSTC, EC</b> ); CNC Milling: Operations ( <b>SCC/LSTC, EC</b> ) STLCC will choose 5 additional Level I credentials based on local industry feedback. NIMS Machine Maintenance II and Service and Repair Level III credentialing ( <b>EC</b> ).						
<b>Transportation &amp; Logistics</b>	Certified Logistics Associate (CLA) ( <b>MCC, MAC, STLCC</b> ) Certified Logistics Technician (CLT) ( <b>MCC, MAC</b> )						

In addition to occupational skill certifications, all students will earn a National Career Readiness Certification Plus (NCRC+) credential. Critical project components include: Maximizing assessment and award of credit for prior learning; Collaborating to incorporate NAM-endorsed certification skill competencies into core curricula; Accelerating learning to shorten classroom time through redesign of curricula and use of technology; Developing opportunities for work-based learning and paid internships; Integrating basic skills remediation in occupational skill training; Providing professional development to faculty; and Locating College Navigators at one-stop career centers.

- 9. Populations to Be Served:** TAA-eligible workers; dislocated, unemployed, underemployed and low-skilled adults.
- 10. Targeted Industry(s):** Manufacturing.
- 11. Employer Partner(s):** Precision Prototype and Manufacturing, Inc., St. Louis; Donaldson Company, Chillicothe; Bulk Tank, Park Hills; Pirimal Glass, Park Hills; TG Missouri, Perryville; Versa Tech, Fredricktown; Baader-Johnson, Kansas City; Matheson, Kansas City; Parts Un-Ltd, Blue Springs, et al throughout the state.
- 12. Public Workforce System Partner(s):** All Local Workforce Investment Boards.
- 13. Other Key Partner(s):** National Association of Manufacturers; United Auto Workers; Kansas City Manufacturing Network; (Kansas City Industrial Council); and American Welding Society-KC Section Local chapters of the National Tooling and Machining Association (NTMA) and the Society of Manufacturing Engineers (SME); International Union of Operating Engineers.
- 14. Public Contact Information:** Roderick Nunn, Vice Chancellor for Economic Development and Workforce Solutions, St. Louis Community College, (314) 539-5302, [rodnunn@stlcc.edu](mailto:rodnunn@stlcc.edu)
- 15. Percentage of OER Program Materials Developed:** Approximately 30% of program materials will be developed as open educational resources.
- 16. Data Tags (up to 25):** Accelerated Learning; Certificate Attainment; Competency-Based Training, Contextualized Learning, Employer Partnership; Industry-Driven Competencies; Industry-Recognized Credentials; Modular Curriculum; Online Teaching/Learning; Paid Internships; Real-Time Online Interactions; Self-Paced Learning; Simulations; Skill Assessments; Stackable Credentials; Technology-Enabled Learning; Virtual Environments.

### **Part III: Attachments**

#### **Abstract**

- 1) **Applicant Name:** Tyler Junior College (Consortium Applicant)
- 2) **Applicant City/State:** Tyler, Texas
- 3) **Consortium Members and Consortium Member States**
  - Cerritos College; Norwalk, California
  - Clackamas Community College; Oregon City, Oregon
  - University of Alaska Anchorage; Anchorage, Alaska
- 4) **Areas served by the grant:**
  - **State:** Texas **Counties:** Smith, Cherokee, Wood **Cities:** Tyler and surrounding communities
  - **State:** California **Counties:** Los Angeles **Cities:** Norwalk and surrounding communities
  - **State:** Oregon **Counties:** Clackamas **Cities:** Oregon City and surrounding communities
  - **State:** Alaska **Counties:** Anchorage **Cities:** Anchorage and surrounding communities
- 5) **Total Funding Level Requested:** \$
- 6) **Sub-Total Requested Funding Amount by Consortium Member:**
  - Tyler Junior College:
  - Cerritos College
  - Clackamas Community College
  - University of Alaska Anchorage
- 7) **Project Name:** ACT-On Retail Management Careers
- 8) **Project Description and List of Credentials to be Developed and Awarded:**

ACT-On Retail Management Careers, a community college consortium located in the western region of the nation, was established to create a transformational shift in the educational pathways

### **Part III: Attachments**

available to TAA-eligible and other adults to ensure that retail management careers are a solid opportunity for workers seeking meaningful new careers. The ACT-On Consortium will build the capacity of the colleges to train TAA-eligible and other adult workers for new careers in Grocery Retail Management through an industry-endorsed curriculum and credential that is highly valued in the grocery industry and will bring multiple employment opportunities.

ACT-On will partner closely with the Western Association of Food Chains (WAFC), a non-profit industry association with national, regional, and local grocery chain members collectively employing more than 400,000 workers from across the western United States. Working together, ACT-On and the WAFC will leverage proven curriculum, enhance and update the professional competencies and learning outcomes, and align foundational skills into industry-recognized credentials that stack to accelerate completion in the high growth, high demand industry. The ACT-On Consortium will leverage WAFC's proven Retail Management Certificate (RMC) program, existing 135 community college partnerships, and deep industry relationships to drive a transformational shift in perception and practice in the retail industry by enhancing, expanding and accelerating a proven, competency-based technology-enabled education solution.

ACT-On colleges will build educational pathways and develop new credentials using competency-based curriculum, "chunked" and connected into horizontal and vertical pathways. Training materials and modules will be available on an online repository for college and industry use. Graduates from the ACT-On Consortium colleges will earn industry-recognized credentials and be provided the opportunity to complete their Bachelor's degree online via the Western Governors University, a well-regarded, affordable and effective online university supported by the Bill and Melinda Gates Foundation.

- 9) **Populations to be Served:** TAA-eligible workers, long-term unemployed, and other adults.

**Part III: Attachments**

10) **Targeted Industry:** Retail Trade

11) **Employer Partners:** Official partners include (Chain locations by State): Albertson’s (WA, OR, ID, MT); Brookshire Grocery Co (TX); Costco (AK); Fred Meyer (AK, OR, WA, ID); Northgate Gonzales Mkt. (CA); Food 4 Less (CA, NV, & Midwest); Ralphs (CA); Safeway/Carr’s (AK, WA, ID, OR); Smart & Final (CA, OR, AZ); Stater Bros (CA); WinCo (CA, OR, ID, NV, WA, AZ, UT).

12) **Public Workforce System Partners:** Texas – Texas Workforce Commission and Workforce Solutions of East Texas Board; California – Employment Development Department; Oregon – Oregon Employment Department and Worksource Oregon; Alaska – Alaska Department of Labor and Workforce Development

13) **Other Key Partners:** Western Governor’s University; Corporate Voices

14) **Public Contact Information:** Daniel Pippin, Grant Coordinator, Tyler Junior College, 903.510.2844, [dpip@tjc.edu](mailto:dpip@tjc.edu)

15) **Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 100% of program materials will be developed or designated as open educational resources.

<b>Data Tags:</b>	Credit for Prior Learning	Stackable Credentials
Accelerated Learning	Employer Partnership	Teaching Academy
Articulation	Industry-Driven	Industry-Recognized
Blended Learning	Competencies	Technology Enabled Learning
Career Pathways	Online Community of Practice	Train the Trainer
Certificate Attainment	Online Teaching/Learning	Web-based Training
Competency-based Training	Open Educational Resources	

**APPLIED MANUFACTURING TECHNOLOGY TRAINING PROGRAM:  
The Utilization of Technology to Address the Employment Crisis of Rural Alabama**

**ABSTRACT**

- 1) **Applicant:** University of West Alabama, applying as an individual
- 2) **Applicant City, State:** Livingston, Alabama
- 3) **Consortium Member:** Not applicable
- 4) **Communities Served:** Activities for this project will be focused on the Black Belt of west Alabama, including the following counties: Sumter, Hale, Greene, Pickens, Marengo, Dallas, Choctaw, and Wilcox.
- 5) **Funding Level Requested:** \$2,195,132
- 6) **Sub-Total Requested Funding by Consortium Member:** Not Applicable
- 7) **Project Name:** Applied Manufacturing Technology Program
- 8) **Project Description and a list of credentials to be developed and awarded:**

The proposed Applied Manufacturing Training program will provide a realistic career pathway for many of the unemployed in the targeted region. All skilled jobs in manufacturing require post-secondary certification or Associate Degrees and will be high demand based on growth rate, annual opening, and wage criteria. UWA, through a collaborative effort of the Industrial Maintenance Division of the College of Business and the Division of Outreach Services, along with service agencies and industry, will establish a comprehensive industrial technology training model for TAA-eligible workers and other adults. The goal is to train workers in three tracks designed to lead to industry recognized certificates, Associates and Bachelor's degrees for high-wage and high skilled employment. The Applied Manufacturing Technology Program will be a customized training program in manufacturing skills and technologies incorporated in all major manufacturing industries located within the institution's 8 county primary service area. The delivery strategy will use the most up-to-date technology and equipment and methodology including hybrid courses, on-

line lectures, web applications, state-of-the-industry laboratories, and industry-based experiential learning. Support services including assessment of basic education skills, the development of career pathways, coaching, and flexible scheduling.

**9) Populations to be Served within Identified Communities:** TAA Workers, students wishing to earn a certificate, Bachelor's, or Master's in Industrial Maintenance or Industrial Technology.

**10) Targeted Industries:** Manufacturing

**11) Employer Partners:** RockTenn Company, Waste Management (Emelle, AL)

**12) Public Workforce System Partners:** Alabama Career Center System, ADECA Workforce Development Division, Governor's Office of Workforce Development Region 3, State of Alabama Department of Industrial Relations

**13) Other Key Partners:** Shelton State Community College, Trenholm State Technical College

**14) Public Contact Information:** The University of West Alabama

Office of Sponsored Programs

Station 47 – The Choctaw Tavern

Livingston, AL 35470

Phone: 205-652-3424 Fax: 205-652-3837

**15) Percentage of program materials that will be developed as open educational resources (OER) and the percentage of program materials that will be licensed or purchased:**

55% of program materials will be open educational resources; 10% will be purchased.

**16) Data Tags:** assessment technology, basic skills, career pathways, certificate attainment, degree attainment, competency-based training, employer partnership, industry-driven competencies, industry-recognized credentials, job placement, skill assessments, technology-enabled learning.



## Abstract

**1. Applicant Name:** University of Hawaii Maui College, Consortium Lead

**2. Applicant City/State:** Kahului, Hawaii

**3. Consortium Members and Consortium Member States:**

- University of Hawaii Maui College (UHMC), Kahului, Hawaii
- Kauai Community College (KauCC); Lihue, Hawaii
- Hawaii Community College (HawCC); Hilo, Hawaii

**4. Areas Served by Grant (by city, county, and state):**

- **State:** Hawaii. **County:** Maui (including the islands of Maui, Lanai, and Molokai)
- **State:** Hawaii. **County:** Kauai
- **State:** Hawaii. **County:** Hawaii (aka “Big Island”)

**7. Project Name:** Rural Hawaii Community Colleges Workforce Development Program

**8. Project Description and List of Credentials to be Developed and Awarded**

Business & Accounting	Cr: Certificate of Achievement N-Cr: Certificate of Professional Development, Certificates of Attendance
Geographic Information Systems (GIS)	Certificate of Completion
Food Innovation	Certificate of Completion
Sustainability	Certificates of Completion
EV/PHEV Vehicle Automotive	Certificate of Completion
Water & Wastewater	Certificate of Completion

Courses developed for this proposal—in Business and Accounting, GIS, Food Innovation, Sustainability, EV/PHEV Automotive, Water/Wastewater—will be delivered in hybrid/online formats, and will include the use of innovative technologies for student assessment. The UH CC system has been a pioneer in interactive video courses, given its unique geography, and of the more than 16,000 registrations within the UHCC system in credit distance delivered courses, most registrations are in online courses. These new courses will provide additional training in much needed subjects.

The proposal also enhances student services, including adding staffing for prior learning assessment, career counseling, internships and placements, and builds capacity for tracking the impact on students for further education or employment.

In addition, consortium members will develop support for Veterans, working closely with Veteran’s Affairs offices and the USDOL Veterans Employment and Training Service.

The Rural Hawaii Consortium consists of three institutions: University of Hawaii Maui College (the Lead Institution), Kauai Community College and Hawaii Community College. They are all members of the University of Hawaii (UH) Community College (CC) system consists of 7 independently accredited institutions serving over 31,000 students in Spring 2012, part of the larger 10-campus University of Hawaii system, serving nearly 60,000 students. These three colleges support five islands (Kauai, Hawaii, and Maui, with UHMC also serving the islands of Lanai, and Molokai). They are collectively known as the “neighbor islands.”

**9. Populations to be Served:** TAA-eligible; adult workers; unemployed; Veterans

**10. Targeted industries:** Business/Accounting; Food Industry; GIS; Water/Wastewater; Cleantech/Green Business; EV/PHEV automotive.

**11. Employer partners:** Maui County Water and Wastewater Division; Maui County Environmental Management; Rural Corporation of Aqua Engineers; National Rural Water; Maui Economic Opportunity, Inc.; Maui Electric Co.; County of Kauai; Dow AgroSciences, LLC; SAIC; The Right Slice; Maui County Farm Bureau; Tedeschi Winery; General Dynamics Advanced Information Systems; Green Building, LLC; Jim Falk Automotive Group; Big Island Toyota; Hawaii Auto Dealers Association; Princeville at Hanalei; Hawaii Agriculture Foundation; U.S. Geologic Survey; ESRI; Garden Isle Rehabilitation and Healthcare Center; Kauai Chamber of Commerce

**12. Public Workforce System Partners:** Workforce Development/Worksource Maui; Hawaii County Workforce Investment; Big Island Workplace Connection; U.S. Veteran's Affairs; USDOL Veterans Employment and Training Service

**13. Other Key Partners:** UH CCs; state and county economic development boards

**14. Public Contact Information:** Dan Regan, Project Director, Rural Development Project, University of Hawaii Maui College, Kahului, HI (808-984-3664) [dregan@hawaiirdp.org](mailto:dregan@hawaiirdp.org), or Susan Wyche, (808-984-3670) [swyche@hawaii.edu](mailto:swyche@hawaii.edu)

**15. % of Materials Developed vs. % of Licensed/Purchased Materials:** 30/70.

**16. Data Tags:** assessment technology, certificate attainment, competency-based learning, degree attainment, employer partnership, enhanced student services, industry-driven competencies, industry-recognized credentials, job placement, on-the-job training, online teaching/learning, open educational resources, paid internships, real-time online interactions, skill assessments, stackable credentials, technology-enabled learning.

## **Project Abstract**

**1. Applicant Name:** Utah Valley University

**2. Applicant City/State:** Orem, Utah

**3. Consortium Member(s) and Consortium Member State(s):** not applicable (NA)

**4. Areas Served by Grant (by city, county, and state):**

- *State:* Utah. *Counties:* Utah, Wasatch, Summit, Juab, and southern Salt Lake.

*Cities:* Orem and Provo

**5. Total Funding Level Requested:** \$3,000,000.00

**6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):** NA

**7. Project Name:** Cybersecurity Career Pathways

**8. Project Description and List of Credentials to be Developed and Awarded:**

The Information Systems and Technology (IST) Department at Utah Valley University and its partners in industry and workforce services will address lack of an adequate pool of skilled cybersecurity training in the region, the shortage of faculty and laboratory facilities at UVU to support cyber training, a lack of training in flexible modalities and delivery methods, and barriers to learning for TAA-eligible populations. The proposed program will train TAA-eligible and other displaced workers for the incoming 1,500+ employment positions at the new NSA Cyber-security Data Center located in Utah County and other employment deficits relevant to cybersecurity throughout the state and interstate region. The timing for this type of program, blended with the resources available to UVU on matters of cybersecurity, make this proposal a unique opportunity, and germane to the region, the technology incubator for high-tech pioneers, including WordPerfect, Novell, I-Omega, Intel, and Micron.

Displaced workers in our region, both TAA eligible and others, come from a range of educational and experiential backgrounds – from help desk operators and electronics

manufacturing workers with lower education and limited experience to programmers and technicians with higher degrees and years of experience. The program will address their various needs by offering 5 stackable tracks: 1] Entry-level worker (less than 1 year); 2] Worker/Administrator (1-year certificate); 3] Administrator (AAS degree); 4] Manager (BS degree for those with AS degree); 5] Executive (1-year post-baccalaureate certificate). Online courses (and the 5<sup>th</sup> track) will offer flexibility; hybrid courses and additional equipment will address bottle-necks; other blended-learning environments will enhance student learning. Entering students with prior experience will be allowed to take challenge tests to earn credit for demonstrated skills and knowledge. A counselor, mentors and tutors, and additional lab support will be added to assist students. The program is designed with multiple entry and exit points to employment. The following credentials will be awarded:

- 1-year Certificate in Network Administration
- Associate in Applied Science (AAS) in Information Technology (IT)
- BS in IT w/ emphasis in Computer Forensics & Security
- BS in IT w/ emphasis in Network Administration & Security
- Post-baccalaureate Certificate in Cybersecurity

Additionally, students will be prepared to take numerous industry certifications exams.

The Cybersecurity Career Pathways program will: 1) extend new, targeted education options for high-wage, high-skill jobs to TAA-impacted and other dislocated workers, 2) optimize TAACCCT resources through collaboration, resource sharing, and online learning, and, 3) ensure broad access to training programs that will help strengthen Utah's current and future workforce.

**9. Populations to be Served:** The project will target current and future TAA-certified workers, and other unemployed and incumbent workers, returning veterans, and other workers who simply wish to improve their employment outlook.

**10. Targeted Industry(s):** Cybersecurity – strategies and mechanisms to protect our nation’s information systems, data, and technology across many industries, agencies, and organization.

**11. Employer Partner(s):**

- Security Metrics, Oren, Utah
- ThinkAtomic, Orem, Utah
- ConditionZebra, Orem, Utah
- Paraben Corporation, Pleasant Grove, Utah
- Compassion International, Denver, Colorado

**12. Public Workforce System Partner(s):**

- Utah Department of Workforce Services
- Utah Workforce Investment Board

**13. Other Key Partner(s):** Round 1 TAACCCT Grantee, Salt Lake Community College

**14. Public Contact Information:**

Curtis Pendleton, Senior Director of Sponsored Programs

801-863-6039; pendlecu@uvu.edu

Utah Valley University, 800 West University Parkway, Orem, UT 84058

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased**

**Program Materials:** 100% of program materials will be developed as open educational resources.

**16. Data Tags (up to 25):** Career Pathways, Certificate Attainment, Enhanced Course Articulation, Enhanced Student Services, Industry-Recognized Credentials, Job Placement, Mentoring, Open Educational Resources, Paid Internships, Skill Assessments, Stackable Credentials, Technology Enabled Learning.

Abstract for SGA/DFA PY 11-08

**Applicant Name:** Vermont Technical College    **Applicant city/state:** Randolph Center, Vermont

**Project name:** The Vermont Applied Agriculture and Food Systems Institute at Vermont Technical College

**Public contact information for grant:** Jeffrey Higgins, Director, External Programs

[jhiggins@vtc.edu](mailto:jhiggins@vtc.edu)

[www.vtc.edu](http://www.vtc.edu)

**Application type:** Individual Applicant

**Funding level requested:** \$3,357,703

**Areas served by grant:** Entire state of Vermont

**Populations to be served:** Trade impacted workers through the state of Vermont

**Targeted industry:** Agriculture, Food Systems, Energy

**Project Description:**

The Vermont Applied Agriculture and Food Systems Institute at Vermont Technical College will serve the education and training needs of the Vermont industries that support agriculture, food production, waste disposal and energy production. The Institute will utilize a cooperative education learning model to provide certificate and degree programs that lead to high wage/high skill employment specifically for workers who are eligible for training under TAA. Institute partners include the Community College of Vermont, state government, and businesses within Vermont's agriculture, waste management and energy sectors. Key to the innovative delivery of programs will be work- integrated learning, embedded remediation, assessment of experiential learning for college credit, Summer Institutes and technology-based asynchronous learning opportunities.

**Credentials:**

Certificate programs requiring one year, or less, will lead to employment and/or articulation to associate and bachelor's degree programs:

Food Processing Technician Certificate	Associate Degree: Agribusiness Management Technology Bachelor's Degree: Diversified Agriculture
Meat Cutters Certificate	Associate Degree: Agribusiness Management Technology Bachelor's Degree: Diversified Agriculture
Farm Equipment Repair Certificate	Associate Degree: Diesel Power Technology Bachelor's Degree: Business Technology and Management
Soil Conservation Certificate	Associate Degree: Agribusiness Management Technology Bachelor's Degree: Diversified Agriculture
Herdmanager Certificate	Associate Degree: Agribusiness Management Technology Dairy Farm Management  Bachelor's Degree: Diversified Agriculture
Agriculture Loan Officer Certificate	Associate Degree: Agribusiness Management Technology Business Technology and Management Dairy Farm Management Bachelor's Degree: Business Technology and Management
Biodigester Technician Certificate	Associate Degree: Electrical Engineering Technology Bachelor's Degree: Electrical Engineering Technology Electro-Mechanical Engineering Tech.



**Employer and Other Partners:**

Casella Waste Systems	Commonwealth Dairy
Central Vermont Public Service Corporation	Community College of Vermont
Gazogen, Inc.	Highfields Center for Composting
Jasper Hill Farms	Sodexo Dining Services
St. Albans Cooperative Creamery	Vermont Butter & Cheese Creamery
Vermont Feed Dealers	Vermont Sustainable Jobs Fund
Vermont Department of Labor	Vermont Career and Technical Centers

**Percentage of OER Materials Developed vs. Licensed or Purchased Program Materials:** Approximately 80% of the materials will be developed as open educational resources and the remaining 20% will be purchased or licensed.

**Data Tags:** accelerated progress, blended learning, career pathways, certificate attainment, contextual learning, degree attainment, employer partnership, industry driven competencies, job placement, on-the-job training, retention, stackable credentials, web-based training

## Project Abstract

**1. Applicant Name:** Vincennes University (individual applicant)

**2. Applicant City/State:** Vincennes, Indiana

**3. Consortium Member(s) and Consortium Member State(s):** Vincennes University is applying as an individual applicant.

**4. Areas Served by Grant (by city, county, and state):**

- **State:** Indiana. **Counties:** Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Marion, Morgan, and Shelby. **Cities:** Largest cities include Indianapolis, Carmel, Fishers, Anderson, Noblesville, Greenwood, Lawrence, Westfield, Plainfield, Franklin, Brownsburg, Greenfield, Shelbyville, Lebanon, Beech Grove, Zionsville, Avon, Martinsville, Speedway, and Mooresville.

**5. Total Funding Level Requested:** \$2,931,354

**6. Sub-Total Requested Funding Amount by Consortium Member (as applicable):** Vincennes University is applying as an individual applicant.

**7. Project Name:** Logistics Training and Education Center (LTEC) Initiative

**8. Project Description and List of Credentials to be Developed and Awarded:** Collaborating closely with employers, industry associations, workforce agencies, and government entities, VU will transform its existing logistics education and training to more effectively meet the needs of TAA-eligible workers and employers in Central Indiana through the following strategies: 1) creating a blended learning environment by combining classroom instruction and online courses with a hands-on logistics lab that simulates the 26 million square feet of logistics companies surrounding the Center and 2) compressing time to attainment of industry-recognized credentials by embedding certifications into components of curriculum, developing a career pathway design, and providing rigorous academic and career guidance. In doing this, VU will fill the substantial middle-skills gap currently existing in Central Indiana and meet the needs of employers industry-wide. With a Logistics Training and Education Center already operating and basic entry-level courses being offered, VU will use this grant to move the program to the next

level by focusing on the thousands of middle-skill jobs that need filled and the competencies needed to fill those jobs. VU plans to examine the following industry-recognized credentials to be awarded: Certified in Production and Inventory Management, Certified Production Technician, Certified Supply Chain Professional, Fundamentals of Warehousing and Distribution Level I, Fundamentals of Warehousing and Distribution Level II, Material Handling Certificate, Principles of Distribution and Logistics, Principles of Inventory Management, Principles of Manufacturing Management, Principles of Managing Operations, Principles of Operations Planning, Supply Chain Management Professional (Levels 1, 2,3), Supply Chain Logistics Management AS, and Supply Chain Logistics Certificate.

**9. Populations to be Served:** TAA-eligible workers and long-term unemployed

**10. Targeted Industry(s):** Logistics, Supply Chain

**11. Employer Partners (s):** Amazon, FedEx Corporation, UPS, Brightpoint, Con-Way Freight, Integrated Distribution Services (IDS), Langham Infusion, MD Logistics, Ozburn-Hessey Logistics (OHL), RedCats USA, and Ryder System

**12. Public Workforce System Partner(s):** EmployIndy and Region 5 Workforce Board

**13. Other Key Partner(s):** Hendricks County Economic Development Corporation and Conexus Indiana

**14. Public Contact Information:** James Dolan, Director of Logistics, Vincennes University, (317) 381-6028, [jdolan@vinu.edu](mailto:jdolan@vinu.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** 40% OER Program Materials and 60% Licensed or Purchased Program Materials

**16. Data Tags (up to 15):** accelerated progress, accelerated learning, blended learning, career pathways, certificate attainment, civic and community engagement, employer partnership, industry-driven competencies, industry-recognized credentials, job placement, stackable credentials, and technology enabled learning.

## ABSTRACT

**1. Applicant Name:** Wake Technical Community College

**2. Applicant City/State:** Raleigh, North Carolina

**3.** N/A – not a consortium application

**4. Areas Served by the Grant (by city, county, and state)**

- **State:** North Carolina **Counties:** Wake County is the primary service area. Durham County, Person County, and Caswell County will be served through a planned one plus one articulation, and the whole state (100 counties) will be served via online courses.

**5. Total Funding Requested:** \$2,952,416

**6.** N/A – not a consortium application

**7. Project Name:** Building Capacity in Business Analytics

**8. Project Description and List of Credentials to be Developed and Awarded:** This project will increase capacity for serving TAA eligible displaced workers and others with training in **business analytics** leading to high skills, high demand jobs. This project will also contribute to filling a critical national need for workers with training in analytics and data management by developing an Associate's Degree program in Business Analytics. With the proposed funding Wake Tech will be able to offer a strong and accelerated analytics program quickly and develop the capacity to serve students statewide and eventually nationally through online courses and cloud based application software. The project will develop two certificates in business analytics as well as provide training for existing SAS and IBM certificates (SAS Platform: SAS Certified Base Programmer, SAS Certified Predictive Modeler, or SAS Certified Business Intelligence Content Developer. IBM Cognos platform: IBM Certified Designer - BI Reports, IBM Certified Developer - Cognos Real-Time Monitoring, IBM Certified Specialist - Cognos Data Analysis.

SPSS Platform: IBM Certified Specialist - SPSS Statistics Level 1, IBM Certified Specialist - SPSS Modeler Professional, IBM Certified Associate - SPSS Modeler Data Analyst, IBM Certified Associate - SPSS Modeler Data Mining.

**9. Populations to be served:** TAA-eligible workers and other un or underemployed adults.

**10. Targeted Industry:** Analytics

**11. Employer Partners:** SAS, RTI, IBM, Keshav Consulting, Coastal Federal Credit Union

**12. Public Workforce System Partners:** Capital Area Workforce Development Board

**13. Other Key Partner(s):** Durham Technical Community College, Piedmont Community College, William Peace University, Campbell University

**14. Public Contact Information:** Richard W. Sullins, Director of Grants Development and Administration, Wake Technical Community College, Western Wake Campus ,3434 Kildaire Farm Road, Cary, NC 27518 (919) 335-1200 [rwsullins@waketech.edu](mailto:rwsullins@waketech.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** 100% of Program Materials will be developed as Open Educational Resources.

**16. Data Tags:** Accelerate Progress, Certificate Attainment, Degree Attainment, Digital Materials, Employer Partnership, Industry-Driven Competencies, Industry-Recognized Credentials, Online Teaching/Learning, Job Search Assistance, Learning Communities, Retention Strategies, Stackable Credentials, Technology Enabled Learning, Flipped Classroom Model.

## **Project Abstract**

- 1. Applicant Name:** Washtenaw Community College
- 2. Applicant City/State:** Ann Arbor, Michigan
- 3. Consortium Member(s) and Consortium Member State(s):** N/A
- 4. Areas Served by Grant: State:** Michigan **Counties:** Washtenaw and Livingston;  
**Cities:** Ann Arbor, Brighton, Fowlerville, Hartland, Howell, Milan, Saline, Ypsilanti
- 5. Total Funding Level Requested:** \$2,999,355
- 6. Sub-Total Requested Funding Amount by Consortium Member:** N/A
- 7. Project Name:** IGNITE Michigan – Intentionally Growing New Information Technology Employees in Michigan
- 8. Project Description and List of Credentials to be Developed and Awarded:**

Based on extensive outreach to employers in the Ann Arbor, Michigan region, and in partnership with our local economic development agency, SPARK, and local workforce development partners, WCC learned that there is a strong demand for skilled information technology (IT) professionals. In response, WCC will reach out to local TAA populations, Veterans and other unemployed individuals with academic programs geared toward the IT careers identified by the employers. WCC will design programs to meet the needs of adult, non-traditional learners so that they will be successful. Specifically, the college will develop blended curriculum for two career pathways in the information technology sector: software development for Java and network and systems administration (offered both for Microsoft and Linux/Unix platforms). In addition to the demonstrated need and substantial local, regional and state alignment for these pathways, WCC has identified specific priorities that must be addressed within the Core Elements to

address training and education gaps, to ensure students and the grant project are successful. These priorities are:

**i. Academic and Career Readiness** – This will include activities such as better diagnosis of learning difficulties, implementing skill assessment tools such as Work Keys in preparation for the National Career Readiness Certificate, developing approaches to soft skills training and contextualized remediation in math.

**ii. Development of Career Pathways** – This will involve clearly mapping a student’s progression through training that will lead to a career in IT. Regardless of their entry point, be it the WCC Career Academy, one of the college’s proposed certificate programs, or the “Shifting Code” stand-alone software certification training, students will understand what their next steps may be and the jobs they will qualify for in IT. Articulation agreements will be put in place to assist students in completing a four-year degree if desired.

**iii. Innovative and Accelerated Training:** Using evidence-based best practices for blended learning, WCC will develop curricula for the career pathways to provide students with greater flexibility. In addition, credit for prior learning will be assessed to recognize students’ experiences, which will help to accelerate progress through the pathways.

**iv. Ensuring Project Success:** Adequate staffing and resources must be in place to facilitate a project with exceptional results, high-quality deliverables suitable for replication, excellent communication and engagement with employers and other stakeholders, and well-reasoned evaluation on the effectiveness of the grant approach.

**Credentials awarded:** Oracle Cert. Assoc., Java SE Programmer, Linux+, Microsoft Tech. Assoc., Microsoft Cert. Tech. Specialist, Microsoft Cert. IT Professional, NCRC.

**9. Populations to be Served:** TAA-eligible, Veterans and other unemployed workers.

**10. Targeted Industries:** Information Technology – software development and network administration.

**11. Employer Partner(s):** Quicken Loans, Google, MyBuys, The Advisory Board Company, Ann Arbor SPARK.

**12. Public Workforce System Partner(s):** Washtenaw County MichiganWorks!, Livingston County Michigan Works! and the Washtenaw County Workforce Development Board

**13. Other Key Partner(s):** WIN - Workforce Intelligence Network for Southeast Michigan, SEMCOG – Southeast Michigan Council of Governments, MEDC – Michigan Economic Development Corporation.

**14. Public Contact Information:** Michelle Mueller, A.V.P. of Economic Development, Community & Corporate Alliances at Washtenaw Community College, 734-477-8976, [mimueller@wccnet.edu](mailto:mimueller@wccnet.edu).

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program materials:** Approximately 80% of program materials will be developed as OER, and the remaining 20% will be licensed or purchased.

**16. Data Tags:** Accelerate Progress, Accelerated Learning, Assessment Technology, Basic Skills, Blended Learning , Career Pathways, Certificate Attainment, Competency-based Training, Contextualized Learning, Degree Attainment, Developmental Education, Employer Partnership, Industry-Driven Competencies, Industry-Recognized Credentials, Job Placement, Online Teaching/Learning, Open Educational Resources, Modular Curriculum, Paid Internships, Self-paced Learning, Simulations, Skill Assessments, Stackable Credentials, Technology Enabled Learning, Virtual Environments.



(1) Name: Waubonsee Community College (WCC)—a single applicant.

(2) City/State: Sugar Grove, Illinois.

(3) Consortium Members: Not applicable.

(4) Areas served by the grant: This project will serve the trade-impacted communities of the WCC district, surrounding communities in Illinois Local Workforce Investment Area 5, and the greater metropolitan Chicago area.

**State:** Illinois. **WCC District Counties:** Kane, Kendall, LaSalle, Will, DeKalb. **LWIA 5 Counties:** Kane, DeKalb and Kendall Counties. **Greater Metropolitan Chicago Counties (in addition to those cited above):** Cook, DuPage, Grundy, Lake, Livingston, McHenry. Major cities served in WCC and LWIA District 5: Sugar Grove, North Aurora, Aurora, Bristol, Boulder Hill, Burlington, Campton Hills, Carpentersville, Cortland, DeKalb, East Dundee, Elburn, Elgin, Genoa, Gilberts, Hampshire, Kingston, Kirkland, Lily Lake, Lisbon, Malta, Middlebury, Millington, Montgomery, Newark, Pingree Grove, Plattville, Prestbury, Saint Charles, Shabbona, Sleepy Hollow, Somonauk, South Elgin, Sycamore, Waterman, West Dundee, Woodland Hills, Plano, Leland, Sandwich, Maple Park, Kaneville, Big Rock, Hinckley, Mooseheart, Batavia, Geneva, Oswego, Yorkville, Millbrook, Virgil. Many residents of these areas commute to the City of Chicago, another service area of the project.

(5) Total Funding Level Requested: \$2,864,564.

(6) Sub-total Requested: Not applicable.

(7) Project Name: Strengthening Transitions, Building Pathways and Improving Achievement for Disadvantaged Workers.

(8) Project Description/Credentials: This project has two major strands: (1) Create a continuum of adult education programming and support services to successfully transition career-limited adult students into postsecondary occupational certificate and degree or training programs that result in an industry

recognized certification or credential—This model is based on the adult education visioning document produced by the state of Illinois, successful bridge pilots across the State, and Waubonsee’s pilot of health care contextualized coursework. (2) Develop and implement a stacked and latticed degree and certificate program in laboratory science. Develop or revise online and hybrid components as fit the needs of the adult population. Students will have the flexibility to earn the following stackable and fully articulated curriculum and credentials: National Readiness Certificate-Bronze level, GED, National Career Readiness Certificate—Silver Level; Laboratory Assistant/Aide Certificate of Achievement; AAS degree, Bachelor’s degree. Each of these has multiple points of exist to the workforce. **Strategies:** (1) Design, adaptation or revision of online and hybrid courses in the laboratory technology using the Quality Matters Rubric. (2) Implement comprehensive bundled student services with Transition Advisors to support both GED/ESL and college-level students to persist and succeed. (3) Mandatory college success course to increase persistence. (4) Assessment of academic and skill deficiencies for adult learners and provision of contextualized remediation.

**(9) Populations to be Served:** TAA-eligible workers, adult education students, veterans.

**(10) Targeted Industries:** (1) Healthcare and Social Assistance, and (2) Professional, Scientific, and Technical Services.

**(11) Employer Partners:** Benetech; FONIA International; Fox Metro Water Reclamation District; Provena Mercy Medical Center; Valley Industrial Association; and Northern Illinois Water Analysts’ Association.

**(12) Public Workforce System Partners:** River Valley Workforce Investment Board, Kane County Department of Employment and Education (KCDEE).

**(13) Other Key Partners:** TAACCCT Round One Awardee—College of Lake County IGEN project; Illinois Community College Board; Illinois Community Colleges Online; Dominican Literacy Center, Family Focus, Hesed House, World Relief, Hooke College of Applied Science, Northern Illinois University,

**(14)** Public Contact Information: Dr. Karen Stewart, Vice President of Quality and Strategic Development, (630) 466-2881, [kstewart@waubonsee.edu](mailto:kstewart@waubonsee.edu).

**(15)** Percentage of OER Program Materials Developed: 100%. Percentage Licensed or Purchased: 0%.

**(16)** Data Tags: Accelerate Progress, Accelerated Learning, Basic Skills, Blended Learning, Career Pathways, Certificate Attainment, Civic and Community Engagement, Contextualized Learning, Degree Attainment, Developmental Education, Employer Partnership, Enhanced Student Services, Industry-Driven Competencies, Industry-Recognized Credentials, Modular Curriculum, Online Teaching/Learning, Open Educational Resources, Retention Strategies, Skill Assessments, Stackable Credentials, Technology-Enabled Learning, Web-based Training.

## Project Abstract

1. **Applicant Name:** Wichita Area Technical College (Wichita TC) (consortium applicant)
2. **Applicant City/State:** Wichita, Kansas
3. **Consortium Members and Consortium Member States:**
  - Tulsa Community College (Tulsa CC); Oklahoma
  - Ivy Tech Community College(Ivy Tech) ; Indiana
  - Guilford Technical Community College (Guilford TC), North Carolina
  - Edmonds Community College (Edmonds CC); Washington
4. **Areas Served by Grant (by city, county and state)**

College	City	State	Counties(s)
Wichita TC	Wichita	Kansas	Butler; Harper; Cowley; Sumner; Reno; Kingman; Harvey; Saline; Sedgwick
Tulsa CC	Tulsa	Oklahoma	Tulsa; Osage; Creek; Pawnee; Rogers; Wagoner; Okmulgee
Ivy Tech	Fort Wayne	Indiana	Allen; Grant; Hamilton; Huntington; LaGrange; Madison; Noble; Shelby; Wabash; Whitley
Guilford TC	Jamestown	North Carolina	Guilford; Anson; Union; Greene; Lenoir; Jones; Wayne
Edmonds CC	Lynnwood	Washington	Snohomish; King

5. **Total Funding Level Requested: \$14,914,452**
6. **Sub-Total Requested Funding Amount by Consortium Member**
  - Wichita Area Technical College: \$8,788,562
  - Tulsa Community College: \$1,365,129
  - Ivy Technical Community College: \$1,500,009
  - Guilford Technical Community College: \$1,396,891
  - Edmonds Community College: \$1,863,861
7. **Project Name:** National Aviation Consortium
8. **Project Description and List of Credentials to be developed and Awarded:**

The **National Aviation Consortium (NAC)** positions aviation employers as the central driving force in identification and standardization of required competencies and skills to help close the skills gap being experienced by the aviation industry. NAC will provide accelerated training to over 2500 students to fill the current jobs that remain open due to an unskilled workforce in five state representing 35 counties.

**NAC** has established substantial engagement with 27 critical aviation employers; national association partners and employer engagement at the state and national level and 12 Public Workforce System agencies have signed a Memorandum of Understanding (MOU) committing full support of **NAC**. State and local workforce boards continue to work with partner colleges to fill this aviation worker skills gap.

NAC will use a sector-based strategy, building the on the previous success of the National Manufacturers Association (NAM) Institute’s Skills Certificate System, and expanding it with six aviation endorsed manufacturing credentials. NAC will use the emerging success model to 1) stack and lattice aviation credentials, 2) utilize high quality on-line aviation learning modules, 3) implement transfer and articulation agreements, and 4) align with industry and college partners. A fifth critical deliverable is a national consensus of aviation manufacturers on National Standard Aviation Credentials to increase competitiveness of United States companies in this essential sector. The National Standard Credentials will transform the delivery of systems of 2-year colleges to meet the needs of TAA-workers and the industry as they develop the aviation talent for the future.

In support of this effort, the National Center for Aviation Training’s managing partner, Wichita TC (Kansas) will be the lead institution for the National Aviation Consortium (NAC) project. Consortium partners include lead colleges from 4 additional aviation manufacturing communities: Tulsa CC (Oklahoma); Guilford TC (North Carolina); Edmonds CC (Washington); and Ivy Tech (Indiana). The National Association of Manufacturer’s (NAM) Institute is the key national partner and will leverage stakeholders representing industry and policy leaders

Aviation Credentials to be developed and awarded: NAM-endorsed MSSC, Quality and Health/Safety; Technical Certificates; Assembly Mechanic, Electrical Assembler, Composite Repair, Quality Assurance, Tooling and CNC.

**9. Populations to be Served:** TAA-eligible workers and long term unemployed

**10. Targeted Industry(s):** Aviation Manufacturing

**11. Employer Partner(s):**

College	Organization	Title
Wichita TC	Spirit AeroSystems	President & CEO
	Bombardier Learjet	Vice President, Strategic Projects
	Cessna	Sr. Vice President, Human Resources
	Hawker Beechcraft	Vice President, Human Resources
Ivy Tech	Atlantic Aviation	Director of Maintenance
	Pinnacle Airlines	FWA Base Manager

	Comlux America	Chief Executive Officer
Tulsa CC	FlightSafety International Simulation	Vice President
	American Airlines	Managing Director, Aircraft Overhaul & Maint.
	NORDAM	Vice President, Organizational Performance
	M&M Manufacturing, Inc.	President & CEO
	Spirit Aerostructures Tulsa/McAlester	Director, Human Resources
Guilford CC	North Carolina Manufacturing	President and Vice President
	PETRA Precision Machining & Design	General Manager
	Spirit AeroSystems	Director of Quality Support Services
	Worth Products	President
	Telephonics	Director of Operations
	Atlantic Aero	Director of Services
	AAR Corporation	Training Specialist
	AirCare, Inc.	Director
Edmonds CC	Boeing	Senior Finance Manager
	Jamco America, Inc.	Director of Business Management
	Heatcon Composites Systems	Director, Business Development
	Aviation Technical Services	Human Resources Manager
National Employers	Boeing	
	Spirit AeroSystems	
	Click Bond	

**12. Public Workforce System Partner(s):**

- Wichita TC: Workforce Alliance of South Central Kansas; KANSAS WORKS Dept of Commerce
- Tulsa CC: Tulsa Metro Chamber; Oklahoma Department of Commerce Workforce Division
- Guilford TC: Wayne County Economic Development Alliance; Lenoir County Economic Development; Eastern Carolina Workforce Development Board, Inc.; Northeastern Workforce Development Board; Greensboro High Point Guilford County Workforce Development Board
- Ivy Tech: NE Indiana Regional Workforce Investment Board; Employ Indy
- Edmonds CC: Workforce Development Council of Snohomish County

**13. Other Key Partner(s):** Manufacturing Institute; Everett Community College, Air Washington (Round 1 TAACCCT Grantee )

**14. Public Contact Information:** Sheree Utash; Vice President, Academic Affairs; Wichita Area Technical College.

**15. Percentage of OER Program Materials Developed vs Percentage of Licensed or Purchased Program Materials:** Approximately 25 % of program materials will be developed as open educational resources, and the remaining 75% will be licensed.

**16. Data Tags (up to 25):** Accelerated Learning; Technology Enabled Learning; Blended Learning; Career Pathways; Certificate Attainment; Competency Based Assessment; Degree Attainment; Industry-Recognized Credentials; Learning Communities; Online Course Curriculum; Open Source Curriculum; Retention; Interactive Learning Environment; Skill Assessment; Stackable Credentials; Skills Gap; Common curriculum; National Standardized Credentials; employer partnerships; workforce partnerships

## Attachment A

### Project Abstract

**1. Applicant Name:** William Rainey Harper College (Harper College) on behalf of the Illinois Network for Advanced Manufacturing (INAM)

**2. Applicant City/State:** Palatine, Illinois

**3. Consortium Member(s) and Consortium Member State(s):** College of Lake County, College of DuPage, Daley-City Colleges of Chgo., Danville Area Comm. College, Elgin Comm. College, Harper College, Illinois Eastern Comm. College, Illinois Valley Comm. College, John Wood Comm. College, Joliet Junior College, Kankakee Comm. College, Kishwaukee College, Lincoln Land Comm. College, McHenry County College, Oakton Comm. College, Prairie State College, Richland Comm. College, South Suburban College, Southwestern Illinois College, Triton College, and Waubonsee Comm. College all in Illinois

**4. Areas Served by Grant: State:** Illinois **Counties:** Adams, Brown, Bureau, Cass, Christian, Clay, Cook, Crawford, DeKalb, Dewitt, DuPage, Edgar, Edwards, Ford, Iroquois, Jasper, Grundy, Kane, Kankakee, Kendall, Lake, LaSalle, Lawrence, Livingston, Macon, Macoupin, Madison, Marshall, Mason, McHenry, Menard, Montgomery, Pike, Putnam, Richland, Sangamon, Scott, Shelby, Vermillion, Wabash, Wayne, Will **Cities:** Chicago & 673 cities in Cook County, Aurora, Batavia, Big Rock, Boulder Hill, Burlington, Campton Hills, Carlinville, Carpentersville, Darien, Decatur, E. Dundee, Edwardsville, Elburn, Elgin, Elmhurst, Fairfield, Geneva, Gilberts, Hampshire, Havana, Hennepin, Highland Park, Highwood, Hillsborough, Joliet, Kaneville, Lacon, Lake Forest, LaSalle, Lily Lake, Lisbon, McHenry, Maple Park, Millbrook, Millington, Minooka, Montgomery, Naperville, Newark, N. Aurora, Oakbrook, Oswego, Park City, Peru, Pingree, Pittsfield, Plainfield, Plano, Plattville, Pontiac, Sandwich, St. Charles, Sleepy Hollow, S. Elgin, Sugar Grove, Virgil, Warrenville, W. Chicago, W. Dundee,

Wheaton, Wood Dale, Woodland Hills, Albion, Clinton, Danville, Kankakee, Lawrenceville, Louisville, Momence, Mt. Sterling, Newton, Morris, Mt. Carmel, N. Chicago, Olney, Ottawa, Paris, Paxton, Petersburg, Quincy, Robinson, Shelbyville, Springfield, Streator, Sycamore, Taylorville, Virginia, Watseka, Waukegan, Winchester, Yorkville, Zion

**7. Project Name:** Earn and Learn Advanced Manufacturing Career Lattice Program

**8. Project Description and List of Credentials to be Developed and Awarded:**

The **Earn and Learn Advanced Manufacturing Career Lattice Program**, targets TAA workers, veterans, and others seeking additional training to secure and/or maintain employment by earning stackable, portable certificates and degrees leading to highly paid jobs within advanced manufacturing while simultaneously working in the industry. Participants enter the program at multiple points based on assessment results that match skills and education needs.

<b>Job Cluster</b>	<b>INAM Programs, Certificates, Degrees and Industry Recognized Credentials</b>
Entry-level	Certified Production Technician
Intermediate	<b>Mechatronics:</b> Certificates in Motion, Sensors, Electronics, Robotics, PMMI Certification
	<b>CNC:</b> Certificates in Precision Machining, NIMS Certifications
	<b>Industrial Maintenance:</b> Certificate in Machine Maintenance
	<b>Welding/Metalworking:</b> AWS, NIMS Certifications
	<b>Green Manufacturing:</b> Certificates in Waste Management, Lean Manufacturing
Advanced	Associates Degree in Advanced Manufacturing Technology and Welding
Professional	Bachelor’s Degree in Manufacturing Engineering Technology, Industrial Management



**9. Populations to be Served:** TAA-eligible and dislocated workers, veterans, and others

**10. Targeted Industry(s):** Advanced Manufacturing

**11. Employer Partner(s):** ADM; Bimba Manu.; Caterpillar; Continental Cement; Cozzini; Eakas; ECP, Ehrhardt Tool; Harris; Haumiller; HCC Inc.; Interlake; ITP; John Crane; MAG; Manchester Tank; Marathon; WH Maze; MBL; American Nickeloid; Plymouth Tube; Prince Agri Products; Red Bud Ind.; Southwire; Swiss Precision; TC Ind.; ThyssenKrupp; Westermeyer

**12. Public Workforce System Partner(s):** Illinois Local WIBs (LWIBs) from Districts: 1, 2, 5, 6, 9, 10, 11, 12, 14, 17, 18, 19, 20, 23, 24, 26, workNet (one-stop) Centers within each WIB

**13. Other Key Partner(s):** College of Lake County in Illinois (IGEN/SRI Consulting), NAM, IMA, CMAP, CAEL, ICCB, IBHE, PTB/Westat/GEM, NIU, SIU, EIU

**14. Public Contact Information:** Dr. Maria Coons, Executive Director, Harper college; 1200 W. Algonquin Road; Palatine, IL 60067, 847.925.6143, [mcoons@harpercollege.edu](mailto:mcoons@harpercollege.edu)

**15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials:** Approximately 50% of program materials will be developed as open educational resources, and the remaining 50% will be licensed or purchased.

**16. Data Tags:** Career Pathways, Certificate Attainment, Degree Attainment, Developmental Education, Digital Materials, Dual Degrees, Earn and Learn, Employer Partnership, Enhanced Course Articulation, Enhanced Student Services, Industry-Driven Competencies, Industry-Recognized Credentials, Job Placement, Learning Communities, Online Community of Practice, Online Teaching/Learning, Paid Internships, Registered Apprenticeships, Retention Strategies, Self-paced Learning, Skill Assessments, Stackable Credentials, Technology Enabled Learning, Virtual Environments, Web-based Training