Strengthening Community Colleges Training Grants Program:

Overview and Project Summaries of Grants Awarded September 2022

The U.S. Department of Labor awarded grants in September 2022 totaling $45 million through the second round of the Strengthening Community Colleges Training Grants (or SCC2) program to build community college capacity for in-demand skills training through strategic partnerships between industry, education, and the workforce system. SCC2 aims to help people in marginalized and underrepresented populations overcome barriers to career and technical education programs they need to connect with quality jobs.

Two types of funding for this training initiative were available through the funding opportunity announcement: SCC2 Program Grants and Additional SCC2 Evaluation Funding. Community colleges could apply for SCC2 Program Grants as a single institution or as a consortium of colleges. Consortium applicants could be organized around a state focus, a regional labor market focus, or an affinity focus. In addition, to increase access to educational and economic opportunities – particularly for individuals from historically underrepresented and marginalized populations – the department gave special consideration to applications submitted by Historically Black Colleges and Universities, Tribal Colleges and Universities, Minority-Serving Institutions Programs or Strengthening Institutions Programs using the U.S. Department of Education's eligibility indicators, and referred to as Qualified Institutions for the purposes of SCC2 grants.

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

- Of the 13 grants selected, 7 are consortium applicants and 6 are single institutions. Among consortium grantees, 3 are state-focused, 3 are regional labor market-focused, and 1 is affinity-focused. All awardees are Qualified Institutions.

- Grants are located in 12 states: Connecticut, Georgia, Kentucky, Illinois, Indiana, Maryland, Massachusetts, New York, North Dakota, Tennessee, Texas, and West Virginia.

- The grants propose to work in a range of industry sectors, with 10 grants focusing on a single sector and 3 focusing on multiple sectors. Industry sectors represented among grants include:

  o Advanced Manufacturing, including Automation and Robotics (3)

  o Healthcare (4)

  o Information Technology, including Cybersecurity (6)

  o Supply Chain, including Transportation, Distribution, and Logistics (TDL) and Distribution-Materials Management (DMM) (3)

  o Construction (1)

- One grantee, West Virginia University at Parkersburg, received Additional SCC2 Evaluation Funding to support a longitudinal outcomes evaluation that will study the applicability of a promising model to nursing programs in rural locations. The model is designed to help students stay in school and graduate with an associate degree quickly.

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

Awardee	Type	Page
Amarillo College (TX)	Single	3
Atlanta Technical College (G.A.)	Single	7
Bismarck State College (N.D.)	Single	10
Bluegrass Community and Technical College (K.Y.)	Consortium	13
Bunker Hill Community College (M.A.)	Consortium	16
Capital Community College (C.T.)	Consortium	20
Ivy Tech Community College of Indiana (IN)	Single	24
Montgomery College (M.D.)	Single	27
Northeast State Community College (T.N.)	Single	30
Onondaga Community College (NY)	Consortium	33
Parkland College (I.L.)	Consortium	38
Research Foundation CUNY/Bronx Community College (N.Y.)	Consortium	42
West Virginia University at Parkersburg (W.V.)	Consortium	46

AMARILLO COLLEGE

Lead Applicant Organization Name: Amarillo College
Public contact information: Dr. Linda Muñoz; 806.335.4352
Project Title/Name and Purpose: Project WIN
Total Funding Requested for SCC Program Grant: $1,600,000
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Single LEA
Industry Sector(s): Advanced Manufacturing
Geographic Area Served: 26 Counties of the Texas Panhandle, focusing on 9 Counties, both urban and rural, centered by the metropolitan hub of Amarillo, and encompassing the 9 most populous counties in the Panhandle region: Potter, Randall, Moore, Carson, Oldham, Deaf Smith, Parmer, Castro, and Swisher.
Intended Beneficiaries: Nontraditional populations in manufacturing including disconnected/opportunity youth, adult learners of color focusing on Hispanic/Latinx and Black/African Americans, unemployed or underemployed, incumbent workers.
Eligibility of Lead Applicant as Qualified Institution: Documentation Attached *See Section III.A.3.;Applying as a Qualified Institution*

Brief summarization of the proposed project: The Amarillo College Workforce Innovation Network (Project WIN) seeks to implement competency-based advanced manufacturing programs in the Continuing Education space at Amarillo College that align to new programs being developed in the academic areas. Project WIN proposes to complement and support the regional shift toward Industry 4.0 by developing accelerated continuing education pathways, utilizing equity-minded competency-based curricula, that will target disadvantaged and underrepresented groups in the Panhandle that historically are less likely to find opportunities in industry-leading careers with high-wage salaries and economic longevity.

The Amarillo community is comprised of low-socioeconomic status individuals with lower levels of education attainment who are disproportionately represented among disadvantaged and underrepresented minorities. However, the Amarillo College student body is predominantly comprised of low-socioeconomic individuals across every racial and ethnic category. The SES inequity that is evident in the community along racial and ethnic lines is less evident among the student body because the overwhelming majority of A.C. students, regardless of race and ethnicity, at the college are low-income, first-generation, and in need of significant financial assistance.

Target population: The proposed Project WIN will focus on nontraditional populations in manufacturing including disconnected/ opportunity youth, adult learners of color focusing on Hispanic/Latinx and Black/African Amercians, women, unemployed or underemployed, and incumbent workers. The Amarillo community is comprised of low-socioeconomic status individuals with lower

levels of education attainment who are disproportionately represented among disadvantaged and underrepresented minorities. However, the A.C. student body is predominantly comprised of low-socioeconomic individuals across every racial and ethnic category. The SES inequity that is evident in the community along racial and ethnic lines is less evident among the student body because the overwhelming majority of A.C. students, regardless of race and ethnicity, at the college are low-income, first-generation, and in need of significant financial assistance.

Key equity gaps to be addressed: Disadvantage is significant in the A.C. geographic catchment area, most significantly in the Amarillo MSA, which encompasses many of the served counties, as evidenced by poverty rates of Whites at 9.3%; Black African American at 18.3%, and Hispanic/Latinx and other minority populations at 27+%.[1] Educational attainment disparities are significant, as evidenced by high school graduation rates of Whites (92%) compared to Hispanic/ Latinx (92%), and Blacks/ African American (82%). Hispanic/Latinx and Black/African Americans are both less likely to obtain a 4-year degree (Whites-31%; Blacks/African Americans-12%; Hispanics/Latinx-9%). These disparities present a unique opportunity to impact the socioeconomic status of Hispanic/Latinx and Black/African American families by creating an attainable education opportunity that translates into higher wage employment and the potential for career growth.

Programs of study to be developed or enhanced: Project WIN will develop and establish 8 to 12-week sprints in continuing education, the WIN project will align with credit pathways being created in advanced manufacturing for industrial technologies. The sprints include five key components: (1) accelerated learning with blended competency-based theory eLeaning and hands on practice and assessment, (2) noncnon-creditcredit alignment, (3) success coaching for mastery of skills completion, (4) industry-recognized credentials, and (5) experiential or work-based learning

Industry recognized credentials to be awarded: Amarillo College will offer the following 24 Smart Automation Certificate Alliance (SACA) micro-credentials:

1. C-101 Certified Basic Industry 4.0 Associate – Basic Operations Silver Certification

2. C-101 Certified Basic Industry 4.0 Associate - Basic Operations Gold Certification

3. Basic Ops Assoc. + C-201 Electrical Sys. 1

4. C-202 Electric Motor Control Sys 1

5. C-204 Motor Control Troubleshooting 1

6. C-206 Electrical Sys Installation 1

7. Associate-Basic Ops+ C-201 Elec. Sys 1

8. C-202 Elec Motor Control Sys 1

9. C-203 Variable Frequency Drive Sys 1

10. C-204 Motor Control Troubleshoot 1

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[1] https://data.census.gov/cedsci/table?q=poverty%20by%20race&tid=ACSST5Y2020.S1702

11. C-205 Sensor Logic Sys 1

12. C-207 Programmable Contr. Sys 1

13. C-208 PLC Troubleshoot 1

14. C-211 Industry 4.0 Total Productive Maintenance

15. Associate-Basic Ops+ C-201 Elec Sys 1

16. C-257 Process Contr. Sys 1

17. C-258 Process Contr. Troubleshooting 1

18. C-356 Process Contr. Sys 2

19. C-211 Industry 4.0 Total Productive Maint.

20. Associate-Basic Ops+ C-255 Hydraulic Sys 1

21. C-209 Pneumatic Sys 1

22. C-256 Hydraulic Maintenance;

23. C-304 Pneumatic; Troubleshooting 1

24. C-355 Hydraulics Troubleshooting 1

Summary of project activities that describes what will be different at the end of the grant compared to current state: Currently Amarillo College nor any other college in the Texas Panhandle offers training for careers in advanced manufacturing. At the conclusion of the grant, Amarillo College will have developed the first area program which offers advanced manufacturing accelerators up to 12-weeks in length consisting of 4 accelerated non-credit to credit pathway programs where a participant can earn up to 24 micro-credentials through Smart Automation Certificate Alliance (SACA).

Subrecipient activities: N/A

The five required capacity-building and equity performance outcomes: Amarillo College has identified the below five required capacity-building and equity performance outcomes.

Capacity Building 1: Amarillo College will build 1 new advanced manufacturing non-credit to credit accelerated, competency-based eLearning program.

Capacity Building 2: Introduce 24 SACA micro-credentials to build skills in automation and advanced industrial maintenance and operation in industry 4.0/advanced manufacturing facilities in the region.

Capacity Building 3: Build an advanced manufacturing association as part of the current business and leadership council to support industry-student mentoring, student transition to work-based learning including internships and apprenticeships, and to align training needs for incumbent workers.

Equity 1: Recruit and train students of color,with a focus on Black and Latinx men and women, opportunity youth, and incumbent or displaced workers for careers in advanced manufacturing.

Equity 2: Strengthen supports for individuals of color, with a focus on Black/Latinx males, opportunity

youth, women, and incumbent or displaced workers to ensure program of study completion.

Description of the student cohort to be used for participant tracking: Project WIN students will complete 8-12 week accelerated, competency-based courses through eLearning and on- campus labs utilized for hand-on learning to supplement the self-paced online material. All students will begin the 8-12 week course together, as a cohort, working at his/her own pace but for tracking purposes, the cohort will have a consistent start and finish date.

Atlanta Technical College

Lead Applicant Organization Name: **Atlanta Technical College**
Project Title/Name and Purpose: Strengthening Community Colleges (SCC2) Training Grant at Atlanta Technical College (ATC) - SCC2@ATC. The purpose of SCC2@ATC is to encourage ATC's Black, Indigenous, and People of Color (BIPOC) students to select associate degree programs of study and suppose students' academic success, thereby addressing the low associate degree attainment rate of ATC's BIPOC students.
Total Funding Requested for SCC Program Grant: $1,600,000.00
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Single Institution
Industry Sector(s): Information Technology and Logistics and Computer Information Systems (CIS) and Distribution and Material Management (DMM)
Geographic Area Served: City of Atlanta, Fulton County, Georgia, south of the Chattahoochee River, and Clayton County, Georgia.
Intended Beneficiaries: New Entrants to the Workforce (dual enrollment students, adult education students, newly enrolled students), Dislocated Workers, Incumbent Workers, and Veterans.
Eligibility of Lead Applicant as Qualified Institution: Atlanta Technical College is designated as a Minority-Serving Institution and an eligible institution under Title III and Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008.

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
N/A	N/A
N/A	
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants)*	
City of Atlanta WorkSource	Workforce Development Board
Fulton County WorkSource	Workforce Development Board
Atlanta Regional WorkSource (Clayton County)	Workforce Development Board
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Insert name(s) of Employer Partner(s):	Insert industry sector
VMWare	CIS

Delta Air Lines	CIS/DMM
Carter	CIS/DMM
United Distributors	CIS/DMM
UPS	CIS/DMM
Chick-fil-a	CIS/DMM
Georgia Power	CIS/DMM
OPTIONAL PARTNER(s)	
Atlanta Committee for Progress (ACP)	Economic Development
South Fulton Chamber of Commerce	Economic Development
Airport Chamber of Commerce	Economic Development

Project Information

Key Equity Gap(s) to be addressed: The SCC2@ATC project intends to close the equity gap for ATC's Black, Indigenous, and People of Color (BIPOC) student population (dual enrollment and regular enrollment), which consists of 95.8% of ATC's student population. At ATC, the achievement gap is in academic readiness, grades, programs of study selection, retention rates, and college completion rates. Black and Hispanic students trail their white peers in the college-success statistics identified above and related to associate degree attainment.

Program(s) of Study to be developed or enhanced: CIS (Computer Information Systems) & Distribution and Material Management (DMM)

Industry-Recognized Credential(s) to be Awarded: Lance

Summary of Program Activities: Students will report greater satisfaction with support services within Academic Support and Student Support - Students report a clear understanding of the services and resources available, including the process - Increased Student Engagement - Increased course success - Increased training and resources for faculty and staff - Improved Institutional Management - Improved Academic Programs - Increased persistence and retention rates - Highly qualified staff and faculty with adequate resources - Strengthen Institution - Increased Institutional Capability - Increased completion of credentials – Increased Associate Degree Attainment Among BIPOC students - Increased employment, and economic & social impact on community and state.

Subrecipient Activities: None

Capacity-Building Performance Outcomes

ATC BIPOC students will complete high school with an Associate Degree through the college's dual enrollment platform.	1

ATC BIPOC students who are currently enrolled at the certificate level shall be engaged in a scaffolding platform that will lead to an increased outcome of graduates with associate degrees with a specific emphasis in CIS (Computer Information Systems) & Distribution and Material Management (DMM).	2
ATC will expand its articulation agreement with surrounding 4year colleges and universities to ensure the students who earn their associated degrees are provided with ongoing educational opportunities that lead to the acquisition of the 4year bachelor's degree.	3
Equity Performance Outcomes	
ATC BIPOC students earning an associate degree will increase over the next four years (48 months) compared to ATC white students.	1
ATC will increase male and female (BIPOC) students' enrollment in all nontraditional programs of study, leading to an associate degree.	2
Description of student cohort to be used for participant tracking: The student cohort for tracking purposes is ATC's BIPOC students enrolled in CIS and DMM associate degree programs of study. ATC's BIPOC dual enrollment students enrolled in CIS, and DMM associate degree programs of study will also be included for cohort tracking.	

Public Contact Information

Point of Contact and Title:	Mr. Lance Wise, Director, Grants Management
Institution:	Atlanta Technical College
Address:	1560 Metropolitan Parkway, SW Atlanta, Georgia 30310
Phone Number	404-225-4082

Bismarck State College

Lead Applicant Organization Name: Bismarck State College
Project Title/Name and Purpose: *Registered Apprenticeships - Done Right (RADaR)* builds the capacity for Bismarck State College to enhance career pathways leading to registered apprenticeship programs that will increase equity and remove barriers for students to enter the workforce for higher wage in demand employment.
Total Funding Request for SCC Program Grant: $1,599,686
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Single Institution
Industry Sector(s): Healthcare; Manufacturing
Geographic Area Served: North Dakota and Nationally
Intended Beneficiaries: New Americans, Minorities, Veterans, Incarcerated, Ex-offenders, Career Changers, Rural and other underrepresented groups.
Eligibility of Lead Applicant as Qualified Institution: The U.S. Department of Education's Office of Postsecondary Education (OPE) letter verifies BSC's eligibility under Titles III and V of the Higher Education Act.

SCC Partnership

Required Partners	
*INSTITUTION CONSORTIUM PARTNERS	
Not Applicable to Single Institutions	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
N.D. Workforce Development Council	State Appointed Board
Job Service North Dakota – WIOA/ND American Job Centers	State Agency
EMPLOYER PARTNERS	**Industry Sector**
BSC Polytechnic BILTs	Manufacturing/Healthcare
IMPACT DAKOTA	Manufacturing Assoc.
Doosan Bobcat	Manufacturing
Prairie Farms Dairy	Manufacturing
Cloverdale	Manufacturing

North Dakota Long Term Care Association	Healthcare
Optional Partner(s)	
ND Department of Corrections Rough Rider Industries	State Agency
F5 Project	Wrap Around Services
Adult Learning Center	Wrap Around Services
Global Neighbors	Wrap Around Services

PROJECT INFORMATION

Key Equity Gap(s) to be addressed: The RADaR project will focus on two industry pathways: Healthcare and Manufacturing. The career pathways offer occupations and credentials for each industry. The RADaR project includes programs that align with JSND's in-demand occupations list. Business and industry will partner with BSC throughout all phases of workforce development, working together to increase equity in the workforce.

Program(s) of Study to be developed or enhanced: Manufacturing: 1. Industrial Automation 2. Mechanical Maintenance Technology 3. Process Technology 4. Instrumentation & Control Technology 5. Automation Management **Healthcare:** 1. Certified Nursing Assistant (CNA) 2. Certified Medication Assistant (CMA II) 3. Certified Medical Assistant (CMA III) 4. Emergency Medical Technician (EMT) 5. Diagnostic Medical Sonography (Ultrasound) 6. Medical Laboratory Technician 7. Nursing 8. Practical Nursing. 9. Paramedic Technology 10. Surgical Technology

Industry-Recognized Credential(s) to be Awarded: CNA, CMA II, CMA III, Certificate; Associate in Applied Science

Summary of Program Activities: BSC's project, Registered Apprenticeships – Done Right (RADaR), will recruit and support diverse, underserved populations; offer expanded experiential learning; prepare students for the workforce; and improve the economy in rural North Dakota. The successful implementation of the RADaR project will provide a greater number of highly qualified workers in high-demand job opportunities in the healthcare and manufacturing industries. As an RAP Intermediary BSC will be able to 1. Provide industry and/or workforce specific expertise (e.g., curriculum development, hands-on competencies, etc.) to support employers 2. Serve as sponsor of an apprenticeship program, taking responsibility for the administration of the program 3. Established partnerships with small and medium sized employers, especially rural areas, that may not have the capacity to develop an apprenticeship program on their own 4. Provider of related training instruction and supportive services as appropriate 5. Engagement with the Leadership BILT and Sector BILTs to support apprenticeship expansion 6. Use PLA to give credit towards degree program for non-credit, industry recognized credentials 7. Establish and implement an outreach plan for the targeted industries. Additionally, the RADaR project will 1. Engage with JSND, DOCR, and BILT to support apprenticeship pathway for incarcerated individuals 2. Use PLA to give credit towards degree program for non-credit, industry recognized credentials, 3. Admissions Counselors, Staff and Faculty Advisors trained to understand the R.A. pathway model for ex-offenders.

Capacity-Building Performance Outcomes
Capacity Building Outcome 1: Streamline the Registered Apprenticeship creation, maintenance, and funding process for employers as an Intermediary Apprenticeship Provider.
Capacity Building Outcome 2: Establish a Health Sciences Career Pathways to prepare workforce-ready graduates in industry recognized credentials, certificate and two- and four- year degrees to address workforce shortage in the region.
Capacity Building Outcome 3: Establish an Automation/Robotics Career Pathways to prepare workforce-ready graduates in industry recognized credentials, certificate and two- and four-year degrees to address workforce shortage in the region.
Equity Performance Outcomes
Equity Outcome 1: Develop procedures and processes to provide related technical instruction (RTI) and serve as an intermediary for incarcerated individuals enrolled in the registered apprenticeship (R.A.) program at the N.D. Department of Corrections Rough Rider Industries.
Equity Outcome 2: Coordinate and establish connections for targeted populations with barriers to employment to receive wrap around services.
Description of student cohort to be used for participant tracking: New Americans enrolled in Healthcare and Manufacturing Pathways.

Public Contact Information

Point of Contact Name and Title: Alicia Uhde, Polytechnic Program Outreach Director
Institution: Bismarck State College
Address: 1500 Edwards Avenue, Bismarck, ND 58506-5587
Phone Number: 701-224-5764

Bluegrass Community and Technical College

Lead Applicant Organization Name: **Bluegrass Community and Technical College (BCTC)**

Project Title & Purpose: **Closing the Gap: Increasing Diversity in Healthcare Education**

Total Funding Requested for SCC Program Grant: **$5,000,000**

Total Funding Requested for Additional SCC2 Evaluation Funds: **$0**

Type of Applicant: **A regional labor market focused consortium**

Industry Sector(s): **Healthcare**

Geographic Area Served: **Bluegrass Area Development District/BCTC Service region, Kentucky**

Intended Beneficiaries: **Low income and Under-represented Minority individuals**

Eligibility of Lead Applicant as Qualified Institution: **BCTC is a SIP Qualified Institution** <u>SCC</u>

Qualified Institution: Bluegrass Community and Technical College

Partnership:

INSTITUTION OF HIGHER EDUCATION PARTNERS:

- **Bluegrass Community and Technical College**, (BCTC)

- **University of Kentucky**, (U.K.)

WORKFORCE DEVELOPMENT SYSTEM PARTNERS:

Partner(s):

- **Bluegrass Area Development District** (BGADD)   Workforce Development Agency

- **Kentucky Department of Education** (KDE)   State Agency

EMPLOYER PARTNERS:

Employer Partner(s):	*Industry sector:*
- **University of Kentucky Healthcare**	Healthcare
- **Cardinal Hill Rehabilitation Hospital**	Healthcare
- **Eastern State Hospital**	Healthcare
- **Clark Regional Medical Center**	Healthcare

PROJECT INFORMATION

Key Equity Gap(s) to be addressed: Lack of equity in access to healthcare credentials leading to well paid jobs in the healthcare. The equity gaps identified are:

1. URM students are under-represented in many healthcare programs offered at BCTC.

2. Twice as many minoritized students have low grades compared to white students and 19% fewer African American than white students have GPAs greater than 3.0.

Programs of Study to be developed or enhanced: Diagnostic medical sonography, nursing, radiography, dental hygiene, surgical technology, respiratory care.

Industry-Recognized Credential(s) to be Awarded: AAS

Summary of Program Activities: At the end of the grant, partners will have the capacity to sustain an accelerated pathway to the AAS degree in healthcare programs via completion of prerequisites in dual credit coursework by low-income and URM high school students; there will be an intentional and supportive recruitment, tutoring and coaching program to support low-income and URM students into healthcare programs on BCTC campuses and a better informed and supported population of high school students who understand the academic requirements and effort to succeed in healthcare pathways. Incumbent workers will learn about careers in healthcare and opportunities to advance their careers via workforce training or academic credentials.

Subrecipient Activities:

The University of Kentucky's Center for Interprofessional and Community Health Education AHEC will take on board the summer enrichment of 8th to 12 grade low-income/URM students from the project region to prepare for enrollment in dual credit courses leading to fulfillment of prerequisites for healthcare credentials at BCTC. In Year 1, BCTC staff will shadow AHEC to learn how to mount a successful bridge camp; in Years 2 to 4, BCTC will host the camp with technical support from AHEC.

Subrecipient UK Healthcare will take on board the supply of qualified instructors to teach prerequisite courses related to healthcare careers in three counties in the project region that will enroll low-income/URM students and prepare them for healthcare credentials at BCTC.

Capacity-Building Performance Outcomes:

Capacity-Building Outcome # 1: Consortium will recruit, enroll and retain more low income/URM individuals into healthcare programs.

Capacity-Building Outcome # 2: Consortium will promote workforce training and upskilling to healthcare sector employers to help 'grow' their own workforce through workforce credentialing.

Capacity-Building Outcome # 3: Consortium will increase the number of SACSCOC qualified instructors who can teach Anatomy and Physiology

Equity Performance Outcomes:

Equity Outcome #1: URM/Low-income students will increase participation in dual credit healthcare-related courses in three counties

Equity Outcome #2: Low-income/URM students will participate in a series of interventions to improve learning outcomes in gateway healthcare courses such as BIO 137 Anatomy & Physiology I.

Description of student cohort to be used for participant tracking: *(see Section IV.B.3(b)(3))*

A brief summarization of the proposed project: Kentucky, like other states, has had a pressing need for healthcare workers for over two decades but is unlikely to meet demand without radical interventions in its educational systems and their relationship to the healthcare industry. To address this need, consortium members will jointly address equity gaps for low-income and under-represented minority (URM) students in the educational pipeline for healthcare careers. Identified equity gaps to be addressed include lower GPA of URM students compared to non-URM, lower access of URM students to healthcare credential programs, and lower retention and graduation rates of URM students in healthcare programs. Related equity gaps include very low representation of low-income and URM students in dual credit programs that could better prepare them for college level work.

A suite of interventions are proposed including: a summer bridge program to identify, support and encourage low-income and URM high school students to identify the academic demands and career potentials in the healthcare sector; preparation via dual credit courses taught by practicing professionals in 3 county high schools supported by embedded tutors; a professional staff dedicated to identifying, recruiting and coaching low-income/URM students who have identified healthcare programs as their career of choice, and recruitment and training of incumbent workers to increase opportunities for upskilling existing workforce members engaged in healthcare sector industries.

PUBLIC CONTACT INFORMATION:

Point of Contact Name and Title: Dr. Connie Lamb

Institution: Bluegrass Community and Technical College

Address: 500 Newtown Pike, Lexington, KY 40508

Phone Number: 8592466792

Bunker Hill Community College

Lead Applicant: Bunker Hill Community College
Project Title/Name: Tech Rise: Advancing Equity for Women and People of Color in I.T. Purpose: • Implement acceleration strategies with I.T. education and training programs. • Increase enrollment and completion of I.T. programs among women and students of color.
Total Funding Requested for SCC Program Grant: $5,000,000
Total Funding Requested for Additional SCC2 Evaluation Funds: $0
Type of Applicant: Affinity-Focused Consortium
Industry Sector: Information Technology
Geographic Area Served: The Commonwealth of Massachusetts
Intended Beneficiaries: Women and people of color enrolled in for-credit and non-credit I.T. programs at all 15 Massachusetts community colleges
Eligibility of Lead Applicant as Qualified Institution: Bunker Hill Community College is a Title III eligible institution for FY22 (see attached eligibility letter)   BHCC also is a Title V awardee for FY22, and an AANAPISI awardee for FY21.

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS: All 14 community college partners in the MA CC Consortium are SCC2 qualified institutions.

Consortium Partners	Qualified Institutions (for FY22 except where indicated)
Berkshire Community College	Title III (SIP) eligible
Bristol Community College	Title III (SIP) eligible/awardee
Cape Cod Community College	Title III (SIP) eligible
Greenfield Community College	Title III (SIP) eligible/awardee
Holyoke Community College	Title III (SIP) eligible/awardee, Title V (HSI) eligible
Massasoit Community College	Title III (SIP) eligible
Massachusetts Bay Community College	Title III (SIP) eligible/awardee
Middlesex Community College	AANAPISI awardee, Title III (SIP) eligible
Mount Wachusett Community College	Title III (SIP) eligible

Northern Essex Community College	Title III (SIP) & Title V (HSI) eligible
North Shore Community College	Title III (SIP) eligible/awardee, Title V (HSI) eligible
Quinsigamond Community College	Title III (SIP) eligible/awardee
Roxbury Community College	Predominantly Black Institution awardee, Title III (SIP) eligible
Springfield Technical Community College	Title III (SIP) eligible (FY21), Title V (HSI) awardee
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
MassHire State Workforce system	Encompasses State workforce board, regional boards, and local MassHire career centers
Mass. Executive Office of Labor and Workforce Development	Manages the Commonwealth's workforce development and labor departments
Commonwealth Corporation	Quasi-public agency with mission to foster workforce equity
EMPLOYER PARTNERS	

Names of Employer Partners:	**Industry sector:**
Massachusetts Technology Collaborative (MassTech)	I.T.
Massachusetts High Technology Council	I.T.
Massachusetts Business Roundtable	Business, I.T., health care, finance, education, energy
Cape Cod Technology Council	IT
MITRE	Research & development
Kyruus	IT, health care

OPTIONAL PARTNERS:	
Insert names of optional partners	**Type of Organization**
Massachusetts Dept. of Higher Education	Public/state: administers the Commonwealth's public higher education system
Massachusetts Assoc. of Community Colleges	Quasi-public/state: represents the fifteen state funded community colleges
Mass Mentoring Partnership	Nonprofit: Mentoring program support and advocacy

Project Information

Key Equity Gap(s) to be addressed:

- Increase enrollment of women in I.T. programs.

- Increase completion for students of color (African-American & Latinx) in I.T. programs.

Programs of Study to be developed or enhanced: Non-credit training, degree and certificate programs in Networking, Cybersecurity, and I.T. Support a the 15 M.A. community colleges

Industry-Recognized Credential(s) to be Awarded:

CompTIA+, CompTIA Security+, Cisco Certified Network Administrator, Google I.T., Google Data Analytics Professional Certificate, Red Hat Certified System Administrator, Red Hat Certified Engineer, Certified Wireless Network Administrator, Zendesk Support Administrator, Certified Associate in Healthcare Information and Management Systems.

Summary of Program Activities:

Activities:

- Form community of practice (CoP) consisting of I.T. and workforce faculty/administrators, workforce, employer & higher education partners.

- CoP forms acceleration design teams to shorten career pathway to completion for women and people of color who major in I.T., through:

  (a) Development of common processes for PLA;

  (b) Coordination of non-credit to credit pathways; and

  (c) Formation of stacked, latticed credentials across institutions.

- Develop/implement mentoring program for women students and students of color, recruit I.T. mentors from employers and faculty pools.

- Deliver I.T. education, training, credentials in targeted programs.
  Impacts:

- I.T. pathways accelerated across the consortium of community colleges.

- Increases in women and people of color enrolling in and completing the I.T. career pathway with an industry-recognized credential.

  (a) Higher education, workforce systems and employers efforts aligned around equity goals.

Subrecipient Activities: Subrecipients (the 15-member community college consortium), will participate in all program activities described directly above.

Capacity-Building Performance Outcomes

Capacity-Building Outcome 1: Develop and implement common statewide prior learning assessment (PLA) policies and practices in targeted I.T. programs with all consortium colleges.

Capacity-Building Outcome 2: Support the transferability and articulation of non-credit courses to degree/certificate programs by:

- developing new or redesigning non-credit training and certificates to function as bridges to degree programs.

- developing articulation agreements for non-credit training that confers industry recognized credentials.

- ensuring that credits in the same field are transferable and portable across the partner colleges.

Capacity-Building Outcome 3: Develop and implement shared stacked and latticed pathways for non-credit training, certificates and degrees in targeted I.T. programs with all consortium colleges.

Equity Performance Outcomes

Equity Outcome 1: Increase:

- enrollment of women in I.T. certificate programs from 15% to 19%

- enrollment of women in IT AS degree programs from 26% to 32%

Equity Outcome 2: Increase:

- Percentage of Latinx graduates among all I.T. degrees/certificates conferred from 15% to 19%.

- Percentage of African-American graduates among all I.T. degrees/certificates conferred from 12% to 15%.

Description of student cohort to be used for participant tracking: All students who enroll in grant-enhanced programs (non-credit, credit, and certificate) in Networking, Cybersecurity, and I.T. Support

Public Contact Information

Point of Contact Name and Title: Steve Roller, Executive Director of Grants Institution: Bunker Hill Community College

Address: 250 New Rutherford Ave., C-301, Boston, MA 02129 Phone Number: 617.228.2394

Capital Community College

Lead Applicant Organization Name:	Capital Community College
Project Title/Name:	Equitable Information Technology Pathways Initiative (EIT PI)
Funding Requested for Program Grant:	$5,000,000
Funding Requested for Additional Evaluation:	$0
Type of Applicant:	State-Focused Consortium
Industry Sector(s):	Information Technology (I.T.)
Geographic Area Served:	State of Connecticut
Intended Beneficiaries:	Historically marginalized populations
Eligibility of Lead Applicant:	Applying as a Qualified Institution

SCC PARTNERSHIP	
Institution Consortium Partners	
Capital Community College (Lead)	Qualified Institution
Asnuntuck Community College	N/A
Gateway Community College	Qualified Institution
Housatonic Community College	N/A
Manchester Community College	N/A
Naugatuck Valley Community College	Qualified Institution
Norwalk Community College	Qualified Institution
Quinebaug Valley Community College	N/A
CT State Colleges & Universities System Office	State institution coordinating entity
Workforce Development System Partners	
Governor's Workforce Council (GWC) / Office of Workforce Strategy (OWS)	State workforce development board
Capital Workforce Partners (North Central CT)	Local workforce development board
Eastern CT Workforce Investment Board (WIB)	Local workforce development board

Northwest Regional WIB	Local workforce development board
Workforce Alliance (South Central CT)	Local workforce development board
The WorkPlace (Southwestern CT)	Local workforce development board
C.T. Workforce Development Council	Workforce board association
C.T. Department of Labor	AJC partner/State Apprenticeship agency
State Department of Education	Adult Education agency
Employer Partners	
Capital Area Tech Partnership	I.T./Tech regional sector partnership
Southwest Tech-Enabled, Data-Dependent RSP	IT/Tech regional sector partnership

Project Information

Key Equity Gap(s) to be addressed: Connecticut community colleges: 1) produce disproportionately low retention/graduation rates among students in midsize cities, particularly Black/African American and Hispanic/Latinx students; 2) collect insufficient data on historically marginalized groups, as well as faculty retention, to drive decision-making and systems change, especially in non-credit programs; 3) employ faculty that are not representative of their diverse student populations, most notably Hispanic/Latinx people; 4) offer Computer Information Systems (CIS) credit programs that under-enroll women; and 5) offer CIS non-credit programs that result in wage gaps for women, Black/African American, and Hispanic/Latinx completers.

Program(s) of Study to be developed or enhanced: I.T. support; Front-end development; Cybersecurity; Network/cloud operations; Digital analytics; Artificial intelligence

Industry-Recognized Credential(s) to be Awarded: Industry-validated community college certificates of completion; Industry-recognized IT professional certifications (earned online)

Summary of Program Activities:

The Equitable I.T. Pathways Initiative (EIT PI) will build on existing college- and system-level priorities and initiatives to implement a variety of research-informed, equity-focused systems change strategies to increase the capacity of Connecticut State Colleges and Universities (CSCU) community colleges to identify and close equity gaps while meeting the workforce needs of I.T. and tech-dependent employers and the skill development needs of marginalized and underrepresented students.

EIT PI research-informed strategies address one or both of the first two SCC2 core elements: advancing equity and accelerated career pathways. The EIT PI consortium will develop and pilot test these strategies in consortium college CIS programs to establish best-practice models that can be scaled to additional career pathway programs of study and to other CSCU colleges.

Strategies addressing both core elements are: 1) Provide comprehensive and personalized supports included Guided Pathways-style advising for non-credit students with clear articulation to credit programs; 2) Implement corequisite supports in first-year mathematics and English classes; and 3) Establish seamless pathways from non-credit programs to credit programs and embed credentials in credit-bearing programs.

Strategies addressing the advancing equity core element are: 1) Improve equity data collection, tracking, and reporting; 2) Implement diverse faculty recruitment, onboarding, and retention best practices; and 3) Recruit and support students from underrepresented groups.

Strategies addressing the accelerated career pathways core element are: 1) Offer online I.T. professional certification opportunities; 2) Create and pilot an Adult Education on-ramp program; 3) Expand demand-driven CIS training; and 4) Engage industry to increase paid I.T. work-based learning opportunities.

To ensure sustainability, the results-driven project design purposefully aligns with CSCU priorities and existing or planned activities, as well as those of I.T. industry and workforce development partners. The CSCU System Office will lead efforts to scale successful EIT PI strategies to other career pathway programs of study and to all 12 Connecticut community colleges while the colleges merge to become one single accredited institution – C.T. State Community College – with 12 campuses. The EIT PI leverages and supports much of the systems building occurring under the C.T. State consolidation process, and will benefit from C.T. State's single institution structure, which will facilitate the statewide scaling and sustainability of innovations and systemic changes.

Subrecipient Activities:

1) Working in collaboration with the CSCU Associate Vice President for Digital Learning, an expert in open educational resources (OER) will post all grant products to a public distribution platform, following all USDOL ETA guidance and requirements.

2) A third-party evaluator will work with the Project Director – as well as other project staff, stakeholders, and students – to design and conduct a developmental evaluation to provide real- time feedback to inform the development of the intervention and potential adaptations.

Capacity-Building Performance Outcomes

#1: Establish seamless non-credit-to-credit pathways for consortium college CIS programs, based on a review of all consortium college CIS programs (non-credit and credit)

#2: Pilot a set of best practices for recruiting, hiring, onboarding, and retaining diverse teaching faculty in CIS programs (non-credit and credit)

#3: Implement statewide data system enhancements, focused initially on CIS programs, that allow for improved understanding of – and timely response to – structural inequities and gaps in student success

Equity Performance Outcomes

#1: Implement a corequisite support model for students in CIS credit programs to facilitate student completion of college-level math and English within the first year

#2: Pilot the provision of Guided Pathways-like advising for students in consortium college non-credit CIS programs

Description of student cohort to be used for participant tracking:

The student cohort for the purposes of participant tracking will consist of students who utilize SCC2 funding to enroll in short-term, non-credit programs at an EIT PI consortium college in any of the six programs of study to be developed or enhanced.

Public Contact Information

Point of Contact:	Lesley Mara, Director of Strategic Initiatives, Sponsored Research & Outreach
Institution:	Connecticut State Colleges and Universities
Address:	61 Woodland Street, Hartford, CT 06105
Phone Number:	860-723-0167

Ivy Tech Community College of Indiana

Lead Applicant Organization Name:	Ivy Tech Community College of Indiana
Project Title/Name	Crossroads of Automation
Total Funding Requested	$1,600,000
Total Funding Requested for Additional SCC2 Evaluation Funds	$0
Industry Sectors	Supply Chain
Geographic Area Served:	Indiana (Indianapolis, Fort Wayne, Muncie, South Bend/Elkhart)
Intended Beneficiaries	Crossroads of Automation will target men and women in Indiana with varying skill levels with specific efforts to recruit minorities and historically underserved populations, veterans, and justice-involved Hoosiers. Skill levels include: a) those who are mentally and physically capable of work with high school diplomas, GED, or enrolled in a GED program with little or no supply-chain industry experience; b) incumbents (current journeypersons) wanting to increase their skills or who lack certification; c) employees identified by employers to increase skills; d) apprentices and other underemployed workers e) workforce in at-risk industries and occupations. The program will work to recruit into the industry those who are unemployed and, as opportunities arise, will work with campus service areas to recruit underrepresented populations, including homeless and recovering opioid addicts
Eligibility of Lead Applicant as Qualified Institution	Applying as a Qualified Institution

SCC PARTNERSHIP

Required Partners:
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)

Name of Workforce Development System Partner(s)	**Type of Organization**
Indiana DWD	State government
EMPLOYER PARTNERS	

Name of Employer Partner(s)	Industry Sector
National Center for Supply Chain Automation (NCSCA)	Industry/Trade Association
Amatrol	Manufacturing
Conexus (250+ employer partners statewide)	Advanced Manufacturing and Logistics (AML)
Goodwill	Nonprofit, Equity, Employment, Supportive Services
Mursix	Advanced, custom-engineered components manufacturing

OPTIONAL PARTNERS

Name of Optional Partner(s)	Type of Organization
Manufacturing Skill Standards Council (MSSC)	Non-profit Association
Area 31	Career Technical Education
Indiana Dept of Corrections	State government
Indiana Dept of Veterans Affairs	State government
Muncie Mission	Community-based organization with equity focus

PROJECT INFORMATION

Key Equity Gap(s) to be addressed: diversity, inclusion, and accessibility in program participants addressed through outreach, recruitment, and program implementation strategies.
Program(s) of Study to be developed or enhanced: Supply Chain Technician
Industry-Recognized Credentials to be Awarded: MSSC**:** CT-SCA-EM, CT-SCA-ER, CT-SCA-NR
Summary of Program Activities: The Crossroads of automation program will include new curriculum to lead to the Certified Technician-Supply Chain Automation (CT-SCA) credential through Manufacturing Skills Standards Council (MSSC) built on an existing work-based learning platform that has a proven track record of employee engagement and completion. The proposed degree-certification/credential will be cross-walked to credit and stackable into a Technical Certificate (T.C.) or Assoc. Applied Science (AAS) degree. Students will complete several other industry certifications that will make them even more valuable to employers.
Subrecipient Activities: None
CAPACITY BUILDING PERFORMANCE OUTCOMES
Capacity Building Outcome 1: Establish and equip labs at each of the participating campuses

Capacity Building Outcome 2: Develop and deploy SCT curriculum for CT/TC and AAS programs
Capacity Building Outcome 3: Certify faculty to teach/train for SCT certification/credentials
Equity Outcome 1: Implement a systemic structure of authentic partnerships with entities that serve underrepresented populations for the purpose of engaging and recruiting program participants.
Equity Outcome 2: Develop and implement intentional messaging and strategies to reach traditionally underserved, minority, veteran, and justice-involved populations.
Cohort Program of Study to be Used for Participant Tracking: Supply Chain Technician program

Public Contact Information

Point of Contact Name: Title	Brian Thomas, Assistant Vice President, Grant Development
Institution:	Ivy Tech Community College
Address:	50 West Fall Creek Parkway North Drive Indianapolis, Indiana 46208
Phone Number:	812-360-0381

Montgomery College

Lead Applicant Organization Name: Montgomery College
Project Title: Tech Metro Area Pathways (TechMAP)
Project Purpose: To improve the retention and completion of students underrepresented in I.T. fields by developing a scalable Navigator model, which helps students to understand career options and enroll in the best program of study for them, to connect them to wrap around services within the College and in the community, and to monitor their progress so early intervention is possible when they see red flags. This system is expected to improve outcomes, credentials earned, and the proportion of participants who find quality jobs.
Total Funding Requested for SCC Program Grant: $1,600,000
Total Funding Requested for Additional SCC2 Evaluation Funds: None
Type of Applicant: Single
Industry Sector(s): Information Technology (IT) / Cybersecurity
Geographic Area Served: Montgomery County and the greater Washington D.C. area
Intended Beneficiaries: Individuals underrepresented in I.T. and those who struggle to complete certificate and degree programs at Montgomery College, including people of color, women, disconnected youth/young adults. Additionally, individuals who are un- or underemployed, including as a result of COVID-19-related layoffs are invited to apply to upskill and/or reskill.
Eligibility of Lead Applicant as Qualified Institution: Montgomery College, is a Qualified Institution per the definition established by the DOL in the Strengthening Community Colleges FOA. See the attached letter from the U.S. Department of Education certifying eligibility under Title III and/or Title V of the Higher Education Act of 1965. Montgomery College is a Minority Serving Institution (MSI) designated as a Hispanic Serving Institution (HSI) and as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

SCC Partnership

WORKFORCE DEVELOPMENT SYSTEM PARTNERS	
WorkSource Montgomery	Local Workforce Investment Board
EMPLOYER PARTNERS	
Aquasinc	Information Technology
Hispanic Chamber of Commerce	Information Technology-specific jobs
Infosys	Information Technology
OPTIONAL PARTNERS	

Tech Council of Maryland	Industry Association
Housing Opportunities Commission of Montgomery County, Montgomery College SHaW Center, Family Justice Center; Department of Health and Human Services	Housing and Basic Needs; Workforce Training Referrals
Black Ministers' Conference, Identity Inc., Interfaith Works, Catholic Charities	Community Organizations

Project Information

Key Equity Gap(s) to be addressed: Retention and completion
Industry-Recognized Credentials to be Awarded: *Depending on program of study, participants could earn the following credentials:* AWS Certified Solutions Architect, Microsoft Certified: Azure Fundamentals, Microsoft Certified: Azure Security Engineer Associate, CompTIA A+, CompTIA Network+, CompTIA Security+, and Cisco Certified Network Associate, CompTIA Network+, CompTIA Security+, and Certified Information Systems Security Professional, Python Certified Entry Level Programmer, Power B.I., Java, Python, Swift iPhone/iPad developer, Oracle Certified Associate, Front-end Certified Web Developer
Summary of Program Activities: The proposed intervention is to increase personalized Navigation to help first-generation college students and others with barriers to understand their career options, enroll in a program of study and connect to the wrap around supports needed to stay on track for completion. The Navigators will move with students as they progress from non-credit to for-credit degrees or as they lattice together various credentials. The system of navigation is designed to be scalable to other programs or other colleges and to interface with the workforce system and employers to help participants find on-the-job training and careers. TechMAP is expected to increase retention and completion rates for underrepresented students, leading to higher numbers of participants who earn a professional credential and who find quality work and higher wages.
Subrecipient Activities: Not applicable
Capacity-Building Performance Outcomes
Capacity Building Outcome 1: Expand Navigation system capacity and support systems, beginning with underrepresented students seeking non-credit I.T. programs.
Capacity Building Outcome 2: I.T. programs of study are both aligned with employer and industry needs and accessible to underrepresented students with barriers, leading to participants finding quality jobs.
Capacity Building Outcome 3: Scale the Navigation strategies and materials within Montgomery College and at other postsecondary institutions, as well as at secondary schools, nonprofits and other organizations helping to place individuals on career pathways.

Equity Performance Outcomes
Equity Outcome 1: Increase on-time program completion for students underrepresented in the I.T. sector
Equity Outcome 2: Graduates of color, women, and other participants with disabilities report finding quality jobs after completion of program.
Description of student cohort to be used for participant tracking: A participant will be considered served by the project at the point where he or she engages in a formal manner with the Project Manager or a Career Navigator—this interaction will involve an intake assessment that includes questions on education background, skills and experience, and career goals. The participant will then work with the Navigator to review career pathways and course crosswalks and discuss which program is best aligned with goals, education, and experience. A participant will be considered "enrolled in a program of study" after enrolling in a course that aligns with one of the identified pathways.
Public Contact Information Point of Contact Name and Title: Alton Henley, Senior Program Director at the Workforce Development and Continuing Education Information Technology Institute Institution: Montgomery College Address: 9221 Corporate Blvd, Rockville, MD 20850 Phone Number: 240-567-3826

Northeast State Community College

Lead Applicant Organization Name: Northeast State Community College
Project Title/Name: Strengthening Equity and Community Engagement in Northeast Tennessee **Purpose:** To enhance equity and program completion among first-generation students and students of color in information technology programs, while increasing institutional capacity for community engagement as a means to drive improved equity and economic opportunity.
Total Funding Requested for SCC Program Grant: $1,599,412
Total Funding Requested for SCC Additional SCC2 Evaluation Funds: $0
Type of Applicant: Single
Industry Sector(s): Information Technology
Geographic Area Served: Carter, Johnson, Sullivan, Unicoi, and Washington Counties (T.N.)
Intended Beneficiaries: First-generation college students and students of color in Computer Information Technology program of study, which may include dislocated workers, incumbent workers, and/or new entrants to the workforce
Eligibility of Lead Applicant as Qualified Institution: Applying as a Qualified Institution

SCC PARTNERSHIP

WORKFORCE DEVELOPMENT SYSTEM PARTNER	
Northeast Tennessee Local Workforce Development Board (Administrative Entity: Alliance for Business & Training (AB&T))	Local Workforce Development Board
EMPLOYER PARTNERS	
Bailey Computing Technologies, Inc. (BCTI)	Information Technology
Bristol Tennessee Essential Services (BTES)	Municipally-Owned Utility (electric, internet, telephone, and cable T.V.)
Business Information Systems (BIS)	Information Technology
Intellithought, Inc.	Information Technology
OPTIONAL PARTNERS	
Virginia Cyber Range	Established Cyber Range at Public Four- Year Institution

Langston Centre	Municipally-owned and operated multi- cultural community center
Bristol's Promise	Nonprofit organization

PROJECT INFORMATION

Key Equity Gaps to be addressed: • Low enrollment of Students of Color in Computer Information Technology programs of study • Disparities in completion rates for First-Generation Students and Students of Color in Computer Information Technology programs of study
Program(s) of Study to be enhanced: AAS (Associate of Applied Science) Degree Computer Information Technology, including all concentrations; AS (Associate of Science) Degree in Computer Science, Information Systems, or Information Technology
Industry-Recognized Credential(s) to be Awarded: Certified Ethical Hacker; Cisco Certified Network Associate (CCNA); CompTIA A+, Linux+, Network+, Security+, Server+, PenTest+; Microsoft Office Specialist
Summary of Program Activities: Northeast State proposes to implement the *Strengthening Equity and Community Engagement in Northeast Tennessee* project to enhance equity and program completion among first- generation students and students of color in information technology programs of study, while increasing institutional capacity for community engagement as a means to drive improved equity and economic opportunity in the region. Core strategies of the project include: (1) implementing an integrated coaching and peer mentoring model; (2) modifying curriculum and developing a Cyber Range to integrate applied learning in Computer Information Technology programs; and (3) developing enhanced, community-based outreach and engagement of marginalized and underrepresented populations
Subrecipient Activities: External Evaluation Services
CAPACITY BUILDING PERFORMANCE OUTCOMES
Capacity Building Outcome #1: Implement an enhanced coaching model that incorporates peer mentoring for CIT students in the second year of their program of study
Capacity Building Outcome #2: Improve Computer Information Technology (CIT) programs of study by developing a Cyber Range to enhance applied learning and transitions to workplace environments
Capacity Building Outcome #3: Develop new capacity to address equity through enhanced, community-based outreach and engagement of marginalized and underrepresented populations, specifically low income and first generation students, students of color, and their families.
EQUITY PERFORMANCE OUTCOMES

Equity Outcome #1: Increase enrollment of students of color in CIT pathways
Equity Outcome #2: Increase program completion rates among first generation college students and students of color in CIT pathways.
Description of student cohort to be used for participant tracking:
First-generation students and students of color enrolled in Computer Information Technology programs of study.

PUBLIC CONTACT INFORMATION

Point of Contact Name & Title: Dr. Donna Farrell, Dean of Technologies **Institution:** Northeast State Community College **Address:** 2425 Highway 75; P.O. Box 246; Blountville, TN 37617 **Phone Number:** 423-354-2407

Onondaga Community College

Lead Applicant Organization Name: Onondaga Community College (OCC)
Project Title/Name: Community College Health CARES (Career, Acceleration, Retention + Support) Consortium: *Strengthening Career Pathways and Promoting Equity in the Health Care and Social Assistance Sector*. **Purpose:** The global pandemic produced a public health crisis and unprecedented disruption to regional and state economies and the lives of individuals and families across the nation. New York State's largest industry – Health Care and Social Assistance industry (HCSA) – is still working to recover. NYS identified an urgent need and established a goal to increase its health care workforce by 20% in five years. Community colleges in the State University of New York (SUNY) system will play a primary role in addressing this challenge. Partners propose a five-part plan to strengthen career pathways in HCSA careers to meet this need. Partners will (1) form a HCSA Community of Practice, (2) formalize a cross-regional employer engagement team leveraging existing strategic employer partners; (3) pilot and recommend for adoption prior learning assessment (PLA) to accelerate HCSA pathways; (4) develop agreements to create stackable credentials and enhance and accelerate HCSA pathway programs; and (5) introduce evidence-based, equity- and industry-informed HCSA pathway recruitment materials, resources, and career selection supports with public workforce and employer partners to close equity gaps in the number of low-income individuals and marginalized populations entering and completing HCSA pathway programs and earning industry-recognized credentials leading to HCSA employment to increase equity, and effect sustainable systems change.
Total Funding Requested for SCC Program Grant: $5 million
Total Funding Requested for Additional SCC2 Evaluation Funds: N/A
Type of Applicant: Consortium-Community College **Type of consortium**: State-focused (New York)
Industry Sectors: Health Care and Social Assistance
Geographic Area Served: 7 of 10 economic development regions in NYS
Intended Beneficiaries: New entrants, unemployed/dislocated workers, entry-level incumbent workers, pre-apprentices, apprentices, low-income individuals underrepresented minorities.
Eligibility of Lead Applicant as Qualified Institution: Title III Eligible

 SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
Names of Institution Consortium Partners	*Qualified Institution*

1. Onondaga Community College (Lead)	TIII eligible community college
2. SUNY Broome Community College	TIII eligible community college
3. Cayuga Community College	Community college
4. SUNY Corning Community College	TIII eligible community college
5. Genesee Community College	TIII eligible community college
6. Herkimer County Community College	Community college
7. Jamestown Community College	TIII eligible community college
8. Jefferson Community College	TIII eligible community college
9. North Country Community College	Community college
10. Schenectady County Community College	TIII eligible community college
11. Tompkins Cortland Community College	Community college
12. SUNY System Administration	Coordinating Entity

WORKFORCE DEVELOPMENT SYSTEM PARTNERS

Names of Workforce Development System Partners:	*Type of organization*
(1)Broome-Tioga Workforce NY; (2) Care Compass Network; (3) Cattaraugus-Allegany Workforce Development Board; (4) Cayuga County Office for the Aging; (5) Chautauqua W.F.; (6) CNY Works, Inc./Onondaga County LWDB; (7) CSS Workforce NY; (8) Herkimer County Employment & Training Admin.; (9) Jefferson-Lewis Workforce Development Board (WDB); (10) North Country W.F. Development Board; (11) Workforce Development Board of Tompkins County.	Workforce Development Boards, American Job Centers, and One Stop system Partners

EMPLOYER PARTNERS

Employer Partners:	*Industry sector*
(1) Access CNY; (2) Adirondack Health; (3) Auburn Community Hospital; (4) Arnot Health; (5) Cayuga Medical Associates; (6) Citizen Advocates; (7) Franklin County Emergency Services; (8) Guthrie Clinic; (9) Guthrie Cortland; (10) Integrated Community Alternatives Network (ICAN); (11) Loretto; (12) Lourdes Memorial Hospital; (13) Oswego Health; (14) Rochester Regional Health- United Memorial Medical Center; (15) Samaritan Medical Center; (16) St.	Health Care and Social Assistance Employers

Joseph's Health; (17) SUNY Upstate Medical University; (18) United Health Services.

OPTIONAL PARTNERS

Names of Optional Partners:	*Type of organization*
1199SEIU Training and Employment Funds	Labor organization
Broome-Tioga BOCES	Adult Education
CNY AHEC	Non-profit
New York Health Information Management Association	Health care Professional Association
Urban Institute	Non-profit
CenterState CEO	Business /Economic Devel
Three Rivers Development Corp.	Business/Economic Devel.

Project Information

Key Equity Gaps to be addressed: The project will close equity gaps in the number of low-income individuals, including underrepresented minorities, who enroll in Health Care and Social Assistance career pathway programs leading to high-demand HCSA careers and the percentage of low-income students who complete HCSA industry-recognized credentials, including apprenticeships, short-term industry-recognized credentials, associate degree programs, certifications and licenses.

Programs of Study to be developed or enhanced: Partners will collaborate to enhance and accelerate career pathway programs leading to industry-recognized credentials and entry into Health Care and Social Assistance careers. These include: Nursing (e.g., LPN to R.N.), Healthcare Technicians and Technologists (e.g., Sterile Processing Tech., Surgical Tech.; Health Studies, Respiratory Therapy, Physical Therapy Assistant); Social Assistance and Management (e.g., Direct Support Professional to Human Services); and, Health Information Technology and Administration (e.g., Health Information Technology, Health Care Admin. Health Services Management).

Summary of Program Activities: By the end of the grant, partners will have (1) Formed a *SUNY Health Care and Social Assistance (HCSA) Pathways Community of Practice (CoP)* to facilitate cross- regional professional development, coordinate planning, and innovate and scale HCSA career pathway programs and acceleration strategies; (2) Formalized a cross-regional Employer Leadership Team to facilitate employer engagement as strategic partners in HCSA pathway development, recruitment, acceleration strategies, apprenticeships, earn+learn, career entry/ advancement; (3) Developed, piloted, and recommended for adoption Prior Learning Assessment (PLA) tools, methods, credit values, and informational materials to accelerate pathway entry and completion; (4) Developed HCSA Pathway Agreements to articulate, jointly develop, deliver stackable, accelerated pathways within/across colleges leading to targeted HCSA careers; integrate earn-and-learn paths, technology-based resources to expand access to programs, diversity of learning experiences; and (5) Developed and integrated equity- and industry-informed, customer-centered HCSA Pathway recruitment,

onboarding, and career pathway selection resources and supports with public workforce partners, unions, and employers.

Subrecipient Activities: The Consortium includes one community college lead applicant and 10 community college sub-recipients. All will contribute to the Community of Practice (CoP) and participate in cross-regional professional development and planning. All will contribute to cross-regional employer engagement to support the sector strategy, HCSA program pathways, jobseekers, workers, students. Each will collaborate to develop and implement at least 1 of 3 primary pathway acceleration/retention strategies and accelerate or enhance at least 1 of the Consortium's targeted HCSA career pathway programs. In addition, 1 community college subrecipient will lead the Prior Learning Assessment CoP workgroup and 1 community college subrecipient will lead the HCSA apprenticeship and earn+learn CoP workgroup.

Capacity-Building Performance Outcomes

Capacity Building Outcome 1	Develop, pilot, recommend for adoption common PLA tools, methods of assessment, and credit values to be awarded by Consortium colleges for targeted HCSA career pathway programs and for consideration by other SUNY colleges to promote transparency, portability, equity, and accelerated entry/ advancement in HCSA career paths.
Capacity Building Outcome 2	New stackable pathways established via agreements to articulate, embed, or jointly develop or deliver industry-recognized credentials, or facilitate shared development of resources to accelerate pathways and increase access to HCSA programs, courses, credentials, experiences using multiple modalities and technologies, such as virtual reality.
Capacity Building Outcome 3	Structured, evidence-based, equity- and industry-informed, "customer-centered" career pathway recruitment, onboarding pathway selection resources and supports will be developed and piloted by Consortium colleges with involvement by employers, public workforce, and non-profit partners.

Equity Performance Outcomes

Equity Outcome 1	Increase the number of low-income individuals (including new workers, low-wage incumbent workers, and URM populations) underlined enrolled in industry-recognized, stackable health care and social assistance career pathway programs across Partner SUNY colleges.
Equity Outcome 2	Increase the percentage of low-income students enrolled in pathway programs who complete programs, including apprenticeships, short-term credentials, and associate degree programs, and other industry-recognized credentials required for targeted jobs.

Description of student cohort to be used for participant tracking

Low-income students – including new entrants to the workforce, dislocated workers, entry-level incumbent workers – enrolled in one of the targeted HCSA programs.

Public Contact: [Anastasia Urtz](), JD, Provost & Senior Vice President, Onondaga Community College,

4585 W. Seneca Turnpike, Syracuse, NY 13215. (315) 498-7271;

Parkland College

Lead Applicant Organization Name: Parkland College
Project Title/Name and Purpose: Accelerated Training Opportunities in Manufacturing and Technology (ATOMAT)
Total Funding Requested for SCC Program Grant: $4,999,726
Total Funding Requested for Additional SCC2 Evaluation Funds: $0
Type of Applicant: State-Level Consortium
Industry Sector(s): Advanced Manufacturing and Information Technology
Geographic Area Served: Illinois: (Congressional districts: Illinois Valley Community College: IL-16, IL-18; John A. Logan College: IL-12; John Wood Community College: IL- 18; Lincoln Land Community College: IL-18, IL-13; Parkland College (Lead applicant): IL-13, IL-15, IL-16, IL-18; Rend Lake College: IL-12, IL-15; Shawnee Community College IL-12, IL-15.
Intended Beneficiaries: Low-income students, students of color, and women, (within these target populations, priority focus on unemployed and underemployed individuals, veterans, and individuals from a special population such as those receiving benefits from Adult Education (ESL) or Disability Services)
Eligibility of Lead Applicant as Qualified Institution: Parkland is a Qualified Institution

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
Parkland College (Lead)	Qualified Institution
Illinois Valley Community College	N/A
John A. Logan College	N/A
John Wood Community College	N/A
Lincoln Land Community College	Qualified Institution
Rend Lake College	N/A
Shawnee Community College	N/A
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants)*	
Land of Lincoln Workforce Alliance (LLWA)	Local Workforce Board
Champaign County Regional Planning Commission/East Central Illinois WorkNet	Local Workforce Board

Southern Illinois Workforce Development Board	Local Workforce Board
EMPLOYER PARTNER(S) *(Required for all applicants)*	
Sollami Company	Manufacturing/Construction
Guardian West (Flex-N-Gate)	Manufacturing
Prairie Power Inc.	Electric
Horace Mann	Insurance
Natural Enrichment Industries	Food Manufacturing
Dot Foods Inc.	Food Manufacturing
Knapheide Manufacturing Company	Manufacturing
Carus LLC	Environmental Engineering
Epsilyte LLC	Chemical Manufacturing
Double D Express	Transportation Logistics
River Ag	Agriculture
Schwerman Trucking Co.	Transportation Logistics
OPTIONAL PARTNER(s)	
Illinois Community College Board	State Coordinating Agency
Illinois Manufacturers' Association	Trade Association
Illinois Trucking Association	Trade Association
Champaign County Economic Development Corporation	Community Organization
Two Rivers Regional Council of Public Officials (TRRC)	Community Organization
Safe Journeys	Community Organization
Tri-County Opportunities Council	Community Organization
ManTraCon Corp.	Community Organization
Logan Academy	High School

Project Information

Key Equity Gap(s) to be addressed: Low-income students, students of color, women, individuals preparing for a nontraditional field for their gender, unemployed and underemployed individuals, and individuals from a special population such as those receiving benefits from Adult Education (ESL) or Disability Services.
Program(s) of Study/Industry Recognized Credentials: Advanced Manufacturing: Industrial Maintenance, Automation and Robotics, Industrial Electrical Technology, Welding, CNC Machinists, Fabrication; Information Technology: Cybersecurity, Computer Networking, Computer Systems Specialist, Information Processing Technology, Computer User Support Specialist, Help Desk, Integrated Media Design; and TDL: Auto Services Technology (eV and hybrid), CDL, Bus Driver Training
Summary of Program and Subrecipient Activities: Participating colleges will develop competency-based education program models for Computer User Support Specialist, Industrial Maintenance, and Welding; increase the capacity of programs; and engage new community partners by providing referrals to the colleges or needed services to the students. Target outcomes for equity include enrolling 750 students from the target populations over four years.
Capacity-Building Performance Outcomes
Capacity Building Outcome 1: Develop and pilot a competency-based education program model for the following programs of study: Computer User Support Specialist and Industrial Maintenance. 10 CBE programs will be piloted.
Capacity Building Outcome 2: Expand program offerings to accommodate more students. A total of 900 students will be able to be accommodated through program expansion.
Capacity Building Outcome 3: Create a framework for community recruitment and engagement by completing a community partnership mapping process.
Equity Performance Outcomes
Equity Outcome 1: Increase the enrollment of target populations in the Advanced Manufacturing, I.T., and TDL sector programs to 750 students, representing a 20% growth.
Equity Outcome 2: Increase the completion rate of low-income students in the Advanced Manufacturing, I.T., and TDL sector programs to close the equity gap.
**Description of student cohort to be used for participant tracking*:* The target population for this project is Low-income students, students of color, and women. This cohort will be tracked through Parkland's Office of Institutional Accountability and Research (IAR) and compiled by the Grant Manager. Parkland, the PI, Grant Manager, Parkland IAR, Illinois Community College Board, and external evaluator will coordinate throughout the project to track the student cohort.

Public Contact Information

Nancy A. Sutton, Vice President for Academic Services

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The CUNY Construction Skills Consortium

Lead Applicant Organization Name: Bronx Community College (BCC), CUNY
Project Title/Name and Purpose: The CUNY Construction Skills Consortium seeks to create a pathway that streamlines, aligns, and connects construction training from high school and community providers to colleges and employers, accelerates certifications and credit and degree attainment, increases entry-level employment at living wages, provides work-based learning, and supports equitable career advancement in the NYC construction industry.
Total Funding Requested for SCC Program Grant: $4,997,293
Total Funding Requested for Additional SCC2 Evaluation Funds: N.A.
Type of Applicant: Labor-Market Focused Consortium
Industry Sector(s): Construction
Geographic Area Served: New York City
Intended Beneficiaries: Individuals who have been traditionally underrepresented in the NYC construction industry, including Hispanic, Black, AAPI and women workers, and including new workers, dislocated workers, and incumbent workers.
Eligibility of Lead Applicant as Qualified Institution: BCC is a Qualified Institution: BCC is a Hispanic-Serving Institution that is designated as eligible under Title III/Title V of the Higher Education Act of 1965 and included on the Eligibility Matrix. LaGuardia and NYC Tech also meet these criteria.

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS	
Bronx Community College, CUNY	Qualified Institution
LaGuardia Community College, CUNY	Qualified Institution
New York City College of Technology, CUNY	Qualified Institution
CUNY central Offices of Academic Affairs and Industry and Talent Pipelines	NA
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
NYC Workforce Development Board	Public Workforce Development Board
EMPLOYER PARTNER(S)	
Building Skills NY	Affordable Housing Construction (nonprofit intermediary organization)
ACE Carpentry	Construction – Carpentry Contractor

Glo Electric	Glo Electric – Electrical Contractor
SC Prime HVAC	Construction – HVAC Contractor
DDM Mechnical	Construction – Plumbing Contractor
King Contracting	Construction - Masonry and Roofing Contractor
Citibrix and Tile	Construction – Masonry Contractor

OPTIONAL PARTNER(s)	
National Center for Construction Education and Research (NCCER)	National construction skills training credentialling entity, working with NYC high schools, community-based organizations, and CUNY community colleges
STRIVE	National and community-based workforce training provider working with formerly incarcerated populations.
SOBRO	Community-based nonprofit and training provider; YouthBuild grantee
Renaissance Technical Institute	Community-based construction training provider
Positive Workforce	Community-based construction training provider
Central Brooklyn Economic Development Corporation (EDC)	Community-based construction training provider
New Immigrant Community Empowerment (NICE)	Workers' center, immigrant workers' rights advocacy organization

Project Information

Key Equity Gap(s) to be addressed: It has been historically difficult for Hispanic, Black, AAPI, and women workers to access training, employment, or advancement in NYC's construction industry. Today, Black, AAPI, and women workers are underrepresented in the industry relative to their proportion in the population while Hispanics, who are overrepresented, are relegated to low-skill, low pay jobs with little opportunity for advancement.
Program(s) of Study to be developed or enhanced: Construction Skills Training
Industry-Recognized Credential(s) to be Awarded: NCCER credentialing: Electrical, Plumbing, HVAC, Carpentry, plus credentials needed to gain access to NYC construction sites, including OSHA-30 and

10-hour Site Safety Training.

Summary of Program Activities:

The Consortium will convene and work through an Advisory Council, a steering committee and working committees on curriculum updates and design, prior learning credit, articulation, process mapping, and data analysis. The Consortium will (i). assess available construction skills programs, their strengths, weaknesses, alignment with industry, and articulation to certificates and degrees. (ii). Work with employers to create non-credit and credit-bearing construction skills courses along a career pathway, micro- and stackable credentials and integrated supports (*i.e.,* contextualized math, soft skills training, and career planning). (iii). Develop alignment and articulation with CUNY academic degree programs. (iv). Develop a plan to award credit for prior learning. (v). Introduce work-based learning. (vi). Ensure CUNY instructors and training facilities are NCCER credentialed.

Subrecipient Activities: LaGuardia and City Tech's roles will be assessing program strengths and weaknesses, developing/enhancing courses, training and placing students, expanding our capacity to retain students by adding comprehensive supports, broadening access to training by creating a contextualized math bridge, aligning certificates with college credits/degree programs, developing credit for prior learning opportunities, enhancing data collection and strengthening the equity focus of our work. Building Skills NY's will source jobs, vet, place and help retain applicants, work with employer partners and the industry to review training curriculum, provide feedback, and support the creation of soft skills curriculum to prepare workers for employment. Employer-partners including Ace Carpentry (Carpentry), Glo Electric (Electrical), S.C. Prime (HVAC), DDM Mechanical (Plumbing), King Contracting and Citibrix and Tile (both Masonry) will provide detailed information on needs, trends, and skills in their trades. NCCER will review curriculum, provide and take input from employers and work with the colleges to update and design curriculum, and work to foster a pipeline from high schools that teach NCCER to the Consortium training and jobs. Community-based construction skills trainers – Renaissance Technical Institute Positive Workforce and Central Brooklyn EDC – will be paid rent to provide training facilities for the program, will refer people to the program, and will sit on the Advisory Council.

Capacity-Building Performance Outcomes

Capacity Building Outcome 1: The Consortium seeks to create a construction career pathway that extends from high school completion (or GED) and community-based construction skills training (*e.g.* YouthBuild) to certifications to degree attainment to employment and career advancement.

Capacity Building Outcome 2: CUNY colleges will strengthen their capacity to support worker persistence in construction skills training and education and their retention in employment by offering comprehensive supports.

Capacity Building Outcome 3: CUNY colleges will build their capacity to collect, analyze, integrate, and report on data with an equity lens and across campuses to improve student and program performance.

Equity Performance Outcomes

Equity Outcome 1: Workers who are underrepresented in NYC's construction industry will gain skills and credentials needed to enter and advance in the field.

Equity Outcome 2: Workers who are underrepresented in NYC's construction industry will be placed and retained in jobs that earn at least $20 per hour.

Description of student cohort to be used for participant tracking: Individuals who have been traditionally underrepresented in the NYC construction industry, including Hispanic, Black, AAPI and women workers, and including new workers, dislocated workers, and incumbent workers enrolled into construction skills training at a Consortium college.

Public Contact Information

Point of Contact Name and Title: Madelaine Centeno, Program Director, Division of Workforce Development and Continuing Education

Institution: Address: Bronx Community College, CUNY

Phone Number: 718-289-5100, ext. 3139

West Virginia University-Parkersburg

Lead Applicant Organization Name: West Virginia University-Parkersburg (WVUP)
Project Title/Name and Purpose: Pathways to Nursing Success will increase the number of students who are underrepresented in the colleges' nursing degree programs (African Americans, men, Veterans), including accelerated programs, and provide them with the supports needed to have equitable outcomes comparable to white, female students.
Total Funding Requested for SCC Program Grant: $4,999,384
Total Funding Requested for Additional SCC2 Evaluation Funds: $1,489,582
Type of Applicant: Consortium
Industry Sector(s): Health care
Geographic Area Served: West Virginia
Intended Beneficiaries: Students from rural areas with low socioeconomic status, particularly African American students, men, Veterans and incumbent workers who are employed as licensed practical nurses
Eligibility of Lead Applicant as Qualified Institution: WVUP is a Strengthening Institution Program. *See Section III.A.3.; Indicate whether applying as a Qualified Institution or Not Applicable*

SCC Partnership

INSTITUTION CONSORTIUM PARTNERS *(Required for consortium applicants only)*	
BridgeValley Community and Technical College (B.V.)	Community College
Southern West Virginia Community and Technical College (Southern)	Community College
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S) *(Required for all applicants)*	
Insert name(s) of Workforce Development System Partner(s):	*Insert type of organization*
Workforce Development Board of Kanawha County	Workforce Board
Region 2 Workforce Investment Board	Workforce Board
Workforce Development Board of The Mid-Ohio Valley	Workforce Board
Human Resources Development Foundation (HRDF)	HRDF is a nonprofit organization that is the social arm of the West Virginia AFL-CIO union and its work supports economically disadvantaged West Virginians with job training

EMPLOYER PARTNER(S) *(Required for all applicants)*	
Insert name(s) of Employer Partner(s):	*Insert industry sector*
WVU Medicine Camden Clark Medical Center	Healthcare
Charleston Area Medical Center	Healthcare
Logan Regional Medical Center	Healthcare
Appalachian Regional Healthcare	Healthcare
Boone Memorial Hospital	Healthcare
Montgomery General Health Care System Inc.	Healthcare

OPTIONAL PARTNER(s)	
Insert name(s) of Optional Partner(s):	*Type of organization*
HOPE Community Development Corporation	HOPE is a faith-based nonprofit organization that serves economically disadvantaged
Future of Nursing WV	Healthcare Coalition
Mountain State Educational Services Cooperative	Healthcare Coalition

Project Information

Key Equity Gap(s) to be addressed: The target beneficiaries experience lower rates of retention and graduation from the colleges' nursing programs
Program(s) of Study to be developed or enhanced: Associate's degree in nursing
Industry-Recognized Credential(s) to be Awarded: Passing the National Council Licensure Examination-Registered Nurses (NCLEX-RN)
Summary of Program Activities: PNS will advance equity using two main strategies: 1) increasing consortium institutions' responsiveness and ability to promote DEI and recruit students who are not equitably represented in nursing; and 2) providing comprehensive student success support using the evidence-based ASAP model, hiring a nursing retention specialist, and training faculty to use active learning teaching methods. All three colleges will also use funding to hire nursing faculty to increase the number of students they can accept into a nursing program (traditional, weekend or accelerated). Finally, the colleges will develop or enhance a flexible and accelerated R.N. degree program so students can receive all of the training needed to pass the NCLEX-RN in less time.

Subrecipient Activities: All three consortium colleges (B.V. and Southern are subrecipients) will conduct all of the activities listed above. The budget also includes funding to hire a data analyst at the West Virginia Community & Technical College System to facilitate access to data in state databases and serve as a liaison to the third-party evaluators that will conduct the consortium's evaluation plan.

Capacity-Building Performance Outcomes

Capacity Building Outcome 1 Increase the capacity of the consortium colleges to provide comprehensive student supports to address barriers commonly found among rural students with low socioeconomic status, particularly African Americans, Veterans and men

Capacity Building Outcome 2 Accelerate the consortium colleges nursing programs and increase the transferability of credits earned across the consortium colleges

Capacity Building Outcome 3 Increase the consortium colleges' nursing faculty's ability to use teaching strategies related to active learning so the curriculum emphasizes scenarios were students learn the clinical judgement skills that they will need as R.N.s

Equity Performance Outcomes

Equity Outcome 1 Consortium colleges will enact new policies and practices to increase opportunities for all students across their institution and nursing program based on the results of each college's DEI evaluation conducted through an equity lens

Equity Outcome 2 Increase the enrollment and retention of underserved students in the consortium colleges' nursing program, e.g., males, Veterans and BIPOC students

Description of student cohort to be used for participant tracking *(see Section IV.B.3(b)(3))*
Participant cohorts will include new students who enroll in nursing programs of study at the three colleges. New students are defined as those whose first semester occurs after implementation of the ASCEND model begins, and who have no prior enrollment in a nursing program of study at that institution. Thus each cohort of new students will be defined by their first semester of nursing study at a participating institution. Student outcomes will be tracked by the evaluation team – who will transform student transcript data into the relevant study outcomes (retention, credits earned, and degree completion). Outcomes for new students will be compared to a baseline analysis of historical cohorts from the same colleges; those outcomes.

Public Contact Information

Point of Contact Name and Title: Torie Jackson, Chief Operating Officer

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