Application for Federal Assistance SF-424

* 1. Type of Submission:
- ☐ Preapplication
- ☒ Application
- ☐ Changed/Corrected Application

* 2. Type of Application:
- ☒ New
- ☐ Continuation
- ☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:
Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier: Choose State...

8. APPLICANT INFORMATION:

* a. Legal Name: Rancho Santiago CCD - Santa Ana College

* b. Employer/Taxpayer Identification Number (EIN/TIN): 95-2696799

* c. Organizational DUNS: 1155775740000

d. Address:

* Street1: 1530 W. 17th Street

Street2:

* City: Santa Ana

County/Parish: Choose State...

* State: CA: California

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 92706-3398

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.

* First Name: Marilyn

Middle Name:

* Last Name: Flores

Suffix:

Title: Interim President, Santa Ana College

Organizational Affiliation:

Rancho Santiago CCD - Santa Ana College

* Telephone Number: 714-564-6974

Fax Number:

* Email: Flores_Marilyn@sac.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Employment and Training Administration

11. Catalog of Federal Domestic Assistance Number:

17.261

CFDA Title:

WIOA Pilots, Demonstrations, and Research Projects

* 12. Funding Opportunity Number:

FOA-ETA-20-07

* Title:

Strengthening Community Colleges Training Grants

13. Competition Identification Number:

FOA-ETA-20-07

Title:

Strengthening Community Colleges Training Grants

14. Areas Affected by Project (Cities, Counties, States, etc.):

| | Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

LA/OC Virtual Tech Consortium

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant `CA-046`   * b. Program/Project `CA-046`

Attach an additional list of Program/Project Congressional Districts if needed.

`LAOC VTech_Cities and Congressional Distri` | Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: `01/01/2021`   * b. End Date: `12/31/2024`

18. Estimated Funding ($):

* a. Federal	5,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	5,000,000.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ⬚ .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

If "Yes", provide explanation and attach

⬚ | Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: `Ms.`   * First Name: `Sarah`

Middle Name:

* Last Name: `Santoyo`

Suffix:

* Title: `Asst. Vice Chancellor, Educational Services`

* Telephone Number: `714-480-7466`   Fax Number: `714-796-8921`

* Email: `santoyo_sarah@rsccd.edu`

* Signature of Authorized Representative: Completed by Grants.gov upon submission.   * Date Signed: Completed by Grants.gov upon submission.

Grant: DOL Strengthening Community Colleges Training Grant
Project: LA | OC Virtual Technology Consortium

List of Cities and Congressional Districts affected by the Project

Los Angeles County Cities (incorporated)

- Agoura Hills
- Alhambra
- Arcadia
- Artesia
- Avalon
- Azusa
- Baldwin Park
- Bell
- Bell Gardens
- Bellflower
- Beverly Hills
- Bradbury
- Burbank
- Calabasas
- Carson
- Cerritos
- Claremont
- Commerce, City of
- Compton
- Covina
- Cudahy
- Culver City
- Diamond Bar
- Downey
- Duarte
- El Monte
- El Segundo
- Gardena
- Glendale
- Glendora
- Hawaiian Gardens
- Hawthorne
- Hermosa Beach
- Hidden Hills
- Huntington Park
- Industry
- Inglewood
- Irwindale
- La Cañada –Flintridge

- La Habra Heights
- La Mirada
- La Puente
- La Verne
- Lakewood
- Lancaster
- Lawndale
- Lomita
- Long Beach
- Los Angeles
- Lynwood
- Malibu
- Manhattan Beach
- Maywood
- Monrovia
- Montebello
- Monterey Park
- Norwalk
- Palmdale
- Palos Verdes Estates
- Paramount
- Pasadena
- Pico Rivera
- Pomona
- Rancho Palos Verdes
- Redondo Beach
- Rolling Hills
- Rolling Hills Estates
- Rosemead
- San Dimas
- San Fernando
- San Gabriel
- San Marino
- Santa Clarita
- Santa Fe Springs
- Santa Monica
- Sierra Madre
- Signal Hill
- South El Monte
- South Gate
- South Pasadena
- Temple City
- Torrance
- Vernon
- Walnut
- West Covina

- West Hollywood
- Westlake Village
- Whittier

http://file.lacounty.gov/SDSInter/lac/1043530_09-10CitiesAlpha.pdf

Orange County Cities (incorporated)

- Aliso Viejo
- Anaheim
- Brea
- Buena Park
- Costa Mesa
- Cypress
- Dana Point
- Fountain Valley
- Fullerton
- Garden Grove
- Huntington Beach
- Irvine
- La Habra
- La Palma
- Laguna Beach
- Laguna Hills
- Laguna Niguel
- Laguna Woods
- Lake Forest
- Los Alamitos
- Mission Viejo
- Newport Beach
- Orange
- Placentia
- Rancho Santa Margarita
- San Clemente
- San Juan Capistrano
- Santa Ana
- Seal Beach
- Stanton
- Tustin
- Villa Park
- Westminster
- Yorba Linda

https://www.ocgov.com/about/infooc/links/oc/occities

Congressional Districts in Los Angeles County

- **23rd Congressional District**
  Lancaster (Part), Quartz Hill.

- **25th Congressional District**
  Acton, Agua Dulce, Castaic, Desert View Highlands, Elizabeth Lake, Green Valley,
  Hasley Canyon, Lake Hughes, Lake Los Angeles, Lancaster (Part), Leona Valley, Littlerock,
  Los Angeles (Part), Palmdale, Santa Clarita, Stevenson Ranch, Sun Village, Val Verde.

- **26th Congressional District**
  Westlake Village.

- **27th Congressional District**
  Alhambra, Altadena, Arcadia, Bradbury, Claremont, East Pasadena, East San Gabriel,
  Glendora (Part), Monrovia (Part), Monterey Park, North El Monte, Pasadena (Part), Rosemead,
  San Gabriel, San Marino, San Pasqual, Sierra Madre, South Pasadena, South San Gabriel,
  Temple City.

- **28th Congressional District**
  Burbank (Part), Glendale, La Cañada Flintridge, La Crescenta-Montrose, Los Angeles (Part),
  Pasadena (Part), West Hollywood.

- **29th Congressional District**
  Los Angeles (Part), San Fernando

- **30th Congressional District**
  Burbank (Part), Hidden Hills, Los Angeles (Part).

- **32nd Congressional District**
  Avocado Heights (Part), Azusa, Baldwin Park, Charter Oak, Citrus, Covina, Duarte, El Monte,
  Glendora (Part), Industry (Part), Irwindale, La Puente, La Verne, Mayflower Village,
  Monrovia (Part), San Dimas, South Monrovia Island, South San Jose Hills, Valinda, Vincent,
  West Covina, West Puente Valley.

- **33rd Congressional District**
  Agoura Hills, Beverly Hills, Calabasas, El Segundo, Hermosa Beach, Los Angeles (Part),
  Malibu, Manhattan Beach, Marina del Rey, Palos Verdes Estates, Rancho Palos Verdes,
  Redondo Beach, Rolling Hills, Rolling Hills Estates, Santa Monica, Topanga,
  Torrance (Part).

- **34th Congressional District**
  East Los Angeles (Part), Los Angeles (Part).

- **35th Congressional District**
  Pomona.

- **37th Congressional District**
  Culver City, Inglewood (Part), Ladera Heights, Los Angeles (Part), View Park-Windsor Hills.

- **38th Congressional District**
  Artesia, Avocado Heights (Part), Bellflower (Part), Cerritos, East La Mirada, Hawaiian Gardens, La Mirada, Lakewood (Part), Montebello, Norwalk, Pico Rivera, Rose Hills, Santa Fe Springs, South El Monte, South Whittier, West Whittier-Los Nietos, Whittier.

- **39th Congressional District**
  Diamond Bar, Hacienda Heights, Industry (Part), La Habra Heights, Rowland Heights, Walnut.

- **40th Congressional District**
  Bell, Bell Gardens, Bellflower (Part), Commerce, Cudahy, Downey, East Los Angeles (Part), Florence-Graham (Part), Huntington Park, Los Angeles (Part), Maywood, Paramount, Vernon.

- **43rd Congressional District**
  Alondra Park, Del Aire, Gardena, Hawthorne, Inglewood (Part), Lawndale, Lennox, Lomita, Los Angeles (Part), Torrance (Part), West Athens, West Carson, Westmont.

- **44th Congressional District**
  Carson, Compton, East Rancho Dominguez, Florence-Graham (Part), Long Beach (Part), Los Angeles (Part), Lynwood, South Gate, Walnut Park, West Rancho Dominguez, Willowbrook.

- **47th Congressional District**
  Avalon, Lakewood (Part), Long Beach (Part), Signal Hill.

  Congressional districts in Los Angeles County. Districts 23, 25, 26, 27, 35, 39 and 47 overlap into adjacent counties. Los Angeles Almanac Map. http://www.laalmanac.com/government/gu02.php

Congressional Districts in Orange County

- **38th Congressional District**
  Bellflower, Cerritos, Cypress (Part),Hawaiian Gardens, Lakewood, La Mirada, La Palma, Montebello, Norwalk, Pico Rivera, Santa Fe Springs, South El Monte, Whittier.

- **39th Congressional District**
  Brea, Buena Park, Chino Hills, Diamond Bar, Fullerton, La Habra, La Habra Heights, Placentia, Walnut, Yorba Linda.

- **45th Congressional District**

  Irvine, Laguna Hills, Lake Forest, Laguna Woods, Mission Viejo, Rancho Santa Margarita, Tustin, Villa Park.

- **46th Congressional District**

  Anaheim, Orange and Santa Ana

- **47th Congressional District**

  Anaheim (Part), Buena Park, Cypress, Garden Grove, Los Alamitos, Midway City, Rossmoor, Santa Ana (Part), Stanton, Westminster

- **48th Congressional District**

  Aliso Viejo, Costa Mesa, Fountain Valley, Huntington Beach, Laguna Beach, Laguna Niguel, Newport Beach, Santa Ana (Part), Seal Beach.

- **49th Congressional District**

  Carlsbad, Coto de Caza, Dana Point, Encinitas, Ladera Ranch, Oceanside, San Clemente, San Juan Capistrano, Solana Beach, Vista.

Map of Congressional Districts https://www.govtrack.us/congress/members/CA#map

BUDGET INFORMATION - Non-Construction Programs

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. DOL SCC Training Grant		$	$	$ 5,000,000.00	$ 0.00	$ 5,000,000.00
2.						
3.						
4.						
5. Totals		$	$	$ 5,000,000.00	$ 0.00	$ 5,000,000.00

SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total
	(1) DOL SCC Training Grant	(2)	(3)	(4)	(5)
a. Personnel	$ 681,753.00	$	$	$	$ 681,753.00
b. Fringe Benefits	394,675.00				394,675.00
c. Travel	0.00				0.00
d. Equipment	0.00				0.00
e. Supplies	3,224.00				3,224.00
f. Contractual	3,303,045.00				3,303,045.00
g. Construction	0.00				0.00
h. Other	0.00				0.00
i. Total Direct Charges (sum of 6a-6h)	4,382,697.00				$ 4,382,697.00
j. Indirect Charges	617,303.00				$ 617,303.00
k. TOTALS (sum of 6i and 6j)	$ 5,000,000.00	$	$	$	$ 5,000,000.00
7. Program Income	$ 0.00	$	$	$	$ 0.00

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SECTION C - NON-FEDERAL RESOURCES

	(a) Grant Program	(b) Applicant	(c) State	(d) Other Sources	(e)TOTALS
8.	DOL SCC Training Grant	$ 0.00	$ 0.00	$ 0.00	$ 0.00
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		$ 0.00	$ 0.00	$ 0.00	$ 0.00

SECTION D - FORECASTED CASH NEEDS

	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	$ 2,912,250.00	$ 0.00	$ 0.00	$ 0.00	$ 2,912,250.00
14. Non-Federal	$ 0.00	0.00	0.00	0.00	0.00
15. TOTAL (sum of lines 13 and 14)	$ 2,912,250.00	$ 0.00	$ 0.00	$ 0.00	$ 2,912,250.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

	(a) Grant Program	FUTURE FUNDING PERIODS (YEARS)			
		(b)First	(c) Second	(d) Third	(e) Fourth
16.	DOL SCC Training Grant	$ 2,912,250.00	$ 390,147.00	$ 1,245,770.00	$ 451,833.00
17.					
18.					
19.					
20. TOTAL (sum of lines 16 - 19)		$ 2,912,250.00	$ 390,147.00	$ 1,245,770.00	$ 451,833.00

SECTION F - OTHER BUDGET INFORMATION

21. Direct Charges:	4382697	22. Indirect Charges:	617303

23. Remarks: The applicant's federally approved indirect cost rate is 28%, but the rate can only be applied on the up to $25,000 of each contract. Therefore a modified direct cost based was determined applying that rule.

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Budget Narrative File(s)

* Mandatory Budget Narrative Filename: BudgetNarrative.pdf

| Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |

To add more Budget Narrative attachments, please use the attachment buttons below.

| Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative |

LA | OC V-Tech Consortium Project Budget Narrative

Administrative Costs	Year 1	Year 2	Year 3	Year 4	Total
Personnel					
LA/OC V-Tech Project Director: $8,456.79/mo. x 12 months (subsequent years reflect salary schedule step increases)	101,481	106,560	111,889	117,438	437,368
LA/OC V-Tech Project Assistant: $4,975.04 x 12 months (subsequent years reflect salary schedule step increases)	56,664	59,538	62,529	65,654	244,385
Sub-total Personnel	**158,145**	**166,098**	**174,418**	**183,092**	**681,753**
Fringe Benefits					
31% rate: PERS 20.7%, OASDHI 6.2%, Medicare 1.45%, Ret. Fnd., 1.1%, SUI 0.05%, WCI 1.5%, plus average health insurance and life insurance and fringe.	94,855	97,319	99,899	102,602	394,675
Sub-total Fringe Benefits	**94,855**	**97,319**	**99,899**	**102,602**	**394,675**
Travel					
	0	**0**		**0**	**0**
Equipment					
	0	**0**	**0**	**0**	**0**
Supplies					
Computers for Director and Assistant: $1,000 x 2 people	2,000	0	0	0	2,000
Program supplies	474	250	250	250	1,224
Sub-total Supplies	**2,474**	**250**	**250**	**250**	**3,224**
Contractual					
Virtual Tech Platform subscriptions for each project sector (6)	800,000	0	800,000	0	1,600,000
College Partners to integrate virtual technology into their courses: $50,000/per college institution x 28 college institutions. There are 27 college colleges and one continuing education institution (North Orange County Continuing Education). The other adult education partners are part of their respective colleges, and the funding allocated to the college would cover the costs of integrating the VT platforms in their non-credit programs.	1,400,000	0	0	0	1,400,000
3rd Party Evaluator	76,243	45,653	45,324	78,825	246,045
Unite - LA: broker work-based learning, OJT and employment placement with employers.	57,000	0	0	0	57,000
Sub-total Contractual	**2,333,243**	**45,653**	**845,324**	**78,825**	**3,303,045**

Construction					
	0	0	0	0	0
Total Direct Costs	2,588,717	309,320	1,119,891	364,769	4,382,697
Indirect Costs - RSCCD federally-approved indirect cost rate of 28%					
Modified direct cost base - only $25,000 of each contract	1,155,474	288,667	449,567	310,944	2,204,652
Modified Indirect Costs (rate applied on only $25,000 of each contract)	323,533	80,827	125,879	87,064	617,303
TOTAL PROJECT COSTS	2,912,250	390,147	1,245,770	451,833	5,000,000

Budget is feasible

The proposed project budget was developed based on negotiated salary schedules and annual benefit rates, planning with project partners, and proposals, quotes and cost schedules from contractors and vendors. Costs identified in the budget are directly related to the activities to be implemented with the grant.

How budget supports project activities and capacity-building focus

DOL SCC Training Grant funds will be invested in capacity-building activities:

- Purchase virtual technology platforms as a region, to benefit from economies of scale, and engage faculty in program planning as a region.
- Allocate funds to each college partner to integrate use of the virtual technology into their courses, thereby enhancing and expanding access to training programs for in-demand and essential occupations in the region.
- Deepen engagement of employer partners.
- Align workforce systems, college training programs and employer partnerships.
- Build regional dashboard for career education that aligns and connects college researchers across the region, thereby building research practice and capacity in analyzing career education and workforce development.
- Provide research studies, reports, and third party evaluation to inform strategic planning and funding allocations for the region's $20 million+ Strong Workforce Program Regional Funds, Perkins V and WIOA funds.

Key personnel have adequate time to achieve project results

Two full-time staff positions, a Project Director and Project Assistant, will be hired by the lead college, Santa Ana College, to ensure sufficient time is dedicated to program management, monitoring and facilitating implementation of the project work plan, maintaining project data and information, managing the project budget, communicating and working with partners, and developing and submitting reports.

The proposed project leverages extensive regional infrastructure, staff, and resources that will substantially support the majority of the project work, in order to effectively integrate and sustain that work after the grant ends.

Leveraged resources that will support project grant activities and support capacity-building goals of the grant.

DOL funds will be used for investments to increase capacity to enhance and expand occupational skills training in an online/distance learning environment due to the COVID-19 pandemic, and to increase regional collaboration and research capacity. Existing infrastructure, staff and resources in the region will be leveraged to supplement project implementation and to integrate virtual technology, workforce system alignment and employer engagement into existing career training and workforce development work to sustain effective strategies after the grant ends.

Lead and Partners	Leveraged Resources
Santa Ana College	Expertise in building OER resources and partnerships to scale-up OER usage. Staff, Canvas shells, models, OER librarian, training program to prepare faculty to teach in distance education formats, distance education course model to secure California quality-rating for online education offerings.
LA/OC Regional Consortium of community colleges	Consortium meetings with career education deans (monthly), and the Governance Council (quarterly/ad hoc), and communication structure (website, listserv, LA and OC Directors) to convene colleges for career education program development and strategic planning for Strong Workforce Program Regional Fund (SWP-RF) allocations. Create Resource Centers on the LAOCRC website for project partners to access and contribute OER materials, and benefit from toolkits, guides, and other resources. Governance Council agreed to allocate unspent SWP-RF funding from prior year allocations to support the work of the project.
Rancho Santiago CCD	Research and Data Administrator responsible for overseeing data management, setting-up a regional data warehouse and data dashboard, which will be hosted on the LAOCRC website.
Colleges	Distance education staff to support faculty work to integrate virtual technology platforms. Researchers to set-up data collection and submission for the project, and collaboration meetings with the Research & Data Administrator. Staff that will serve as the primary contacts for referrals from workforce system partners.
Adult Education Consortium College Leads	Develop noncredit to credit pathways that address the project sectors and occupations.
Workforce System Partners	Staff dedicated to referring jobseekers to college partners' career training programs and refer businesses seeking contracted services, as well as receiving referrals from the colleges for job preparation

	and placement. Assist employers with developing on work-based learning and on-the-job training.
Employers	Develop work-based learning, on-the-job training opportunities, and serve as skill validation sites.
Los Angeles and Orange County Centers of Excellence	Programs that provide regional labor market research to be a leading source of regional workforce information, producing labor market assessments, environmental scans, and gap analysis reports.
Regional Directors of Employer Engagement	Sector-specific professionals dedicated to outreaching to employers to deepen their engagement in career education provided by the colleges, and improve the colleges' programs through alignment with employers' workforce needs.
Workforce & Economic Development Non-Profit Partners	Provide additional support services for project participants. Provide economic and community indicator research and industry feedback relevant to planning workforce development programs.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: `ProjectNarrative.pdf`

[Add Mandatory Project Narrative File] [Delete Mandatory Project Narrative File] [View Mandatory Project Narrative File]

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File] [Delete Optional Project Narrative File] [View Optional Project Narrative File]

1. Statement of Needs

1.i. Target Industry and Employer Demand: The Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area (MSA), which is comprised of Los Angeles and Orange counties (the region), is one of the largest MSAs in the U.S. by population and employment. Over 55% of the jobs in the region are concentrated in the following industries: Accommodation and Food Services; Construction; Finance and Insurance; Health Care and Social Assistance; Manufacturing; Professional, Scientific, and Technical Services; and Retail. These industries account for 54% of all jobs in California and nearly 56% of all jobs in the U.S. in 2019.[1] These industries connect to five in-demand Occupational Sectors defined by the California Community Colleges Chancellor's Office (CCCCO): Business and Entrepreneurship; Energy, Construction, & Utilities; Health; Advanced Manufacturing; and Retail, Hospitality, and Tourism.

Occupations in these sectors account for 70% of all annual job openings in the region, which demonstrates their importance for regional economic growth. Demand and supply data for these five occupational sectors, plus two additional occupations, are included in Exhibit 1. Exhibit 1 depicts jobs in 2019 and projected jobs in 2024, projected change between 2019 and 2024 as a number and percentage, annual job openings, range of entry-level to experienced earnings for these sectors and occupations, and average number of community college credit and noncredit completers during the last three academic years (2016-2019).[2] A total of 428,736 annual job openings are projected for this group of occupations through 2024. The weighted average of median earnings for the occupations in each sector are above living wage estimates for both counties ($15.04 in Los Angeles County and $17.36 in Orange County).[3] Combined,

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[1] Emsi 2020.3.

[2] Completions are only provided for community college programs of interest.

[3] Living wage data was pulled from the California Family Needs Calculator on 8/31/2020. For more information, visit the California Family Needs Calculator website: https://insightcced.org/2018-family-needs-calculator/.

there was a three-year average of 16,020 completers at LA/OC community colleges for these five

occupational sectors plus the additional two occupations focused on for this proposed project,

which yield an unmet labor gap of 412,716 workers.

Exhibit 1: Occupational Demand in Los Angeles and Orange Counties[4]

Sector/Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Range of Hourly Earnings: Entry-Level (25th Percentile) to Experienced (75th Percentile)	CC 3-Year Avg. Completers
Business and Entrepreneurship	1,655,173	1,686,358	31,183	2%	187,564	$21.43 - $41.50	7,653
Health	806,709	929,331	122,621	15%	126,821	$19.33 - $28.29	3,814
Retail, Hospitality, and Tourism	337,084	346,765	9,682	3%	45,378	$14.89 - $25.16	946
Advanced Manufacturing	378,956	365,038	(13,918)	(4%)	38,728	$20.64 - $33.63	1,060
Energy, Construction, and Utilities	227,397	241,512	14,114	6%	26,952	$22.07 - $42.57	1,447
Subtotal	3,405,318	3,569,004	163,682	5%	425,443		14,919
Automotive Service Technicians and Mechanics	25,947	25,593	(354)	(1%)	2,529	$13.93 - $27.76	501
Firefighters	9,881	10,279	398	4%	765	$34.17 - $61.12	600
Subtotal	35,828	35,872	44	0.1%	3,293		1,101
Total	3,441,146	3,604,876	163,726	5%	428,736		16,020

Although Advanced Manufacturing and Automotive Technology are estimated to have

low negative growth (4% and 1%), the unmet need of openings versus completers is still sizeable

at 37,668 and 2,028, respectively. It is important to note that the data in Exhibit 1 are based on

projections data modeled on recorded (historical) employment figures and do not reflect the

impact of the COVID-19 pandemic. Employment was strong at the start of 2020 throughout the

LA/OC region and the unemployment rate (UR) remained low. Due to the COVID-19 pandemic,

there were record-setting job losses throughout the region in April 2020, the first full month of

Governor Gavin Newsom's Stay-At-Home Order. Unemployment (UR) in the Los Angeles-

Long Beach-Anaheim Metropolitan Service Area (MSA) skyrocketed from 4.1% in February

2020 to 18.1% in June 2020 (not seasonally adjusted), the highest UR of any large metropolitan

---

[4] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

area in the U.S.[5,6] The size of this MSA pulled down employment for the whole state; for comparison, in June 2020 the UR for California was 15.1% and 11.1% for the nation.

The LA/OC Region served nearly 744,000 (38% of the students in CCC) in the 2018-19 academic year, and 48% (357,120) of students took at least one Career Technical Education (CTE) course.[7] Despite the large number of students enrolled in CTE courses, the pre-COVID regional economy consistently showed a significant workforce supply gap. To better understand the challenges in expanding CTE programs to address workforce needs in the region, the Orange County Center of Excellence for Labor Market Research (OC COE) conducted a year-long gap analysis research study, the *OC Sector Analysis Project*, that combined quantitative labor market data with qualitative insights from the region's CTE faculty and administrators. Key findings from this project was that faculty and administrators faced several challenges in increasing CTE completions: limited facility space, and difficulty converting career education courses to online and hybrid models that would expand access to more students. The LAOC V-Tech Consortium project would increase the colleges' capacity to to provide effective lab environments via virtual technology without requiring physical classrooms and in-person instruction.

Given the impacts of the current pandemic, it is imperative to the regional economy that community colleges evolve their CTE programming as quickly as possible in order get students trained and ready to enter the severely COVID-affected workforce. Colleges will need to develop the capacity to adapt/respond to emerging workforce needs during and after the pandemic.

1.ii. Gap Analysis: There is a critical gap in addressing the regional workforce due to: **a)** Insufficient number of trained people to meet the workforce need in the region; **b)** Slowed

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[5] Bureau of Labor Statistics (BLS) Local Area Unemployment Statistics (LAUS).
[6] https://www.bls.gov/web/metro/laulrgma.htm
[7] https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx

enrollment and completion in training programs to meet the workforce need due to COVID-19

response efforts, i.e. no in-person classes, transition to all online delivery; and **c)** Training

programs to meet the workforce need have courses that are hard-to-convert to online instruction.

As colleges moved quickly to make transitions to online instruction to mitigate learning loss,

training programs stalled that had courses not easily adaptable to online learning environments.

The LAOC V-Tech Consortium can further mitigate learning loss and implement timely

solutions to continue meeting the workforce need. With this in mind, the LAOCRC Governance

Council[8] commissioned research to assess the extent of issues in the region, investigate how

CALIFORNIA COMMUNITY COLLEGES **LAOC|RC** IMPORTANT TAKEAWAYS
NATIONALLY, CTE FACULTY APPROACHES ARE EITHER:
▪ **BASIC:** Relying on tools such as Zoom to provide distance learning in a real-time or an asynchronous capacity. Theory tends to be the primary focus, with some attempt at remote skills verification.
▪ **INTERMEDIATE:** Using a blended model, relying on both remote instruction and in-person or community-based labs. This may include more industry engagement to verify skills and assess competencies.
▪ **ADVANCED:** Accessing the most cutting-edge technology and integrating virtual reality to explore facets of the program historically only available in a real-world, applied setting. These simulated environments can provide unprecedented access for both students and faculty to expand their skills.
HARD TO CONVERT CAREER EDUCATION PROGRAMS RESEARCH FINDINGS

CALIFORNIA COMMUNITY COLLEGES **LAOC|RC** PROGRAM IDENTIFICATION	
TOP CODES & CAREER TECHNICAL EDUCATION PROGRAMS	
093400 - ELECTRONICS AND ELECTRIC TECHNOLOGY	122500 - RADIOLOGIC TECHNOLOGY
094800 - AUTOMOTIVE TECHNOLOGY	123010 - REGISTERED NURSING
095220 - ELECTRICAL	125000 - EMERGENCY MEDICAL SERVICES
095600 - MANUFACTURING AND INDUSTRIAL TECHNOLOGY	130630 - CULINARY ARTS
095650 - WELDING TECHNOLOGY	213300 - FIRE TECHNOLOGY
121000 - RESPIRATORY CARE/THERAPY	300700 - COSMETOLOGY AND BARBERING
HARD TO CONVERT CAREER EDUCATION PROGRAMS RESEARCH FINDINGS	

other community colleges in the nation were responding, assess virtual lab platforms being used

by other colleges, and provide a series of recommendations to accommodate skill verification for

required hands-on learning. The report, ***Hard-to-Convert Career Education Programs Research***

Findings: An Analysis of Distance Learning Opportunities for Community Colleges in Los

Angeles and Orange Counties, identified the following LA/OC programs in the region facing

significant challenges in migrating to the online platform, and important takeaways. Additional

findings were that no other college participating in the study had effectively solved the problem.

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[8] The Governance Council consists of the chancellors for each community college district in Los Angeles and Orange County. It is a governing body for the Los Angeles and Orange County Regional Consortium, a planning and implementation body consisting of LA and OC community college career education deans and other stakeholders to align workforce training to address the critical workforce needs in the region. The LAOCRC will serve as the coordinating entity for the proposed Virtual Technology Consortium project.

Colleges found work-around solutions by program to keep the training operational. The findings revealed that virtual technology can replicate a 3D environment that students can maneuver in to apply skills and knowledge to complete tasks with interactive feedback when the student makes an error, and provides guidance on correct action that allows the student to repeat action to attain proficiency. The researchers recommended virtual technology platforms that would help migrate hard-to-convert programs and create economies of scale, and vendors are still being vetted via product demonstrations. Secured platforms will accommodate programs in Advanced Manufacturing, Advanced Transportation & Logistics, Energy Construction & Utilities, Health **(AMTECH)**, Business & Entrepreneurship, and Retail Tourism & Hospitality **(BERTH)**.

2. Expected Outcomes & Outputs

2.i. Logic Model: The LAOC V-Tech Consortium program Logic Model (application attachment) is informed by workforce systems change (*Changing Workforce Systems*, *Systems Change in the National Fund for Workforce Solutions*, *From Programs to Systems Change*), effective career pathways (*TACCT Sustainability Toolkit*, *Accelerating Pathways to Careers for Adult Learners*, *What Works for Adult Learners*), sector strategies (*Sector Strategy Implementation Framework*, *State Sector Strategies Coming of Age*, *A Resource Guide for Employer Engagement*), and the need for reliable data and continued research in workforce education (*Estimating the Impact of the Nation's Largest Single Investment in Community Colleges*) research studies.

The **<u>Theory of Change</u>** for the LAOC V-Tech Consortium addresses critical workforce development problems and corresponding problems related to training capacity: **a)** Not enough qualified training program completers to meet the regional workforce need for living-wage and high-wage occupations; **b)** 42% of the California unemployment claims are in LA/OC due to COVID-19; **c)** Community colleges have limited capacity to grow programs to meet the

workforce need due to facility constraints and social distancing; and **d)** Hard-to-convert to online career training programs that prepare students for priority occupations.

The proposed LAOC V-Tech program strategies include: **a) Workforce Systems Change**: Coordinated and strategic effort among institutions, agencies, and other stakeholders dedicated to workforce and economic development (WED) work, including leveraged resources, alignment of policies and practices, and effective collaboration; **b) Sector Based Strategies**: Use LMI data and workforce gap analysis to align training to occupations in sectors with skills shortages, living wages, and career ladders. Program model structured by sector with dedicated Sector Hub Leads; **c) Career Pathways**: Integrate training and employment models that align incremental educational achievement with entry-level occupations and career ladders to higher-level employment; and **d) Data-Driven Decision-Making**: Provide analytic reports to inform regional planning, create a regional dashboard to provide access to reliable and up-to-date data on career education training to empower educational leaders to make targeted and strategic adjustments or more comprehensive changes, and identify scalable and proven models.

The **Key Assumptions of the Theory of Change** include: **a)** Virtual technology will expand access to skill development and workforce preparation for unemployed, dislocated workers and new entrants to the workforce; **b)** Alignment of training programs through regional use of virtual tech platforms, Resource Centers with OER content for faculty and students, and regional collaboration among faculty and between colleges will increase responsiveness and capacity to meet the workforce need; **c)** Systems-level change is needed for an efficient use and alignment of leveraged infrastructure to make significant strategic impact in workforce development; **d)** Reliable up-to-date research data is needed for strategic planning and assessment to make timely adjustments that produce improved results in target objectives to

address WED; **e)** all agencies are dedicated to WED to reduce unemployment, achieve (re)employment, and connect disadvantaged populations to career pathways that lead to continued education, career progression with higher earnings; and **f)** Increase colleges' capacity to adapt instructional models in times of crises to respond more effectively.

The Assessment Approach will be to design a program evaluation model that will yield moderate to strong evidence on the effectiveness of the project model and its strategies. The evaluation model will identify data to be collected, processes and procedures, and methodologies for collection. The Research & Data Administrator will convene the college researchers to develop a data dictionary clarifying common definitions and methodologies for data collection and submission to a centralized data warehouse. Qualitative data will be obtained through surveys and interviews with key stakeholders: participants, faculty, employers and workforce development partners. These details are included in the Logic Model.

Formative assessment will be conducted quarterly by the Project Director, Research Administrator and Coordinating Entity to track progress, flag signs of delay or challenges, and follow-up and convene the appropriate parties to develop and implement solutions. **Summative Assessmen**t will be conducted annually to review progress on outcomes and make strategic adjustments to project activities to improve achievement; this process will also serve as a formal feedback loop referring to stakeholder feedback to inform program improvements.

Data will be provided to the external evaluator throughout the project, preliminary findings will be presented to the project stakeholders at the mid-point to drive strategic planning for the project life cycle and beyond. The evaluator will prepare a final report, analyzing the project's effectiveness in meeting its outcome targets and the viability of design and strategies, including findings and recommendations for scale-up and improvements. These findings will be

disseminated at regional, state, and national conferences related to career education and workforce development.

2.ii. Systems Change Performance Outcomes: The Systems Change Outcomes Table is submitted as an attachment to the application.

2.iii. Sustainability Plan: The proposed LAOC V-Tech Consortium will be supported by the existing LA/OC Regional Consortium (LAOCRC) infrastructure that was initiated in 2013 and refined and developed by the governing bodies to establish the current structure. The LAOCRC works strategically with ecosystem partners to engage and align career education training pathways across credit and noncredit offerings and with workforce needs to achieve targeted student success metrics. The LAOCRC governance structure includes the Governance Council (GC), comprised of five Chancellors and 10 Superintendent/Presidents from each LA/OC community college district who collaborate on policy, investments, regional priorities, and systems-level decisions. Also included in the governance structure are 28 College Resource Leadership Council (CRLC) members, who are career education deans designated by campus Presidents and serve as consortium voting members. These council groups plan for and oversee use of more than $20 million of Strong Workforce Program (SWP) regional investments in projects that develop the colleges' industry-responsive career education training programs. Also, each college manages Local SWP, Perkins V funds, and WIOA Title II California Adult Education Program funds to leverage and braid investments to achieve targeted impact on state identified performance metrics: i.e., Vision for Success Goals and Student-Centered Fund Formula metrics. These existing structures will be used to sustain this project beyond funding.

The LAOCRC administrative team possesses diverse skills, expertise, and a network of ecosystem experts. This team facilitates the work of the LAOCRC commissioned by the CCCCO

Workforce and Economic Development Division (WEDD), and will support sustaining this work. This team provides professional development on economic development and workforce grant requirements, including but not limited to: **a)** effective career education program models; **b)** resourcing industry expert speakers; **c)** provides guidance, consultation, and leadership on strategic planning; **d)** establish regional consortium meeting schedules, codify agendas with the GC and CRLC, facilitate meetings with the support and collaboration of the GC and CRLC members, key talent, and regional stakeholders; **e)** develop resources and tools for college stakeholders; and **f)** keep members informed about state initiatives, regional trends, and partnership opportunities through the LAOCRC website, newsletters, webinars, conference calls, and email communications. The LAOCRC administrative team will serve as the coordinating entity for the LAOC V-Tech Consortium project.

Executive Director (ED), Dr. Adriene Davis, also serves as the Assistant Vice Chancellor of Economic and Workforce Development at RSCCD, brings over 35 years of public and private industry expertise and will serve as programmatic administrator for the LAOC Virtual Tech Consortium. Dr. Davis has long-term and established professional relationships throughout LA/OC and currently serve on local, regional, statewide, and national Boards to include, but not limited to, [New Ways to Work,](#) the [City of Los Angeles Workforce Development Board](#), [UNITE-LA,](#) PBS SoCal Council, and Goodwill Southern California Manufacturing Council.

The LA/OC region is already meeting the first two priorities of the Strengthening Community Colleges (SCC) training, which are leveraged through SWP investments, and Perkins V and WIOA investments which will be leveraged for this project. SCC grant funds will be dedicated exclusively to support purpose **3)** to address the new challenges associated with the COVID-19 health crisis by expanding online and technology-enabled learning and migrating

services to a virtual environment. As identified in the LAOC V-Tech Consortium project design, the collaborative partners will focus on the hard-to-convert career education programs to address immediate and ongoing in-demand occupations. As such, securing access to virtual tech lab platforms will support infrastructure to migrate hard-to-convert courses to online instruction and support essential credit and noncredit career education pathways. This project will increase lab activities using virtual technology at a manageable cost through economies of scale by purchasing access as a region, rather than per college. Most important, the virtual platforms will enable access for our students and enhance instructional delivery options for our faculty.

Evaluation of LAOC V-Tech Consortium deliverables will be used to inform future SWP investments in virtual platforms that are validated and evaluated as effective. The ultimate goal is to leverage existing structures to continue expanding faculty and student access and capacity through virtual platforms. Cohort data tracking will document pipeline strength from One-Stops and Job Centers to the consortium's training programs. The flow of referrals from One-Stop and Job Centers will serve as a measure of the direct impact from the career pathway activities of the LAOC V-Tech Consortium on addressing high regional unemployment. Though the drive to use virtual tech as a substitute for in-person labs is due to COVID, detailed information on students who use it and the impact on learning will inform planning efforts to retain use of virtual tech, **a)** as an instructional resource integrated into traditional, hybrid, and online classes, **b)** enable colleges with limited facility space to increase capacity in critical career education programs, and **c)** increase access for students who need flexible instructional modalities and more intensive and customized instruction to meet skill development targets.

3. Project Design

3.i IHE Consortium Selection: Describe how consortium membership will lead to systemic changes. LAOC V-Tech has over 80 committed partners from the key workforce system agencies, business, and education institutions serving at each stage of the pipeline from services for unemployed workers through career training and into employment. Members include <u>nine</u> Workforce Development Boards (WDBs) serving LA/OC, <u>all but one</u> community college institutions in LA/OC, six adult education consortia, and 38 business and employer partners representing <u>all</u> AMTECH and BERTH priority sectors addressed by the project. This collaborative has committed to co-enrolling students and tracking their progress, recruiting dislocated and unemployed workers for internships and job opportunities, and working together to store data and report outcomes. These processes are a few examples of systems change that will get us back to the natural way of operating in an ecosystem. As partners meet to align and connect their systems, the work will reveal gaps, duplications, and barriers that will catalyze systemic changes in policies, procedures and relationships to work together to implement the project and sustain the components of the model that prove effective or promising.

Orientation and strategic planning meetings will serve as a framework to convene partners to review project outcomes, roles and responsibilities, timelines, and set priority action items. Quarterly meetings will be held with partners during the program implementation year. Regularly scheduled meetings will occur between staff from groups tasked with implementing the work to set-up the referral system, integrating virtual tech into courses, and working with employers on engagement activities. These sub-groups will be convened and supported by the coordinating agency (referral systems), sector hub leads (integrating virtual tech) and Regional Directors for Employer Engagement (employer activities). This model leverages the existing

staff infrastructure of all partners, incorporating the project work through natural compatibilities with their existing work is conducive for sustainability.

Explain how the regional membership and the coordinating entity are the best choices to achieve success: The LAOC V-Tech Consortium is comprised of an ecosystem of partners that have a natural role in training and transition students from the classroom into gainful employment. Partners depicted below have committed to work together to solve problems of shared concern, and possess the resources, authority, and decision-making power to achieve system-level change. Such large-scale coordination of disparate systems to address complex workforce and educational issues is feasible but will take dedication, patience, and time.

WIOA - SECONDARY	COMMUNITY COLLEGE INSTITUTIONS	EMPLOYER - INDUSTRY - ECONOMIC DEVELOPMENT BUSINESS CORPORATIONS	

Los Angeles County
City of Los Angeles WDB
Foothill WDB
Los Angeles County WDB
Pacific Gateway WIN
Southeast Los Angeles County WDB
South Bay WIB
 	
Orange County
Anaheim WDB
Orange County WDB
Santa Ana WDB
 	
Adult Education and Secondary Partners
Coast Adult Education Consortium
Mt. San Antonio College, School of Continuing Education
North Orange Continuing Education Ctr
Rancho Santiago Community College District Adult Education Program
Orange County Department of Education
Saddleback Adult Education Program
	Cerritos Community College District
	Citrus Community College District
	Coast Community College District
	  • Coastline Community College
	  • Golden West College
	  • Orange Coast College
	Compton Community College District
	El Camino Community College District
	Glendale Community College District
	Long Beach Community College District
	Los Angeles Community College District
	  • East Los Angeles College
	  • Los Angeles City College
	  • Los Angeles Harbor College
	  • Los Angeles Mission College
	  • Los Angeles Pierce College
	  • Los Angeles Southwest College
	  • Los Angeles Valley College
	  • West Los Angeles College
	Mt. San Antonio Community College District
	North Orange County Community College District
	  • Cypress College
	  • Fullerton College
	  • North Orange Continuing Education
	Pasadena Area Community College District
	Rancho Santiago Community College District
	  • Santa Ana College – Lead Fiscal Agent
	  • Santiago Canyon College
	Rio Hondo Community College District
	Santa Monica Community College District
	South Orange County Community College District
	  • Irvine Valley College
	  • Saddleback College
		Employer and Industry Partners
		ACG Training Management & Consulting
		Artifex Capital & Advisory
		B. Braun Medical Inc.
		CA Manufacturing Technology Consulting
		Career Expansion, Inc.
		CEO-Leadership Alliance
		CoolSys
		DIAG USA
		EMCOR Mesa Systems
		ESCO Institute
		Festo
		Green Mechanical Council
		HVAC Excellence
		Home Instead Senior Care
		Hospital Association of Southern California
		Interplay Learning
		Irvine Ranch Water District
		JVS SoCal
		Knock Logistics, LLC
		Los Angeles New Car Dealers Association
		LA-Tech.org
		Managed Career Solutions, SPC
		Medica Talent Group
		Moulton Niguel Water District
		Municipal Water District of Orange County
		New Economics for Women - Women's Business Center
		Olin Corporation
		Orange County Automobile Dealers Association
		Outsource
		Primal Alchemy Catering and Provisions Pantry
		Southwest Regional Council of Carpenters
		Sunbelt Controls
		United Association of Plumbers and Pipefitters
		VA Plus Health, Inc.
			Economic Development Business Corporations
			
			Goodwill Southern California
			Los Angeles Economic Development Corporation
			Orange County Business Council
			UNITE-LA
			Credential Engine

Explain why the district-level coordinating entity(ies) were chosen and their contributions to coordination, scaling and sustainability with respect to systems change: The LAOCRC Administrative Team was selected to serve as the district-level coordinating entity for the project, as it is a natural extension of existing functions and areas of expertise:

Coordination: The LAOCRC Administrative Team meets with state leaders for WED for advocacy and strategic alignment, and already has an effective infrastructure and established relationships will all key stakeholders in the region. The team reports to and convenes the Governance Council; leads and convenes the LAOCRC voting members; serves on committees and/or as a board member for LA/OC WDBs, economic development agencies (LAEDC and OCBC), and LEA districts; provides leadership and direction to the Regional Directors of Employer Engagement (RD-EE); and convenes Centers of Excellence directors and contractors for research studies needed to inform the region's work. The LAOCRC serves as the coordinating entity for the CCCCO WED initiatives; convenes the colleges and other stakeholders to orient; support and facilitate strategic planning, program development; and provides professional development, resources, and tools to support effective implementation. The LAOCRC website is a centralized source for program information, reports, key contacts; and guidance on state and regional initiatives, schedule of meetings, and webinars and events.

Scaling: The LAOCRC directors work closely with career education deans on project planning for the annual SWP regional allocation. As of 2016, SWP projects that have proven successful have included more college partners, demonstrating the ability to scale effective practices across the region. Further, the Governance Council, convened on a quarterly basis by the Executive Director of the LAOCRC, reviews and approves the projects. This process has resulted in an evolving project application process to improve the alignment of projects with system-level objectives and demonstrating more outcomes-driven and research-based projects.

Sustainability: The LAOCRC is a CCCCO systems-level organization that works with the existing infrastructure of the colleges and partners. Its organizational model that includes the Chief Executive Officers (Governance Council), career education deans, workforce partners, and

the LAOCRC Directors supports system-level decision-making and the authority to sustain programs and practices through policy and funding decisions. The proposed project addresses areas of prominent interest to educational and workforce leaders: efficient use of funding and resources to meet critical needs in workforce development, effective practices with demonstrated success that can be scaled, leveraged resources that can support innovation to achieve outcomes, and accurate and timely information to assist the regional leadership in making decisions that affect the well-being of our students and communities.

The LAOCRC is hosted at Rancho Santiago Community College District (RSCCD), the same district as the Lead College, Santa Ana College (SAC), which is conducive to close collaboration for project implementation and reporting and leveraging existing structures. In capacity as lead, SAC will serve as the administrative liaison with the Department of Labor and oversee all fiscal aspects of this project, including the funding of consortium online platforms for the integration of virtual technology to facilitate the delivery of services, tracking of program outcomes, and fiscal monitoring and project reporting.

3.ii. Evidence-based design: The design of the LAOC V-Tech project employs four core strategies—Workforce System Change, Sector-Based Strategies, Career Pathways, and Data-Driven Decision-Making—that have moderate to strong evidence for improving programmatic effectiveness to achieve target workforce outcomes for adult learners and the target populations. The project design reflects recommendations resulting from research on these strategies as follows: **Recommendations to achieve Systems-level Change by: a)** changing organizational policies, procedures, practices, and culture, and the relationship among entities; directing systems change to expand benefits of system activities to additional targeted stakeholders; and **b)** building relationships and establishing trust with

partners (*Change Workforce Systems*, Urban Institute, 2017; *Systems Change in the National Fund for Workforce Solutions*, 2015). **Recommendations for implementing effective Sector-based Strategies by: a)** using data-informed decision-making, industry engagement, sector-based delivery, sustainability/continuous improvement, and organizational capacity and alignment; **b)** moving employer engagement from lower-state engagement to higher-state engagement, and develop trusting relationships through shared activities; and c) address current/emerging skills gaps, engage with industry, and **c)** better align programs serving employers and workers (*Sector Strategy Implementation Framework*, 2016; *A Resource Guide for Engagement Employers*, Jobs for the Future, 2015; *State Sector Strategies Coming of Age: Implications for State Workforce Policymakers, 2013).* **Recommendations for achieving improved outcomes for adult learners through Career Pathways by: a)** using competency-models, increase online-training, and provide strong student support; and **b)** providing stacked credentials, embed employer recommended credentials in training, strategic alignment with employers, develop work-based learning opportunities, and align with workforce system to provide more student supports (*What Works for Adult Learners: Lessons from rigorous career pathway evaluation studies for policy practice, and future research, 2017*; *Accelerating Pathways to Careers for Adult Learners,* JFF for U.S. DOL, 2016*; TACCCT Sustainability Toolkit*, JFF for U.S. DOL, 2017. **Recommendations for instituting effective Data-Driven, Decision-Making by: a)** using clear standards of evidence for career education that align with DOL's CLEAR standards for strong, moderate, and preliminary evidence; **b)** developing the capacity to track participants through career ladders and career progress, and **c)** contributing to research on what works for adult learners, especially by special populations (*Estimating the*

Impact of Nation's Largest Single Investment in Community Colleges: Lessons and Limitations of a Meta-Analysis of TACCCT Evaluations. 2019**;** *What Works for Adult Learners,* 2017.)

      3.iii. Sector Strategies for Employer Engagement: The project has a multi-prong approach to Sector Strategies for Employer Engagement, that include: **a) Regional Directors for Employer Engagement (RD-EE) by Sector** as CCCCO awarded grants to install RD-EE to build awareness of the colleges' training programs among employers and assist colleges to update, modify and create new programs to meet employers' workforce needs. RD-EEs will facilitate higher-level engagement from employers; **b) Workforce Development Boards** to strengthen partnerships between the One-Step Centers and the community colleges to enable a cross-referral system to provide a coordinated effort to move jobseekers into training and connect program completers to employment. Data to track referrals, enrollment in training, completion of training, employment, and continued enrollment in career pathway courses and subsequent wage increases or promotions will be used to evaluate the effectiveness of the pipeline model, and identify barriers and suggest solutions; **c) Employer Partners** of which 34 have committed to collaborative and engagement opportunities in this project, representing all sectors selected for the project. Commitments include up-skilling incumbent workers via contract education; recruiting and hiring dislocated, unemployed and new entrants to the workforce; providing paid and/or co-op internships and on-the-job training; offering registered apprenticeships; providing guest speakers for career forums; participating on employer and industry roundtables; providing feedback on workforce skills gaps; and providing work-based learning. It is an objective of this project to provide a reliable and consistent number of qualified individuals to meet employers' workforce needs, which will build employers' confidence and lead to higher-stage levels of commitment; **d) Credential Engine** will store an array of

credentials offered by the 33 community college institutions to seamlessly and clearly communicates their value to employers and students. Credential Engine provides a common description language that enables credential comparability. Reducing confusion regarding competencies, skills and quality represented by our colleges' credentials is an important efficiency to work effectively with partners; and **e) Unite-LA** will broker placements for work-based learning, on-the-job training and employment, as a complement to the work of the Regional Directors for Employer Engagement.

3.iv. Enhanced Career Pathway Programs & Accelerated Learning Strategies: The project has two main approaches to enhancing career pathways and accelerating learning: 1) using virtual technology to expand access to occupations skills development and 2) develop short-term skills training in adult education programs for quick employment that connect to career pathway credit programs at the colleges.

In a virtual environment, skill develop instruction can be customized to each student, and is not subject to the time constraints for practice that occur in lab scheduled in a classroom for a specific timeframe. Contrast one-hour in a class of 20-30 students using equipment and getting feedback from a teacher to one-hour of instruction dedicated entirely to a student's particular learning needs. Efficient instructional tools can accelerate learning, thus reducing remediation, improving student success, and retaining more students to completion.

Another key approach to accelerated learning pathways is leveraging adult education noncredit programs as points of entry into career pathways. Noncredit programs can provide short-term, skill development training for entry-level occupations to prepare unemployed people quickly for employment, while also connecting them to career pathways at the colleges that lead to certificates, degrees and even transfer resulting in

incremental salary increases. Further, it is easier for noncredit programs to quickly develop and adapt courses to meet workforce needs. The adult education partners are essential for timely responsiveness to shifting workforce needs.

3.v. Strategic Alignment with Workforce Development System: The proposed LAOC V-Tech Consortium outcomes align with strategies identified in the Los Angeles and Orange counties' Comprehensive Economic Development Strategy (CEDS) plans. All Workforce Development Boards, but one, in LA and OC have committed to the project to align our systems and coordinate efforts to make progress on shared goals. The project will yield a crosswalk that demonstrates the alignment of the Workforce System CEDS plans, the colleges' Strategic Workforce Development Plans, and the LAOC V-Tech project workplan. Developing the crosswalk will elucidate the distinct approaches and contributions of each stakeholder and build a cross-system understanding, fill information gaps, and will lay the foundation to be able to provide system-wide analysis and coordinated strategic action.

3.vi. Innovative Systems Change: While the work of the proposed project contributes to both Option A and Option B for Innovate Systems Change, the LA | OC V-Tech Consortium will focus on *Option B – Statewide/District Integrated Data and Use*. The project design resulted from research commissioned for strategic planning, data and rigorous evaluation will be used to assess and evaluate strategies, and research and data analytics will inform continual improvements to our work. The project will establish a Data Resource Center to share best practices and resources, and create a regional career education dashboard, maintained by the Research & Data Administrator, who will convene research staff from the other colleges to form a professional workgroup. This professional workgroup of

college researchers will develop a data dictionary that defines the data elements to be

collected for the project and the dashboard, as well as a guidebook on the data collection

processes, procedures, methodologies, and formatting and submission requirements. Data will be

stored in a secure, encrypted data warehouse and used to produce a regional career education

dashboard. Further, data will be used to produce formative and summative reports for the project

that will be shared with regional decision-makers and stakeholders. In our experience, it takes 4-

5 years for a new partnership to work through challenges and establish systems and procedures

to work effectively. This work will expand the colleges' research capacity and serve as an

important resource for regional strategic planning in career education/workforce development.

3.vii. Project Work Plan: The project Work Plan is an attachment to the application.

4. Organizational, Administrative, and Fiscal Capacity

4.i. Capacity of Lead Applicant, Partnership Structure & Administrative Controls and

Systems: Santa Ana College (SAC) is experienced with administering federal and state grant

projects, and leading partnerships to achieve ambitious outcomes to improve student success and

workforce development. Over the past five years, SAC has managed $105,880,160 of federally- funded,

$97,143,003 state-funded, and $861,386 of foundation/locally-funded projects. This diverse portfolio

demonstrates SAC's experience in meeting grant requirements and monitoring and administrating

projects with unique workplans and outcomes. In the leadership role as the primary grantee, SAC has

assumed the responsibility to lead and convene partners to review project implementation, monitor

achievement of outcomes, make informed decisions to adjust and modify programming and funding

allocations, and compile the data and information needed to complete and submit reports as required by

the funders.

The complete <u>LAOC</u> <u>V-Tech Project Partnership Structure and Staffing Plan</u> is presented

in the Organizational Chart attached to the application. The lead college, Santa Ana College, will

hire a full-time project director and a project assistant, and will procure the external

evaluator. The project director will have a bachelor's degree and at least three years of project

management experience, and experience working with community groups and governmental

entities. The Project Director will be responsible for monitoring project implementation, keeping

the lead and partners on track, working with the coordinating entity and partners to resolve

issues, budget management, contracting with vendors, collaborating the Research Administrator

and RSCCD grant staff, and reporting. The project assistant will compile, organize and store all

project data and information, and will provide additional support to the director: e.g., scheduling

meetings, running budget reports, purchase requests, maintain databases to keep track of

partners, project details and data points to keep the director informed and support effective

monitoring and support reporting.

The LAOCRC will serve as the coordinating entity. Dr. Adriene (Alex) Davis, RSCCD's

Assistant Vice Chancellor of Economic and Workforce Development is the Executive Director

(ED) of the LAOCRC, who possesses over 15 years of experience as a community college

faculty and instructional dean, has designed and led a $15 million California Career Pathways

Trust Program grant for the LA HI-TECH Regional Consortium, which became the catalyst for

Amazon's CA Cloud Computing initiative. Dr. Davis also serves on national, statewide,

regional, and local economic and workforce development boards, such as New Ways to

Work, PBS SoCal, and the City of Los Angeles Workforce Development Board, to name a

few. The LAOCRC team is comprised of the ED, LA Director (Dr. Audrey Childers), OC

Director (Dr. Gustavo Chamorro), an executive secretary, two administrative secretaries, and

professional experts. The entire team will be leveraged to support the LAOC V-

Tech Consortium. Dr. Childers and Dr. Chamorro work directly with LA/OC colleges on

strategic planning for Strong Workforce Program-Regional Funds projects and will be instrumental in supporting the colleges' work on the LAOC V-Tech Consortium project.

RSCCD's Executive Director of Research, Planning and Institutional Effectiveness, Nga Pham, will serve as the Research and Data Administrator. Ms. Pham has more than 25 years of experience in community college research. She has designed, conducted and coordinated program evaluation and survey research in various areas and developed evaluation templates for faculty and staff to use in their research endeavors. Ms. Pham has served as a leader in the statewide professional organization, including as a board member, a member of the steering committee, and as program committee chair for the strengthening student success conference.

RSCCD's Assistant Vice Chancellor of Educational Services, Sarah Santoyo, oversees the district's Resource Development Department, will serve as the Fiscal Administrator for the project. Ms. Santoyo has more than 20 years of experience in grant development and management, and extensive experience providing fiscal agent services for regional and statewide projects as the fiscal agent for the California Community Colleges Chancellor's Office.

4.ii. Financial, Data Collection, and Performance Reporting Systems: The district office, RSCCD, establishes the procurement, hiring, accounting, accounts payable processes and procedures for the entire district. RSCCD's history with securing grant funds to support innovation and improvements has entailed a system, processes and procedures, and staff expertise to accommodate grant work. The district maintains detailed policies and procedures designed according to internal controls standards to ensure effective and compliant use of funds, dedicates fiscal and grants office staff to support project directors, and has an internal auditor who provides guidance and oversight to develop effective systems to comply with funders' requirements and adhere to grant management standards. RSCCD's purchasing, fiscal services

and grant departments' processes and procedures are aligned with federal Uniform Grant Guidelines and A-133 Audit Standards.

The project director and project assistant will be the primary staff responsible for reporting. Supporting them in that effort will be the Research & Data Administrator, who will manage the quantitative and qualitative data collected for LAOC V-Tech. At the start of the project, the Project Director will meet with the Research & Data Administrator to review the reporting requirements and develop a data collection plan that identifies the information that needs to be compiled, the sources, and the timetable for collection. The Project Director will work with the Coordinating Entity and the Regional Directors for Employer Engagement to maintain a communication channel with partners so that reporting requirements are met.

5. Past Performance – Programmatic Capability

5.i. Leading capacity-building projects; 5.ii. Managing a federally or non-federally funded agreements similar to the proposed project; 5.iii. Applicant and partners sustaining post-grant efforts: Santa Ana College's Experience in Leading Capacity-Building and Complex Projects - Santa Ana College (SAC) and Rancho Santiago Community College District (RSCCD) are established leaders of large-scale, regional initiatives to address the critical needs of our communities and workforce. In 1993, SAC established the Educational Results Partnerships with the University of California Irvine, California State University, Fullerton and Santa Ana Unified School District, a persistently low-performing school district wherein the majority of students are low-income, have academic need, and almost half of students' parents did not graduate high school. The programs developed by the partnership resulted in sustained improvements: established Higher Education Centers at each high school in SAUSD, established the Early Welcome Program to assist seniors with post-secondary enrollment and course selection prior to graduation, established intersegmental workgroups to improve sequencing of

high school and college math and English courses that resulted in annual increases in math achievement and college enrollment for graduating seniors that have been sustained.

SAC secured federal and state grant awards for the partnership to make systemic change in the educational systems supporting SAUSD students: e.g., GEAR UP (2005-2011, $4 million), Talent Search (1994-current), Upward Bound (1999-current), Middle College High School (1997 – current). Additional partnerships to implement strategic projects, include the ENGAGE in STEM (2011-2016, $1.2 million) partnership between Santa Ana College, Santiago Canyon College, Fullerton College and California State University, Fullerton to diversify the teaching profession through recruitment into the community colleges' teacher prep programs, and then transitioning students into university Teacher Credentialing Programs. This project increased teacher prep enrollment from a few hundred to almost a thousand students.

Most pertinent to the proposed project, over the past ten years, SAC has lead and participated in a number of grant projects (e.g., Next General Learning Challenge, Achieving the Dream, Zero-Textbook Cost Project), and partnerships to expand use of Open Educational Resources (OER) at the college, in order to increase student access to instructional materials and significantly reduce textbook and material costs. Starting with a few high enrollment introductory courses SAC has steadily built their course offerings to be able to offer multiple degree programs consisting entirely of classes using OER. Currently, SAC is the lead for a CA Learning Lab grant partnership ($1.3 million) that includes the University of California, Berkeley, California State University, Fullerton, and Carnegie Mellon University to improve online STEM courses through a course redesign project using student feedback to improve achievement in STEM courses, especially among disadvantaged and underrepresented

student populations. Each OER grant project had contributed to incrementally expand the college's OER offerings, which the college sustained and supported, and continues to expand.

SAC has also led a number of regional workforce development programs that have contributed to workforce development work in the region. The college hosted the Orange County Regional Directors for Employer Engagement in the IT/Digital Media (2013 – 2020), Global Trade (2013-2018), and Business and Entrepreneurship (2013 – 2020) sectors. Through these projects a regional CyberSecurity Apprenticeship Program involving most Orange County colleges was established and sustained; a modularized Global Trade curriculum was created online and other colleges referred their business students to complete Global Trade modules; and a regional advisory was established to streamline industry/college collaboration. Further, through a National Science Foundation Advanced Technological Education grant (2015-2018, $562,496), SAC led a partnership of three community colleges to align core content and develop stackable certificates for a Biotechnology Program to address the regional workforce need. Each college retained specialized courses for biotech occupation specialty areas (R&D, Medical Device Manufacturing, Food Safety & Security) to cross-refer students once the core courses had been completed. This model of collaboration addressed the colleges' concern with providing signature programs that attract students, while also aligning curricula to improve portability for students. Through prior and continued experience in developing partnerships and securing federal and state resources to support critical work, SAC has the experience and know-how to lead the LAOC Virtual Tech Consortium.

Coordinating Entity's Experience Leading Capacity-Building/Large-Scale Projects:
Since 2013, RSCCD has hosted the LA/OC Regional Consortium (LAOCRC), which leads the consortium of community colleges and one standalone noncredit center in LA/OC in

collaboration with stakeholders (K12, WDBs, Economic Development agencies, and non-profits), in strategic planning for career education and workforce development. The LAOCRC serves as a coordinating hub between state CCCCO WED initiatives to be implemented regionally, and oversees planning, technical assistance, coordination services, disbursement and reporting for more than $20M of Strong Workforce Program-Regional Funds (SWP-RF) awarded to the region each year. SWP-RF-funded projects will be leveraged to address the DOL SCC training grant purposes. Dr. Adriene (Alex) Davis convenes the Governance Council comprised of chancellors representing each community college district in LA/OC to make systemic decisions about the region's workforce development training programs that can be sustained and make the most impact on priority need areas. Dr. Davis also leads monthly meetings with the colleges' Career Education Deans for program planning, professional development, technical assistance, and partnership development. Dr. Davis and her team convened all stakeholder groups in planning the LAOC V-Tech Consortium project.

6. Budget and Budget Narrative:

Budget narrative is included as an attachment to the application.

7. Priority Consideration: Opportunity Zone

The project will serve Los Angeles and Orange counties. There are 274 census tracts in Los Angeles County and 27 census tracts in Orange County identified as qualified Opportunity Zones (*Opportunity Zones in California*, dof.ca.gov).

Other Attachment File(s)

* **Mandatory Other Attachment Filename:** `Abstract.pdf`

| Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment |

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LA | OC Virtual Technology Consortium ABSTRACT

OVERVIEW

Lead Applicant Organization Name: Rancho Santiago CCD / Santa Ana College
Project Title/Name: LA/OC Virtual Tech Consortium
Total Funding Requested: $5,000,000
Industry Sector(s) (CA sector descriptions in parentheses): *Accommodation & Food Services (Retail/Hospitality/Tourism), Construction (Energy/Construction/Utilities); Finance and Insurance (Business & Entrepreneurship), Health Care and Social Assistance (Health); Manufacturing, Professional, Scientific, Technical Services (Advanced Manufacturing, Advanced Transportation & Logistics, Energy/Utilities), Retails (Retail/Hospitality/Tourism).*
Geographic Area Served: *Los Angeles and Orange counties: Cerritos CCD, Citrus CCD, Coast CCD, Compton CCD, El Camino CCD, Glendale CCD, Long Beach CCD, Los Angeles CCD, Mt. San Antonio CCD, North Orange County CCD, Pasadena Area CCD, Rancho Santiago CCD, Rio Hondo CCD, Santa Monica CCD and South Orange County CCD*
Census Tract Number(s) in service area designated as a qualified Opportunity Zone: 06037102105, 06037104201, 06037104203, 06037104310, 06037104320, 06037104404, 06037104701, 06037104703, 06037104704, 06037106520, 06037106604, 06037113233, 06037113234, 06037113421, 06037115103, 06037115201, 06037120010, 06037120020, 06037120030, 06037120103, 06037121101, 06037121801, 06037121900, 06037122120, 06037122121, 06037122122, 06037122200, 06037122410, 06037123020, 06037123103, 06037123203, 06037123205, 06037123206, 06037123303, 06037123420, 06037123901, 06037124102, 06037124103, 06037124104, 06037124105, 06037124204, 06037125310, 06037125320, 06037127210, 06037127300, 06037127400, 06037127520, 06037127712, 06037127803, 06037127804, 06037127805, 06037127806, 06037127910, 06037128210, 06037128302, 06037128303, 06037132300, 06037134305, 06037134520, 06037134521, 06037134522, 06037134903, 06037135114, 06037185203, 06037185320, 06037186401, 06037186404, 06037187102, 06037187200, 06037190100, 06037190201, 06037190202, 06037190510, 06037190700, 06037190801, 06037190802, 06037190901, 06037190902, 06037191000, 06037191110, 06037191120, 06037191201, 06037191203, 06037191204, 06037191410, 06037191420, 06037191500, 06037191710, 06037191720, 06037191810, 06037191820, 06037192610, 06037192620, 06037192700, 06037199000, 06037199120, 06037199201, 06037199202, 06037199700, 06037199800, 06037199900, 06037201402, 06037201700, 06037203300, 06037203500, 06037204920, 06037205120, 06037206020, 06037206031, 06037206032, 06037206200, 06037206300, 06037208801, 06037208902, 06037208903, 06037209401, 06037211120, 06037211122, 06037211201, 06037211202, 06037211310, 06037211320, 06037211802, 06037212101, 06037212102, 06037212203, 06037212204, 06037212303, 06037212304, 06037212410, 06037213201, 06037213310, 06037213320, 06037213402, 06037218300, 06037218400, 06037218500, 06037218702, 06037219300, 06037219800, 06037219901, 06037219902, 06037220000, 06037220100, 06037222700, 06037224010, 06037224020, 06037224200, 06037224600, 06037224700, 06037226001, 06037226002, 06037226410, 06037226420, 06037227010, 06037228600, 06037231100, 06037231210, 06037231220, 06037231400, 06037231500, 06037231600, 06037231800, 06037232400, 06037232500, 06037234501, 06037234502, 06037234600, 06037236100, 06037237202, 06037239202, 06037239330, 06037241001, 06037242000, 06037242100, 06037242200, 06037242300, 06037242600, 06037243000, 06037243100, 06037292000, 06037293201, 06037294120, 06037294620, 06037294701, 06037294820, 06037294830, 06037296210, 06037296220, 06037296500, 06037296600, 06037402304, 06037402702, 06037403200, 06037404201, 06037408138, 06037408800, 06037433302, 06037433403, 06037433501, 06037433901, 06037501803, 06037530902, 06037531301, 06037532304, 06037532606, 06037532800, 06037532900, 06037533103, 06037533104, 06037533105, 06037533403, 06037533701, 06037534202, 06037534301, 06037534404, 06037535002, 06037535101, 06037535102, 06037540201, 06037540202, 06037540400, 06037541400, 06037541603, 06037541604, 06037542105, 06037542106, 06037542201, 06037542520, 06037542601, 06037550000, 06037571600, 06037571704, 06037572500, 06037572800, 06037573002, 06037573004, 06037573300, 06037575102, 06037575202, 06037575401, 06037575801, 06037575802, 06037575803, 06037575901, 06037576200, 06037576401, 06037576403, 06037576901, 06037600100, 06037600202, 06037600303, 06037600304, 06037601202, 06037601700, 06037601801, 06037602505, 06037602801, 06037604100, 06037900501, 06037900606, 06037900607, 06037900703, 06037900704, 06037900806, 06037910402, 06037910403, 06037910501, 06037910504, 06037910601, 06037910602, 06037980014, 06059001801, 06059011601, 06059011602, 06059011720, 06059011721, 06059042107, 06059042312, 06059063605, 06059063701, 06059074403, 06059074405, 06059074406, 06059074602, 06059074802, 06059075002, 06059075003, 06059075100, 06059075201, 06059086405, 06059087403, 06059087405, 06059087505, 06059087803, 06059088201, 06059089104, 06059089105, 06059099402

SCC PARTNERSHIP

Required Partners	
***INSTITUTION OF HIGHER EDUCATION (IHE) CONSORTIUM PARTNERS**	
Santa Ana College * and Santiago Canyon College*	***Lead** & Community College in OC*
Cerritos, Citrus, Compton, El Camino, Glendale, Long Beach City, Mt. San Antonio, Pasadena City, Rio Hondo and Santa Monica Colleges	*LA Single-College Community College Districts*

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LA | OC Virtual Technology Consortium ABSTRACT

East LA, LA City, LA Harbor, LA Mission, LA Pierce, LA Southwest, LA Valley and West LA Colleges	*LA Multi-College Community College District*
Coastline, Cypress, Fullerton, Golden West, Irvine Valley, Orange Coast, and Saddleback Colleges	*OC Multi-College Community College District*
Centennial Education Center, Orange Education Center, North Orange County Continuing Education, LACCD Continuing Education, Mt. San Antonio College Continuing Education	*Adult Education Centers operated by Community College Districts, who serve as leads for adult education consortia in LA and OC*
*IHE COORDINATING ENTITY	
Los Angeles/Orange County Regional Consortium	*Regional Consortium of community colleges in LA and OC*
WORKFORCE DEVELOPMENT SYSTEM PARTNER(S)	
Anaheim Workforce Development Board, City of Los Angeles Workforce Development Board, Foothill Employment and Training Consortium, Los Angeles County Workforce Development Board, Pacific Gateway Workforce Investment Network, Orange County Workforce Development Board, Santa Ana Workforce Development Board, Southeast Los Angeles County Workforce Development Board, South Bay Workforce Investment Board	*Workforce Development Boards*
EMPLOYER PARTNER(S)	
California Manufacturing Technology Consulting, Olin Corporation	*Advanced Manufacturing*
Artifex Capital and Advisory, CEO-Leadership Alliance, LA-Tech.org, New Economic for Women – Women's Business Center	*Business & Entrepreneurship*
CoolSys, DIAG USA,EMCOR Mesa Systems, ESCO Institute, HVAC Excellence, Green Mechanical Council, FESTO, Interplay Learning, Irvine Ranch Water District, Moulton Niguel Water District, Municipal Water District of Orange County via Water Energy Educational Alliance, Southwest Regional Council of Carpenters, Sunbelt Controls, United Association of Plumbers and Pipefitters	*Energy / Construction / Utilities*
ACG Training Management & Consulting, Inc., B. Braun Medical Inc., Home Instead Senior Care, Hospital Association of California, JVS Socal, Managed Care Solutions, Medica Health Talent Group, VA Plus Health	*Health*
Primal Alchemy Catering and Provisions Pantry	*Retail / Hospitality / Tourism*
Knock Logistics, Los Angeles New Car Dealers Association, Orange County Automobile Dealers Association	*Transportation and Logistics*
Career Expansion Inc., Outsource	*Construction, Health, Transportation*
Optional Partner(s)	
Credential Engine, Goodwill Industries, Los Angeles Economic Development Corporation, Orange County Business Council, and Unite-LA	*Non-profit workforce & economic development partners*

PROJECT INFORMATION

*Option Chosen for Core Element 5: Option B

2

Summary of Program Activities: Integrate virtual technology into college training programs to expand access to skill development for in-demand and essential occupations; align colleges and workforce development system; create a regional data dashboard to support data-driven decision-making; employers provide work-based learning and on-the-job training and serve as skills verification sites; set-up active referral/training/employment pipeline.	
Industry-Recognized Credential(s) to be Awarded: occupational skills verification, certificates and degrees, and preparation for industry required certifications and licenses integrated into courses.	

SYSTEMS CHANGE OR CAPACITY BUILDING PERFORMANCE OUTCOMES	
Core Element 2: Sector Strategies and Employer Engagement	
Outcome 2a: *75% of committed and new employer partners are at the high-stage level of engagement by providing work-based learning, on-the-job training, upskilling incumbent workers, and/or recruiting/hiring unemployed and dislocated workers, and new entrants.*	***Outcome 2b:** Increase public-private partnerships to ensure that all project sectors have employer worksites that serve as skills verification sites.*
Core Element 3: Enhanced Career Pathway Programs and Accelerated Learning Strategies	
Outcome 3a: *Region-wide use of virtual technology platforms expand access to training programs that prepare students for in-demand and essential occupations through online and hybrid lab offerings.*	***Outcome 3b:** Employers and licensing agencies validate use of virtual technology platform content as enabling students to develop required occupational knowledge, skills and abilities.*
Core Element 4: Strategic Alignment with the Workforce Development System	
Outcome 4a: *An active and reliable pipeline to connect unemployed and dislocated workers, and new entrants to the workforce, to career training programs and career pathways for in-demand and essential occupations, as substantiated by data tracking referrals' movement through the pipeline and into employment.*	*** Outcome 4b:** Referral system model established and scaled between the WDBs and colleges that reduce duplicative and inefficient systems: WIOA enrollees and jobseekers referred to college training programs, college training program completers referred to One-Stops for screening and employment placement, employers using WDB business services referred to college contract education programs and career training programs.*
***Core Element 5: Innovative Systems Change – Option B**	
***Outcome 5c:** Establish a regional dashboard for up-to-date, complete career education data to enable college researchers and regional leaders to have access to information to make effective strategic decisions that impact desired workforce development goals, objectives and target outcomes.*	***Outcome 5d:** Data sharing MOUs executed with all partner colleges and workforce partners.*

PUBLIC CONTACT INFORMATION

Point of Contact Name and Title: Dr. Marilyn Flores, Interim President of Santa Ana College
Institution: Santa Ana College
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Phone Number: 714-564-6974
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The following attachment is not included in the view since it is not a read-only PDF file.

Upon submission, this file will be transmitted to the Grantor without any data loss.

DocumentationofCommitment.pdf

DOL STRENGTHENING COMMUNITY COLLEGES TRAINING GRANT
LOS ANGELES I ORANGE COUNTY VIRTUAL TECH CONSORTIUM
PROJECT LOGIC MODEL

Los Angeles | Orange County — Virtual Tech Consortium
A Consortium of 33 Community College Institutions in the Greater Los Angeles and Orange Counties!

Resource Development Inputs	Activities	Outputs	Outcomes and Economic Impact — Short-Term	Outcomes and Economic Impact — Long-Term
Educational Partners Virtual Technology Platforms Virtual Technology Experts Existing career pathway programs for the selected sectors Career training programs with stackable/latticed credentials Career counselors, career pathway maps	• Faculty select virtual tech platforms • Faculty and Student Platform Training • VT Platforms integrated into courses • Services to support students' success in distance and virtual education	• Cross-institutional collaboration among faculty by sector • All selected programs integrate Virtual Technology • # students use VT platforms over the course of the project • Student, faculty survey on VT platforms	• Students acquire the KSAs required for employment in essential/priority occupations • Regional alignment between career training programs • Articulated pathways between adult education and credit programs	• VT platforms deepen learning in traditional courses, and expand access through more online and hybrid offerings • Increased capacity to adapt instruction
Workforce Agency Partners WIOA Eligible Training Provider List (ETPL) Primary service provider for unemployed and dislocated workers through One-Stops and Job Centers Business Services that identify, screen and refer potential employees	• Refer unemployed and dislocated workers to the colleges training programs • Connect businesses seeking employees for the selected sectors to the colleges • Co-Enrolled Adults and Dislocated Workers	• % of WDB program referrals and clients enroll in colleges' career training programs. • All participating colleges in the region are added to the ETPL	• Unemployed workers complete training and are hired • Regional alignment between WDB employment services providers and college career training programs	• An active and reliable pipeline to connect unemployed and dislocated workers to the colleges' career training programs resulting in employment.
Employer and Industry Partners Industry Workforce Gaps Analysis Workspaces with the latest technology Set standards and expectations for occupations Regional Directors for Employer Engagement	• Validate the quality of the KSAs attained by students using virtual tech platforms • Provide WBL opportunities and serve as alternative lab sites • Clinical sites and licensing agencies review the VT and DE options that can satisfy clinical hour requirements	• Each program obtains industry validation for use of virtual technology • Students complete WBL • Agreement by clinical sites and licensing agencies to accept some VT and DE work as counting toward clinical hours	• Employers provide worksites to serve as lab sites • Employers change policies to improve the pipeline from training to employment • Employers and licensing agencies validate use of VT as meeting occupational requirements.	• Strong relationship between employers and colleges established to support continued collaboration and expand WBL and employment opportunities.
Infrastructure Data Collection Platform Third-Party Evaluator Hard-to-Convert Research Findings Sector Hub Leads	• Purchase virtual tech platforms identified by faculty • Compile career education and program data in a secure, centralized location • Hub leads compile instructional best practices, resources and tools by sector	• VT platforms purchased at a cost-savings for the region • A regional career education data dashboard is created and maintained • Resource Centers are created and maintained	• Colleges have access to reliable data to enable data-driven decision-making • Improved collaboration among workforce system partners • Regional approaches and strategies demonstrate efficiency and effectiveness	• Scale up effective solutions across the region • Build relationships through out the workforce system to continue to respond as a coordinated system to produce strategic impact.

DOL STRENGTHENING COMMUNITY COLLEGES TRAINING GRANT
LOS ANGELES I ORANGE COUNTY VIRTUAL TECH CONSORTIUM
PROJECT DESIGN

FISCAL ADMINISTRATOR	FISCAL AGENT	PROGRAMMATIC ADMINISTRATOR
Ms. Sarah Santoyo, LAOCRC Fiscal Agent — Assistant Vice Chancellor, ED Services	Santa Ana College — Dr. Marilyn Flores, President	Dr. Alex Davis, LAOCRC Executive Director — Assistant Vice Chancellor, EWD, ED Services

Virtual Technology Innovation and Distance Learning Hub

Credit Career Education Resource Center	Continuing & Adult ED Career ED Resource Center	Open Education Resource (OER) Center for Faculty and Students	Data Collection Resource Center	Professional Development Resource Center	Employer/Industry Engagement WBL Resource Center

AMTECH Industry Sector Career Pathways				BERTH Industry Sector Career Pathways	
Advanced Manufacturing (AM) Community College Collaborative Pathways	Advanced Transportation & Logistics (ATL) Community College Collaborative Pathways	Energy, Construction & Utilities (ECU) Community College Collaborative Pathways	Health (HLTH) Community College Collaborative Pathways	Business & Entrepreneurship (BE) Community College Collaborative Pathways	Retail, Tourism, and Hospitality (RTH) Community College Collaborative Pathways
Compton College – Mfg/Industrial Technology **Compton College** – Welding Technology **El Camino College** - Mfg/Industrial Technology **Fullerton College** - Mfg/Industrial Technology **Irvine Valley College** – Welding Technology **Irvine Valley College** - Mfg/Industrial Technology **Long Beach City College** – Mfg/Industrial Technology **Long Beach City College** – Welding Technology **Los Angeles Valley College** – Mfg/Industrial Tech **Pasadena City College** – Welding Technology **Rio Hondo College** – Welding Technology **Saddleback College** – Mfg/Industrial Technology	**Cypress College** - Automotive **Golden West College** – Automotive **Fullerton College** - Automotive **Pasadena City College** – Automotive **Rio Hondo College** - Automotive **Saddleback College** - Automotive **Santa Ana College** - Automotive	**Cypress College** – Build Automation and Mechatronics **East Los Angeles College** – Electronics/Electric Tech **Irvine Valley College** – Electrical **Irvine Valley College** – Electronics/Electric Tech **Los Angeles Valley College** – Electronics/Electric Tech **Orange Coast College** – Electronics/Electric Tech **Saddleback College** – Electronics/Electric Tech **Santiago Canyon College** – Electronics/Electric Tech	**Cypress College** – Registered Nursing **East Los Angeles College** – Emergency Medical Services **Glendale Community College** – Emergency Medical Services **Golden West College** – Registered Nursing **Los Angeles City College** – Radiologic Technology **Los Angeles Mission College** – Certified Nursing Assistant **Los Angeles Southwest College** – Certified Nursing Assistant **Los Angeles Southwest College** – Phlebotomy **Los Angeles Southwest College** – Registered Nursing **Mt. San Antonio College** – Certified Nursing Assistant **Mt. San Antonio College** – Medical Assisting **North Orange Continuing Education** – Medical Assistant **North Orange Continuing Education** – Medical Device Quality Assur. **Rio Hondo College** - Certified Nursing Assistant **Rio Hondo College** – Medical Assisting **Saddleback College** – Emergency Medical Services **Saddleback College** – Medical Assisting **Saddleback College** – Registered Nursing **Santa Monica College** – Registered Nursing **West Los Angeles College** – Emergency Medical Services	**Cerritos College** – Cosmetology and Barbering **Citrus College** – Business Information Worker **Citrus College** – Small Bus/Entrepreneurship **Coastline Community College** – Small Bus/Entrepreneurship **Cypress College**- Small Bus/Entrepreneurship **East Los Angeles College**- Small Bus/Entrepreneurship **Golden West College** – Small Bus/Entrepreneurship **Los Angeles Mission College** – Small Bus/Entrepreneurship **North Orange Continuing Education** – Business Information Worker **Saddleback College** – Small Bus/Entrepreneurship **Saddleback College** - Cosmetology/Barbering **Saddleback College** - Small Bus/Entrepreneurship	**Cerritos College** – Culinary Arts **Cypress College** – Culinary Arts **Glendale Community College** – Culinary Arts **Long Beach City College** – Culinary Arts **Los Angeles City College** – Hospitality **Los Angeles Harbor College** – Culinary Arts **Los Angeles Mission College** – Culinary Arts **Saddleback College** – Culinary Arts **Santa Ana College** – Culinary Arts **Santa Ana College** – Hospitality **West Los Angeles College** – Hospitality

AMTECH INDUSTRY SECTOR HUB LEADS				BERTH INDUSTRY SECTOR HUB LEADS	
Advanced Manufacturing (AM) Hub	Advanced Transportation & Logistics (ATL) Hub Lead	Energy, Construction & Utilities (ECU) Hub Lead	Health (HLTH) Hub Lead	Business & Entrepreneurship (BE) Hub Lead	Retail, Tourism, and Hospitality (RTH) Hub
COMMUNITY COLLEGE INDUSTRY SECTOR HUB LEADS					
Compton College	Rio Hondo College	Saddleback College	Mt. San Antonio College	Rancho Santiago Community College District	Santa Ana College
REGIONAL (STATEWIDE) DIRECTORS OF EMPLOYER ENGAGEMENT HUB LEADS					
Alan Braggins	Jaime Gonzalez and Katie Mishler	Jon Caffery and Bruce Noble	Shari Herzfeld, Ozzie Lopez, and Laurie Sienkiewicz	Judy Fox and Cathleen Greiner	Sheila Dufresne

WORKFORCE DEVELOPMENT BOARD, INDUSTRY, AND EMPLOYER PARTNERSHIPS

ESCO Institute (ECU) • Municipal Water District of Orange County via Water Energy Education Alliance (MWDOC/WEEA) (ECU) • HVAC Excellence (ECU) • Green Mechanical Council (ECU) • FESTO (ECU) • Sunbelt Controls (ECU) • Moulton Niguel Water District (ECU) • JVS SoCal (Health) • Hospital Association of California (Health) • Medica Health Talent Group (Health) • Los Angeles New Car Dealers Association (ATL) • Orange County Automobile Dealers Association (ATL) • New Economic for Women – Women's Business Center (BE) • Artifex Capital & Advisory (BE) • City of Los Angeles Workforce Development Board • County of Orange Workforce Development Board • Foothill Employment and Training Consortium • Pacific Gateway Workforce Development Board • Santa Ana City Workforce Development Board • South Bay Workforce Investment Board • Southeast Los Angeles County Workforce Development Board • Goodwill Southern California • Los Angeles Economic Development Corporation • UNITE-LA • Credential Engine • ACG Training Management & Consulting, LLC • B. Braun Medical, Inc. • California Manufacturing Technology Consulting • Career Expansion, Inc. • EMCOR Mesa Systems • Festo • Olin Corporation • Primal Alchemy Catering and Provisions Pantry • Southwest Regional Council of Carpenters • United Association of Plumbers and Pipefitters • VA Plus Health, Inc. Knock Logistics, LLC • Irvine Ranch Water District • LA-Tech.org • Coast Adult Education Consortium • Mt. San Antonio College School of Continuing Education • Rancho Santiago Community College District Adult Education Program Saddleback Adult Education Program • Orange County Department of Education • Interplay Learning • CoolSys • Orange County Business Council • CEO Leadership Alliance

LA | OC Virtual Technology Consortium

TABLE FOR SYSTEMS CHANGE PERFORMANCE OUTCOMES (CONSORTIUM APPLICANTS)

CORE ELEMENT #2: SECTOR STRATEGIES AND EMPLOYER ENGAGEMENT		
Outcome Area 2a: Increase in the level and depth of employer engagement and investment in educational and training programs **Outcome Area 2b**: Percent of employers that change policies to better support work-based learning opportunities ad/or employment, retention, and advancement of career pathways participants		
YOUR PROJECT OUTCOMES	**BASELINE(S)**	**TARGET(S)**
Outcome 2a: 75% of committed and new employer partners are at the high-stage level of engagement by providing work-based learning, on-the-job training, upskilling incumbent workers, and/or recruiting/hiring unemployed and dislocated workers, and new entrants to the workforce.	Of the committed employers 38% are at high-level of engagement, 12% are at a moderate level of engagement (upskilling incumbent workers only), and 50% are at a low-level of engagement (provide speakers, feedback on workforce skills gaps, participate in industry roundtables).	Strong relationships between employer partners and the colleges lead to continued collaboration and expansion of work-based learning, on-the-job-training opportunities, and hiring of students who complete the colleges' training programs. Testimonials from current employer partners helps to secure additional employer partners.
Outcome 2b: Public-private partnerships to increase the number of employer worksites that serve as skills verification sites from none to at least one per sector.	Due to the COVID-19 pandemic alternatives to classroom-based skills labs are needed to train students for in-demand and essential occupations. Due to the urgency to provide a workforce for essential and in-demand occupations, some faculty have explored using virtual lab technology as a substitute. This is an innovation that the project will make accessible to all college partners in the region and will evaluate through employer feedback and rigorous research models and data collection.	If virtual technology platforms' capacity to provide effective skills training is validated by employers it will enable the colleges to expand their training programs to serve more students. Deeper understanding of the potential and limitations of VT platforms for occupational skills development will enable faculty and administrators to deploy it as a tool to target specific learning needs. Cross-referencing skills validation by employers with demographic and achievement date of students using VT platforms will enable educators to assess the effectiveness of the resources for improving disadvantaged students' success and achievement, and to design interventions as needed.

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CORE ELEMENT #3: ENHANCED CAREER PATHWAY PROGRAMS AND ACCELERATED LEARNING STRATEGIES		
Outcome Area 3a: Design or implementation of new, accelerated instructional techniques or technologies, including the use of advanced online and technology-enabled learning **Outcome Area 3b:** Measure of restructuring or alignment of educational and training programs based on local or regional labor market data		
YOUR PROJECT OUTCOMES	**BASELINE(S)**	**TARGET(S)**
Outcome 3a: Region-wide use of virtual technology platforms expand access to training programs that prepare students for in-demand and essential occupations through online and hybrid lab offerings.	Some colleges have explored the use of virtual technology platforms to substitute for in-person labs, but such use is not systematic and has limited capacity to scale due to cost constraints and limited dollars to fund course integration.	Increased enrollment in and completion of programs that train students for in-demand and essential occupations, especially among unemployed and dislocated workers, and new entrants to the workforce.
Outcome 3b: Employers and certifying agencies validate use of virtual technology platform content as enabling students to develop required occupational knowledge, skills and abilities.	Use of virtual technology platforms to substitute for in-person skills labs is a new, innovative approach for the region, driven by the necessity to provide instructional continuity for hard-to-convert courses in a COVID-19 response environment.	Employers and licensing/ certifying agencies, and faculty deconstruct the criteria for occupational skills development to determine how virtual tech platforms can serve as sufficient substitutes for some or all skills development training(depending on sector). Increase flexibility in instructional modalities to increase access to training for more students. Modularize virtual tech (VT) platforms occupational skills training to create short-term training at adult education centers that can easily connect to the fuller VT platform used in the credit programs, to support articulated non-credit to credit programs.

CORE ELEMENT #4: STRATEGIC ALIGNMENT WITH THE WORKFORCE DEVELOPMENT SYSTEM		
Outcome Area 4a: Increase in program and policy alignment across systems and/or decrease in duplicative services or service gaps **Outcome Area 4b**: Development of new and/or expanded partnerships among key system actors that results in streamlined or expanded services for participants		

YOUR PROJECT OUTCOMES	BASELINE(S)	TARGET(S)
Outcome 4a: An active and reliable pipeline to connect unemployed and dislocated workers, and new entrants to the workforce, to career training programs and career pathways for in-demand and essential occupations, as substantiated by data tracking referrals' movement through the pipeline and into employment.	Some colleges have established referral networks with WDB that vary in activity, but there is not a systematic, regional approach to aligning WDB services with college career training programs and contract education services, which results in under-serving unemployed and dislocated workers and new entrants to the workforce, and limits that ability to make strategic, measurable impact.	Data will show a steady increase in referrals (unemployed and dislocated and new entrants) to career training, completion of training and attainment of employment, year over year. Workforce system and college staff will develop a sense of their respective capacities in order to plan and set reasonable targets. Collaboration meetings between workforce system staff and college staff become established and integrated into normal operations.
Outcome 4b: Referral system model established and scaled between the workforce systems and colleges that reduce duplicative and inefficient systems: WIOA enrollees and jobseekers referred to college training programs, college training program completers referred to One-Stops for screening and employment placement, employers using workforce system business services referred to college contract education programs and career training programs.	No regional workforce system and college referral and alignment model exists. Best practices are not widely known or scaled.	By the end of the project, the referral and collaboration between workforce system staff and college staff should be operating smoothly and present a uniform model across all systems.

CORE ELEMENT #5: INNOVATIVE SYSTEMS CHANGE
Option B: Statewide Data Integration and Use

Outcome Area 5c: Increased access to available data on stakeholders' activities, outputs, and outcomes

Outcome Area 5d: Evidence of effective data sharing and data management

YOUR PROJECT OUTCOMES	BASELINE(S)	TARGET(S)
Outcome 5c: Establish a regional dashboard for up-to-date, complete and reliable career education data to enable college researchers and	A regional career education dashboard that enables customized, disaggregated data reports does not exist.	The dashboard is relied on as a useful tool to run data queries to inform college and regional career education program

regional leaders to have access to data to make effective strategic decisions that impact desired workforce development goals, objectives and target outcomes.		planning and development. Career education deans and the LAOCRC team are able to run data reports that can inform strategic planning for districts and regions. Programs can use data to demonstrate the effectiveness of certain strategies or resources to secure funding to sustain or scale what works. Shift to an evidence-based culture for decision-making and funding allocations as data is more accessible. The dashboard serves as a model that can be scaled to other regions.
Outcome 5d.i: Data sharing MOUs executed with all college and workforce system partners.	No data sharing MOUs currently exist between the college districts and the WDBs.	The data warehouse contains information to provide a complete picture of the career education pipeline: e.g., disaggregated data by student characteristics (unemployed, veteran, student's career pathway, etc.), participation in work-based learning, on-the-job training, progress through the pipeline, achievement of credentials valued by industry, etc. Relationships between the partners is strong and allows for deeper conversations about data use and management to continue to improve the data and research capacity of the partners to improve workforce development in the region.
Outcome 5d.ii: Establish a secure, encrypted data warehouse for data submitted by all project partners, and structure the data and access to allow for customized data queries and disaggregated data reports.	A centralized data warehouse for LA and OC workforce referrals, career education data, and employment data does not exist.	

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The following attachment is not included in the view since it is not a read-only PDF file.

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ProjectWorkPlan.pdf

DOL STRENGTHENING COMMUNITY COLLEGES TRAINING GRANT
LOS ANGELES I ORANGE COUNTY VIRTUAL TECH CONSORTIUM
ORGANIZATIONAL CHART

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A Consortium of 33 Community College Institutions in the Greater Los Angeles and Orange Counties!

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Health Hub College Lead

Business & Entrepreneurship Hub College Lead

Retail, Tourism, & Hospitality Hub College Lead

Regional Director of Employer Engagement

Regional Director of Employer Engagement

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Workforce Development Board Agencies • Industry Experts • Employer Partners • Economic Development and Business Organizations • Adult Education & Secondary Partners

Credential Engine - Web-based, Centralized Credential Registry

Los Angeles and Orange County Centers of Excellence – LMI and Industry Sector Analysis Reports

Research and Data Administrator • Ms. Nga Pham • Executive Director of Research, Planning, and Institutional Effectiveness

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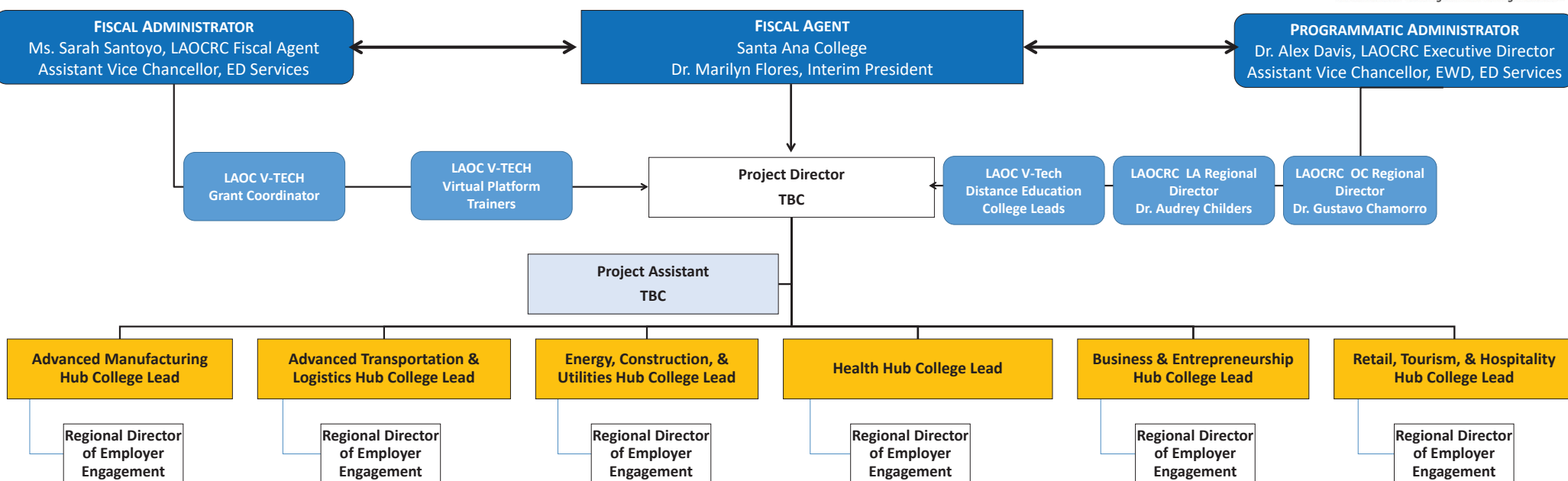**Upon submission, this file will be transmitted to the Grantor without any data loss.**

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