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| **CENTRAL CALIFORNIA COMMUNITY COLLEGES COMMITTED TO CHANGE (C6)** |

**Project Description:** The C6 consortium project is designed to develop and implement significant change in workforce training programs in the consortium community colleges, using one strategy with eight guiding principles. This collaborative project results in the 10 participating colleges developing common workforce training strategies, practices and certifications resulting in expanded capacity and efficiency in the delivery of training. One of the main goals of the consortium is to allow faculty to work with industry partners to create Open Education Resources (OER) for students that align with current industry standards to reduce the costs of school so more students can complete. The project focuses on three industries: Agriculture/Manufacturing, Health, and Alternative Energy.

**Strategy Guiding Principles of the Grant include:**

* Integrated Program Design
* Cohort Enrollment
* Block Scheduling
* Compressed Classroom Instruction
* Embedded Remediation
* Increased Transparency
* Transformational Technology
* Innovative Student Support Services.

By agreeing to implement the eight guiding principles, the C6 consortium will adopt consistent policies and practices that guarantee high-quality and similar training programs, no matter where a student chooses to enroll.

**Scaling Target(s):** The C6 consortium plans to scale the OER created in the TAACCCT grant and the process of creating OER textbooks and materials with partner colleges and industry. The scaling targets of the OER projects will be (1) local: the San Joaquin Valley region; (2) statewide: the entire state of California; (3) national: any other state that can use the materials that are being created, and (4) other discipline areas in the colleges. The consortium partners are all adopting the newly developed materials, as required by the grant, and will continue to work within their colleges to scale the efforts to other discipline areas. College faculty has also been working with other colleges that are not part of the consortium and have begun working on OER materials.

Further, Senate Bill 1052 in California was passed with the intention to create 50 low cost OER textbooks to reduce the cost of textbooks for students attending post-secondary education in California. The California Community College Chancellor’s Office (CCCCO) supports the C6 project and is interested in scaling the OER ideas throughout the state to get the momentum going with the newly passed law. The work of the C6 consortium will need to be replicated in other disciplines to allow for these 50 additional textbooks to be created.

**C6 Community College Partners:** West Hills Community College Lemoore, Cerro Coso Community College, Bakersfield College, Porterville College, College of the Sequoias, West Hills College Coalinga, Reedley College, Fresno City College, Merced College, and San Joaquin Delta College

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| **CREDENTIALS, ACCELERATION, AND SUPPORT FOR EMPLOYMENT (CASE)**  |

**Project Description:** CASEis a statewide consortium that includes all 17 Oregon community colleges, the Oregon Employment Department/Trade Act, employers, and community partners. All 36 Oregon counties are served with training locations located throughout the state. CASEtargets five main industry career focus areas, and multiple occupations within each area:

* Business and Management careers;
* Food and Natural Resources careers;
* Health Services careers;
* Human Resources careers; and
* Industrial and Engineering Systems careers

**Key Strategies:** The project’s three “C” strategies:

* expand and enhance **C**areer Pathways as a vehicle to increase credential completion and accelerate time to completion;
* use **C**areer Coaches to reduce barriers so that students enroll, persist, complete a credential, and secure employment in a demand occupation; and
* launch the development of a “portable” approach to granting **C**redit for Prior Learning (CPL) for students and workers across the state. Emphasis will be placed on improving coordination with Oregon’s Trade Act representatives and the public workforce providers.

**Scaling Target:** The CASE project plans to scale the best practices from the Career Coach strategy. The primary goal is for each college to have an intentional and visible set of services and partnerships to support student success through the process of education and career planning, enrollment in and persistence through a program of study, and transition to employment or further education or training. We envision a menu of options that will allow colleges to add components as existing resources are available. The braided strategy of career coaching or navigation services; support while participating in a Career Pathways or other identified program of study; and use of Credit for Prior Learning that results in better support for students as they navigate the road to academic success and employment. The initial focus of the scaling plan will be targeted towards Career and Technical Education (CTE) programs and employment.ad A secondary goal of the scaling plan is to continue the involvement of external partners following the life of the grant. In order to achieve the goal of student success through intentional, focused services to students, each college will need to develop a core set of services that:

* Leverage, maintain and develop institutional partnerships internally and externally and sustain communication with key stakeholders, while remaining focused on the student’s individual journey (for example: Financial Aid, Veteran’s Services, and TAA).
* Increase the understanding of community partner goals and missions while working together to support students and leverage additional resources ( local Work Source Centers, WIA partners, employers); and
* Support statewide initiatives (40-40-20, Work Ready Communities, HB 4059 –Credit for Prior Learning).

**CASE Community College Partners:** Blue Mountain, Central Oregon, Chemeketa, Clackamas, Clatsop, Columbia Gorge, Klamath, Linn-Benton, Mt. Hood, Oregon Coast, Portland, Rogue, Lane, Southwestern, Tillamook, Treasure Valley, and Umpqua

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| **THE COLORADO ONLINE ENERGY AND TRAINING CONSORTIUM (COETC)**  |

**Project Description:** COETC is a 15 member, statewide community college consortium with dual goals. The first is to increase access to employment opportunities in the state’s energy sector by expanding and providing on-line and hybrid delivery of energy certificates and degrees. The second is to redesign developmental education to accelerate students’ progress through the developmental sequence and passage of gatekeeper courses.

**Key Strategies:**

* Redesign developmental education using evidence based practices in modular, contextualized and accelerated curriculum and alternative assessments;
* Build programs that meet industry needs in flexible, stackable credentials that lead through career pathways;
* Provide online and hybrid certificate and degree programs;
* Provide wrap-around, intrusive student supports, including career advising.

**Scaling Target:** The COETC consortium plans to scale the redesigned developmental education processes. Having achieved statewide policy reform, the challenge of achieving broad-based and meaningful change now rests with the successful implementation of the redesign on Colorado’s community college campuses. In the process of transitioning from a statewide mandate to a locally driven effort, COETC is drawing from the faculty leadership and expertise of the state’s Developmental Education Taskforce and its Core Implementation Teams.

As college faculty and administration meet to plan the curricular strategies they will choose within the redesign options, different colleges are convening trainings with outside experts, and/or with college faculty within the system colleges who have been successful in implementing the redesigned models. Another key professional development component is a series of regional trainings focusing on student services, to be held over the summer. These trainings, organized by the statewide development education director and COETC staff, are being convened to help college student services advisors, coaches, enrollment specialists and financial aid personnel envision how they will be impacted by the redesign and how they can support its success.

The COETC has a strong evaluation component through Rutgers University that can help the initiative capture the learning from early implementation. This learning will include descriptive data that can help colleges and the initiative better understand how the variables of professional development, leadership, and different formats of student support impact outcomes which would otherwise fit into a narrow band of discreet categories of specific strategies.

**COETC Community College Partners:** Community College of Denver, Aims Community College, Colorado Mountain College, Front Range Community College, Northeastern Junior College, Red Rocks Community College, Trinidad State Junior College, Pueblo Community College, Arapahoe Community College, Community College of Aurora, Lamar Community College, Otero Junior College, Morgan Community College, Pikes Peak Community College, and Colorado Northwestern Community College.

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| **HEALTH PROFESSIONS PATHWAY (H2P)**  |

**Project Description:** H2P is a national consortium comprised of nine colleges in five states that are implementing strategies designed to improve healthcare education by streamlining and enhancing the educational pathway to decrease time to completion and increase credential attainment and employment in needed healthcare occupations. The H2P colleges’ targeted programs of study fall into three career pathways: Therapeutic Services, Diagnostic Services, and Health Informatics. The most common programs of study are related to nursing occupations. The pathways are being designed to assure that the education process is purposefully integrated with employment needs and requirements. To that end, H2P has engaged and continues to grow partnerships at state and national levels among education and industry groups, employers, technical assistance providers, various accrediting bodies, and more. Scaling of successful strategies and best practices learned in the TAACCCT initiative is integrated into the design of the H2P model and will be accomplished through technical assistance; evaluation and dissemination of findings; flexibility to allow for nuances required within communities, regions, and states; open source licensing of courses and curricula; inclusion of non-H2P colleges in national meetings; national summits involving diverse stakeholder groups; published white papers; and ongoing partner collaboration.

**Key H2P Strategies:**  H2P colleges are committed to implement 8 core strategies to create new pathways that are being developed through employer, education and workforce partnerships. They include:

* Online assessment and enhanced career guidance
* Contextualized developmental education
* Competency-based core curriculum
* Industry-recognized stackable credentials
* Enhanced retention support
* Training programs for incumbent health professions workers
* Enhanced data and accountability systems
* Galvanize a national movement to improve healthcare education

**Scaling Target:** Core Curriculum: H2P believes that a Core Curriculum forms the basis for standardizing entry-level expectations and formatting a foundation for practice for all healthcare practitioners. Each of the nine community colleges has agreed to adapt components of a Core Curriculum based on employer input and educational capacity. Each college is making a concerted effort to implement Core Curriculum and planning further implementation beyond the life of the grant. H2P colleges in Kentucky, Texas and Minnesota are working toward further adoption by other colleges within their statewide systems. As part of the Galvanizing a National Movement strategy, H2P hopes that with key partner involvement the Core Curriculum/Credentialing strategy will be implemented widely over time.

**H2P Community College Partners:** Anoka-Ramsey Community College (MN), Ashland Community and Technical College (KY), Malcolm X College (one of the City Colleges of Chicago), Cincinnati State Community and Technical College (OH), El Centro College (TX), Jefferson Community and Technical College (KY), Owens Community College (OH), Pine Technical College (MN), and Texarkana College (TX).

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| **MASSACHUSETTS COMMUNITY COLLEGE AND WORKFORCE DEVELOPMENT TRANSFORMATION AGENDA (MACCWDTA)** |

**Project Description:** The Transformation Agenda is an innovative venture that brings Massachusetts’ community colleges, the Commonwealth’s higher education, economic development, adult basic education (ABE) and workforce development systems, and industry stakeholders together to transform the delivery of education and training programs. Through accelerated programs linked closely to industry need, the Transformation Agenda is building a systems approach to enable greater economic opportunities for Massachusetts residents.

**Key Strategies:**

* Providing Navigators, career coaches and achievement coaches for individualized support of students from One-Stop Career Centers through colleges to completion.
* Redesigning developmental education, making it easier and faster for people to develop the math and literacy skills needed for college success.
* Reshaping certificate and degree programs in consultation with employers, ensuring that students complete programs faster and with the skills needed by today’s employers.
* Utilizing Help Wanted Online (HWOL) among all One-Stop Career Centers, Workforce Investment Boards, community colleges and state agencies for access to the same real time labor market information and analytic tools.

**Scaling Target:** Building on a cross-system collaboration between the community colleges, One-Stop Career Centers and WIBs, MACCWDTA seeks to develop shared mechanisms and practices to assist students with career planning, coaching and placement. To date, the collaborative successes include trained navigators, working at all college and partnering career centers across the state to build stronger bridges to college for career center customers; an intensified focus on student support services at most campuses; and the just-completed purchase of licenses to Help Wanted Online, a premier source of real-time labor market information for college, WIB and One-Stop Career Center partners.

**MACCWDTA Community College Partners:** Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massaoit Community College, Middlesex Community College, Mt. Wachusett Community College, North Shore Community College, Northern Essex Community College, Quinsigamond Community College, Roxbury Community College, and Springfield Technical Community College.

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| **MoHealthWINs** |

**Project Description:** MoHealthWINsis a statewide consortium that includes all including 12 Missouri community colleges and Linn State Technical College, the state’s only technical college focused on developing and expanding health care education opportunities throughout the state. MoHealthWINsis targeting a wide range of occupational areas including:

* Health information technologist
* Information systems
* Certified nursing aide
* Certified medical technician
* Licensed practical nurse
* Associate degree nurse
* Pharmacy technician
* Hearing instrument technician
* Medical lab technician
* Phlebotomist
* Radiologic technician
* Maintenance technician
* Mechanical technician

**Key Strategies:**

* Accelerate progress for low-skilled and other workers by developing a healthcare portal that will assess and develop participants’ skills, restructure courses into modular formats, and enhance relationships between colleges and the public workforce system.
* Improve retention and achievement rates and/or reduce time to completion by integrating basic academics into contextualized modules and provide supplemental instruction, develop intensive student services interventions, and support articulation of credit for coursework and work experience.
* Build programs that meet industry needs by focusing efforts on industry needs through the development of learning communities, employer engagement, internships, and leveraging tuition assistance programs to implement “learn and earn” opportunities.
* Strengthen online and technology-enabled learning by developing hybrid, technology-enabled programs and digital literacy courses, including strategies to help students become successful online learners.

MoHealthWins has identified four areas that present an opportunity for scaling:

1. Implement a statewide, accelerated, modularized competency based model for moving lower skilled adults to college readiness quickly, and integrated with a career pathway.
2. Develop a statewide portfolio model using a competency based college readiness standard.
3. Gather and analyze data to further inform the model.
4. Integrate the modified admissions process.

**Scaling Target:** MoHealthWINS has given highest priority to scale and implement a statewide, accelerated and modularized competency-based model for moving adult learners quickly and successfully through college completion and integrated within a career pathway. This model includes the following: College Portal Programs, Adult Learning Academy, Adult Developmental Education Assistance, Intrusive Student Support Services, Career Coaching, College Navigators, and Assessment Testing Services.

**MoHealthWINs Community College Partners:** Crowder Community College, East Central College, Jefferson College, Linn State Technical College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, North Central Missouri College, Ozarks Technical Community College, St. Charles Community College, St. Louis Community College, Three Rivers Community College.

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| **National STEM Consortium** |

**Project Description:** The National STEM Consortium (NSC) led by Anne Arundel Community College in Maryland is an effort of ten colleges in nine states to develop nationally portable certificate programs in Science, Technology, Engineering and Math. The NSC fills a gap in STEM education by creating one-year, entry-level certificates with labor. The NSC partner colleges represent nine states and networks that touch many more. Working together, they have the capacity to sustain and scale the results of the collaboration to an extent that aims to impact and change the culture of higher education while providing students with valued credentials and industry with a trained workforce.

**Key Strategies:** Two key strategies will be employed to sustain and scale the NSC products. First is the development of all NSC curricula, including STEM Bridge and every course in the five technical pathways, as an open educational resource available to all educational institutions and learners. The second strategy is the promotion of the courses, processes, and strategies through wide scale outreach activities in the academic and workforce development arenas.

**Scaling Target:** The National STEM Consortium will focus its scaling efforts around three concepts or elements. The first is five new certificate programs in emerging or growing industries, incorporating cohort enrollment, block scheduling, compressed classroom time with hybrid delivery, embedded student support and employer linkages; by the end of the grant period, the programs will be available to any college as an open educational resource. The second concept to be scaled is the process by which these programs were developed – using multi-college collaboration to share best practices and create nationally-portable programs with input from industry that will be available for colleges across the country to use free of charge through an open educational resource. The collaboration of community colleges and industry from across the country to produce programs is itself an innovation. The third concept to be scaled is the STEM Bridge program. STEM Bridge bypasses traditional developmental education by contextualizing remediation within the programs, quickly building the math, reading/writing, computer skills, and critical thinking skills of underprepared students, incorporating real workplace scenarios and learner analytics to enhance learning.

**STEM Community College Partners:** Northwest Arkansas Community College; Florida State College at Jacksonville; College of Lake County (IL); Ivy Tech Community Colleges at Lafayette, North Central, Northeast, and Northwest (IN), Macomb Community College (MI), Cuyahoga Community College (OH), Roane State Community College (TN), Clover Park Technical College (WA), South Seattle Community College (WA).

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| **Path to Accelerated Completion and Employment (PACE)** |

**Project Description:** The Path to Accelerated Completion and Employment (PACE) initiative, led by NorthWest Arkansas Community College, has engaged all 22 two-year colleges within the state, along with industry to address the need for trained workers in healthcare and advanced manufacturing. The PACE Initiative focused particular attention on the priority toImprove Retention and Achievement Rates to Reduce Time to Completion.

Business and Management Careers;

**Key Strategies:** The PACE Consortium outlined three principal strategies for achieving the goal:

* Transform development education to accelerate student advancement
* Streamline certificate and degree pathways, including restructuring certificate and degree programs
* Enhance student support technology and systems, including transforming student advisement

Key to the plan is the partnership with the Arkansas Association of Two-Year Colleges, including the Center for Student Success. The Center works to identify and promote best practices and policies.

**Scaling Target:** The leadership team has decided to focus on the assessment test preparation component of the PACE grant, referred to as “test prep” for scaling. Test prep is intended to 1) orient students to the COMPASS assessment test prior to taking the test and 2) offer short-term brush up or remedial instruction to improve students’ test scores before retaking the test. Higher test scores ideally then translate into less need for developmental education courses and thus, improved chances of student retention and completion.

The big idea is to establish a more uniform approach to test prep among all two-year colleges in Arkansas, and to expand test prep services to all students at every two-year college in the state. Preliminary evidence strongly suggests that test prep is boosting student assessment test scores. Currently, all colleges are developing test prep services under the PACE grant, but there is great variation in how these services are being provided. There is variation in how the test orientation component of test prep is being implemented, and also variation in the implementation of individualized remediation plans or curriculums for each student to address their particular academic weaknesses prior to retesting. Scaling will involve identifying core curricular components of the orientation component of test prep and developing a common modular “brush up” curriculum that can be used by all the colleges.

**PACE Community College Partners:** Arkansas Northeastern College; Arkansas State University at Bebe; Arkansas State University, Mountain Home; Arkansas State University, Newport; Black River Technical College; Cossatot Community College of the University of Arkansas; East Arkansas Community College; South Community College; National Park Community College; North Arkansas College; College of the Ouachitas; Ozarks College; Phillips Community College of the University of Arkansas; Pulaski Technical College; Rich Mountain Community College; South Arkansas Community College; Southeast Arkansas Community College; Southern Arkansas University Tech; University of Arkansas Community College at Batesville; University of Arkansas Community College at Hope; and University of Arkansas Community College at Morrilton.

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