

- 1) Lead Consortium Applicant: West Hills College Lemoore
- 2) Lemoore, California
- 3) Areas Served by Grant: 16 Counties in San Joaquin Valley covering 27,282 Square Miles



Eleven (11) College Consortium Partners of Central California

Fresno City	Fresno
Madera Center	Madera
Porterville	Porterville
Bakersfield	Bakersfield
Taft	Taft
Reedley	Reedley
Merced	Merced
<u>Cerra Coso</u>	Ridgecrest
San Joaquin Delta	Stockton
College of the Sequoias	Visalia
West Hills College Lemoore	Lemoore
West Hills College Coalinga	Coalinga

4) Project Name: Central California Community Colleges Committed to Change (C⁶) Consortium

5) Funding Level Requested: \$19,993,050

6) Priorities and Strategies

The C⁶ Consortium will pursue Priority #2 by implementing a comprehensive strategy consisting of eight inter-related and inter-dependent elements, or **guiding principles**, that research has indicated result in significant positive outcomes in retention and completion rates and has shown to reduce the time to degree or certification at community colleges.

Improve Retention and Achievement Rates to Reduce Time to Completion

1. *Integrated Program Design* – students will enroll in a single, coherent program
2. *Cohort Enrollment* – programs will be designed with a pre-determined sequence of courses, a pre-established life-of-program class schedule, a cohort-based structure, and a single program registration process.
3. *Block Scheduling* – provide a fixed classroom-meeting schedule, consistent from term to term.
4. *Compressed Classroom Instruction* – asynchronous instruction along with contemporary technology will be used to supplement traditional classroom instruction to compress seat-time requirements and to reduce the time needed to move students from training to degree to work.

5. *Embedded Remediation* – essential relevant math and English skills will be provided in tandem with learning specific occupational competencies.
6. *Increase Transparency* - C⁶ programs will be advertised, priced, and delivered as high-value programs leading to clearly defined credentials and connected to regional employer need.
7. *Transformational Technology* - C⁶ Redesign Education Delivery (RED) Teams will redesign courses cross the region to better use new and existing technology as well as blended learning models and will seek out open textbooks and courseware options in order to assist cash-strapped TAA eligible participants.
8. *Innovative Student Support Services* – the C⁶ design will embed student support services into program structures, using technology and partnerships with employers to supplement traditional support services.

7) Description of Proposed Project

The C⁶ Consortium project will implement one strategy with eight guiding principles bringing expanded capacity and efficiency to the grant project. California's geographically immense San Joaquin valley covering 27,282 square miles presents challenges of delivering services to the potential target population of trainees as well as providing a large enough scope of employment opportunities in a given geographic area. The initial two years of the grant project will allow each college within the consortium to design and implement high quality training programs for individuals and industry partners in their area. The third year of the project will expand capacity and sustainability by duplicating these model programs within the consortium to other colleges who possess a pool of potential trainees and industries who could utilize the model curriculum and training provided by a host college. Efficient use of funds will be achieved by increasing capacity and reducing duplication of efforts by colleges within the consortium.

8) Targeted industry and/or occupations and related credentials: Health Care, Ag/Manufacturing and Alternative Fuel
Credentials: State Licensing and Certifications

9) Population to be served: 3069 students

California's San Joaquin Valley is economically impoverished with an average unemployment rate of over 19%¹, with some rural cities reporting over 40% unemployed². The current level of skills and educational attainment of the targeted population is distressingly low. In Huron, no one over 25 possesses a Bachelor's degree. In Mendota, the percentage is 0.5%, Firebaugh is 2.5%, and the vast majority of our small rural cities have similar demographic traits.³ We know the San Joaquin Valley is impoverished and the targeted population face multiple barriers to success in educational retraining programs: 1) complex and unconnected educational systems making it difficult to navigate; 2) family commitments that necessitate a pre-planned training schedule; 3) time restraints; and 4) lack the basic skills needed for program completion. Through discussion with employers and regional and national reports, we know that the existing educational gaps in the general population are more profound among the TAA eligible workers and other disadvantaged workers -- far below employer requirements in terms of

¹ California Employment Development Department, <http://www.calmis.ca.gov/file/lfmonth/calmr.pdf>, (2/11)

² California Employment Development Department, <http://www.labormarketinfo.edd.ca.gov> (3/11)

³ U.S. Census Bureau. American Fact Finder. Available on line at <http://factfinder.census.gov>.

math and basic skills. Numerous additional barriers faced by TAA eligible workers as they seek employment include transportation issues (such as long distances to training sites, high fuel costs, non-operating vehicles) and chronic poverty limiting access to education and employment. Barriers due to illiteracy, language and other educational hurdles will be addressed at each individual campus by providing appropriate referrals to counselors and other support programs.

Trade-Impacted communities: Fresno, Lemoore, Stockton, CA

Companies: The Boeing Company; Di-Pro, Inc. Aisin Manufacturing California, LLC

10) Required Employer Partners:

Agriculture Manufacturing – Dole Foods; TomaTek, Inc.; Olam Tomato Processors

Health Care – Madera Community Hospital; Coalinga State Hospital; Kaweah Delta Health Care

Alternative Energy – Toyota Motor Sales USA; Meridian Energy USA, Inc.; Southern California Edison Edu Center

11) Stakeholder Organizations: 8 County Workforce Investment Boards, CA Department of Mental Health, Northern CA Hospital California Department of Corrections and Rehabilitation Council, Psychiatric Technicians Union, local hospitals, California Prison Health Care Services, California Employment and Economic Development Department

12) Projected Numbers for Each of the Seven Outcome Measures

Entered employment rate	70% 2148
Employment retention rate	75% 23
Average earnings	\$14,480
Attainment of credits toward degree	65% 1994
Attainment of certificates (less than one year)	70% 320
Attainment of certificates (more than one year)	75% 923
Graduation rate for degree programs	75% 458

13) Public Contact Information for the Grant

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14) Keywords/tags: Employer Partnerships, Industry-Driven Competencies, Industry-Recognized Credentials, Developmental Education, Contextualized Learning, Career Pathways, Basic Skills, Modular Curriculum, Learning Communities, Health Care, Alternative Energy; Agriculture Manufacturing; TAA Eligible Worker; Guiding Principles; C⁶ Consortium; RED Team; Transformative Technology; Cohort Enrollment; Integrated Program Design; Block Scheduling; Compressed Classroom Instruction

Introduction - The Central California Community Colleges Committed to Change (C⁶) proposal marks an unprecedented opportunity for our region to develop accelerated, intensive programs of study (that can be replicated as a national model) so students earn a degree or credential of value in a reasonable amount of time, enabling them to enter the workforce of critical industries with growing occupational demand in an accelerated timeframe. The C⁶ Consortium has developed an innovative and bold response to the Department of Labor Community College and Career Training grant solicitation. This project is grounded in established research and input from regional employers and county Workforce Investment Boards and will transform the design, structure and delivery of education at 11 California Community Colleges. The C⁶ Consortium started as sub-regional collaboratives consisting of two to three colleges working together on grant projects. Over the past 8 years, the C⁶ Consortium colleges have worked together on various projects – but not as a single Consortium with a single focus. The C⁶ Consortium is the natural progression of substantial, on-going collaborative work.

Statement of Need

Impact of Foreign Trade in Communities Served - California's San Joaquin Valley is economically impoverished with an average unemployment rate of over 19%¹, with some rural cities reporting over 40% unemployed². Our dire economic situation worsened within the past year with the negative impact of international trade, which resulted in the loss of hundreds of manufacturing jobs in the region. **Within the San Joaquin Valley, the following industries obtained TAA Certification** in 2010. <http://www.doleta.gov/tradeact/taa/taa>

¹ California Employment Development Department, <http://www.calmis.ca.gov/file/1fmonth/calmr.pdf>, (2/11)

² California Employment Development Department, <http://www.labormarketinfo.edd.ca.gov> (3/11)

TA-W-74,293E, THE BOEING COMPANY August 13, 2010, Lemoore, CA
TA-W-73,497, AISIN MANUFACTURING CA, LLC April 19, 2010, Stockton, CA
TA-W-74,628, DI-PRO, INC. November 18, 2010, Fresno, CA

The long-standing economic challenges facing the San Joaquin Valley have been exacerbated by the impact of foreign trade and the resulting TAA Certification determinations. Conversely, in the midst of these economic hardships, numerous employers have reported that they have unfilled positions due to lack of skilled workforce.

ii. Targeted Population in Communities to be Served - Based on per capita income statistics, the California's San Joaquin Valley has earned a new epithet: **Western Appalachia**. In December 2005, the Congressional Research Service found per capita incomes in the eight-county San Joaquin Valley (SJV) *lower* than in the 68-county Central Appalachia region and rates of welfare dependency were *higher* in the San Joaquin Valley than in Central Appalachia. Among the 50 largest US cities, Fresno has the highest percentage of residents living in areas of concentrated poverty. This report was issued BEFORE the national economic crisis and the impact of International trade, both of which have exacerbated the decline of the economic landscape of the entire region.

a) While the San Joaquin Valley depends largely on agriculture, the three TAA Certifications mentioned above are from motor vehicle and aircraft parts manufacturing companies. Job losses experienced in other **industries and occupations in which the targeted population was employed** include construction, agricultural manufacturing and information technology³.

b) Predictably, given the high rate of poverty in our target area, **the current level of skills and educational attainment of the targeted population** is distressingly low. In Huron, no one

³ News Release 11.10. California Employment Development Department. Available on-online at http://edd.ca.gov/About_EDD/pdf/urate201101.pdf. (January 21, 2011).

over 25 possesses a Bachelor's degree. In Mendota, the percentage is 0.5%, Firebaugh is 2.5%, and the vast majority of our small rural cities have similar demographic traits.⁴ Research about the skills gap among TAA eligible workers is well documented.^{5 6 7} Through discussion with employers and regional and national reports, we know that the existing educational gaps in the general population are more profound among the TAA eligible workers and other disadvantaged workers -- far below employer requirements in terms of math and basic skills.^{8 9} This population faces many immediate challenges. Most significantly, demand is growing for workers who have the ability to integrate and apply academic, technical, and practical knowledge and skills,¹⁰ yet the education achievement data that was used to bolster the national calls for action reveal the U.S. is falling behind other countries in terms of student proficiency in mathematics and science. The low level of skills and the low educational attainment of our targeted population illustrate the need for community colleges to adopt and implement new innovative, research-based delivery of services in order to get TAA eligible workers and underserved populations the knowledge and skills they need to secure employment in life-sustaining careers.

e) Recent labor market analyses^{11,12} along with anecdotal evidence from employers indicate high growth in the health care, food manufacturing as well as in the solar and alternative energy industries found in the communities impacted by the Consortium's proposal. The education and training needed to attain the knowledge, competencies, and degrees/certificates required of

⁴ U.S. Census Bureau. American Fact Finder. Available on line at <http://factfinder.census.gov>.

⁵ Toward Ensuring America's Workers and Industries the Skills to Compete. National Skills Coalition. (2010).

⁶ Collins, M. Brookings trade forum 2005: Offshoring white-collar work.

⁷ Haycock, K., Barth, P., Mitchell, R., and Wilkins, A., Eds. *Thinking K-16*. "Ticket to Nowhere: The Gap Between Leaving High School and Entering College and High-performance Jobs," pp. 2-33. Washington, DC: Education Trust.

⁸ Toward Ensuring America's Workers and Industries the Skills to Compete. National Skills Coalition. (2010).

⁹ Allison Zippay, Job-Training and Relocation Experiences Among Displaced Industrial Workers

¹⁰ Porter, Michael. "Workforce Development in the Global Economy." (November 2002).

¹¹ California Central Valley Economic Development Corporation, *Real Estate Update: 2012*. (March, 2011).

¹² California Prison Health Care Services, Stockton Workforce Analysis: Total staffing requirements. (September, 2010).

workers in these fields and earn significantly higher wages is well documented.^{13 14 15} Table A below reveals recent LMI data for in-demand occupations targeted by the Consortium's proposal requiring at least a one-year certificate. TAA eligible workers require a combination of contextualized basic skills remediation coupled with redesigned vocational skills training that will provide them with industry-recognized licensure, certificates and/or degrees needed for immediate job re-entry.¹⁶ TAA eligible workers tend to have a long work history, and they want and need to return to work quickly.

d) Additional barriers faced by TAA eligible workers as they seek employment include transportation issues (such as long distances to training sites, high fuel costs, non-operating vehicles); illiteracy and language barriers; inadequate education counseling and support programs; and chronic poverty limiting access to education and employment. These barriers for the targeted population call for an innovative redesign of educational and training services.

iii. Targeted Industries and Occupations - a) **Current and future projected demand** for employment for this proposal is based on extensive community outreach and meetings with local employers and city officials (see Community Outreach Attachment). It is also demonstrated by recent studies^{17 18} conducted by the UC San Francisco, Great Valley Center and Central Valley Economic Development Corporations. **Three high demand sectors have emerged from this process: healthcare, agriculture manufacturing and alternative energy.**

¹³ Maguire, S., Freely, J. and Clymer, C. *Turning in to Local Labor Markets: Finds from sectoral employment impact study*. Private/Public Ventures. (July, 2010).

¹⁴ Matus-Grossman L. and Gooden, S. *Opening Doors to Earning Credentials: Impressions of community college access and retention from low-wage workers*. MDRC. (November, 2001).

¹⁵ Proso, T. *From Hidden Cost to Higher Returns: Unlocking the potential of the lower-wage workforce*. Insight Center for Community Economic Development. (Summer 2010).

¹⁶ Perin, D. *Curriculum and Pedagogy to Integrate Occupational and Academic Instruction*. (March 2000).

¹⁷ California Central Valley Economic Development Corporation, *Real Estate Update: 2012*. (March, 2011).

¹⁸ Great Valley Center. *Assessing the region via indicators: The economy (3rd ed)*. (October, 2010).

One major source for the expected growth in demand for **healthcare workers** is prison expansion in the region. The State of California is opening three (3) new prison facilities in Stockton: the Receiver's California Health Care Facility (CHCF), opening in late 2012, will have a total of 1,722 beds; the DeWitt Nelson Juvenile Justice Facility will contain 1,133 beds; and the Northern California Reentry Facility will contain 500 beds,¹⁹ for a total of 3,355 beds serving a variety of inmates and their care needs.²⁰ The California Prison Health Care Services has reported a need to hire 862 Psychiatric Technicians, 253 LVNs, 346 Nurse Assistants and 812 RNs plus an additional need for 155 supervisory level health care professionals for these facilities.²¹

The above demand is in addition to from the needs of small and medium-sized hospitals and long-term care facilities, many of which are in the process of expanding in order to accommodate a graying and growing San Joaquin Valley population. Information provided by these employers indicates demand of at least 255 additional multi-skilled allied health technicians and LVNs.

Alternative energy also has significant immediate and long-term demand for skilled occupations. A recent analysis prepared by UC-Merced Professor Shawn Kantor states, "it is possible to forecast the number of jobs that will be created to construct, manufacture, install, and then operate the various renewable energy projects that will be located within the SJV over the coming decade."²² According to these estimates, the biomass, hydrogen, solar, and wind projects that are currently approved and in development and those that are pending regulatory

¹⁹ California Prison Health Care Services. Stockton Workforce Analysis: Total staffing requirements. (September, 2010).

²⁰ Ibid

²¹ Ibid

²² S. Kantor. Economic Opportunity from Clean Energy Jobs in California's San Joaquin Valley. (Oct. 2010).

approval will generate between 68,366 and 79,512 jobs in the SJV."²³ Currently eight (8) large-scale (employing over 100 per site) and six (6) smaller (less than 100 jobs) solar projects will be constructed in the target area over the next two years. These new opportunities translate to an employment potential of approximately 2,200 new jobs for this distressed region.

Valley geography and extensive rail infrastructure along with the Port of Stockton makes it perfectly situated to meet the logistical needs of companies. **Manufacturing and food processing** is leading the valley out of the recession by expanding in each of the last 18 months."²⁴ During that time, more than 30 large scale manufacturing, food processing and distribution companies have opened or expanded in the San Joaquin Valley.²⁵ These companies will employ a workforce of over 2,500 with many levels of required skill-sets.²⁶ Previous training partnership experience demonstrates that joint employer and college partnerships will result in substantive employment for TAA eligible workers. Table A below documents that current training capacity at regional educational institutions is unable to keep pace with employer demand.

²³ Ibid.

²⁴ California Central Valley Economic Development Corporation, *Real Estate Update: 2012*. (March, 2011).

²⁵ Ibid.

²⁶ Ibid.

Table A	Occupation	Current Program Length	Required Certification	Current Capacity ²⁷	LMI Employer-Projected Openings ²⁸
Healthcare	Psych Techs	18 Month	Degree/Certificate licensure	156	1,260
	LVN	18 Month	Certificate/licensure	109	485
	RNs	24 Month	Degree/licensure	1,354	2,000
	Radiological Technician	24 Month	Degree/Certificate/licensure	60	185
	Multi-skilled Technician	12 Month	College Certificate Industry Certifications	N/A	125
Ag Manufacturing Food Processing	Maintenance Mechanic	12 Month	College Certificate Industry Certifications	150	800
	Welder	12 Month	Industry Certifications	255	575
	Electrician	12 Month	Industry Certifications	235	2,000
	Truck Driving	12 Month	College Certificate State Licensure	60	290
Alternative Energy	Solar Installer/Maintenance	12 Month	College Certificate Industry Certifications	120	2,000
	Energy Technicians	24 Month	College Certificate Industry Certifications	NA	175
	Heavy Equipment	12 Month	College Certificate Industry Certifications	45	250
	Residential RetroFit	12 Months	College Certificate, Industry Certifications	60	220

Data collected through: Regional LMI, employer contacts, WIA Boards, CA EDD

Included in the attachments to this proposal is a **MOU from nine (9) employers as evidence of their strong commitment** to provide staff to work side-by-side with C⁶ faculty and administration to define the program strategy and goals; identify needed skills and competencies to effectively redesign curriculum; supply resources needed to support C⁶ education/training programs including but not limited to equipment, instructors, funding, internships, or other work-based learning activities; and ultimately to hire successfully trained project participants. The nine C⁶ employers are representative of a much larger population of regional employers from the

²⁷ Centers of Excellence. California Community Colleges, *Occupational Need*. . (March, 2011).

²⁸ NOTE: This is a compilation of multiple reports and direct employer survey. Data available upon request.

three identified high wage/high demand industry sectors that agree that a well trained workforce will ensure the growth and success of these industries by encouraging employment and ensuring that projects keep to schedules and are as efficient as possible.

b) Knowledge, competencies, and degrees/certificates required of workers in the targeted industries or occupations. Table A above illustrates that the region's high wage/ high demand occupations require an industry recognized certificate or degree. The table lists the specific certificates and degrees that will be the focus of this proposal. Community outreach efforts included specific questions posed to industry to ensure the relevance of knowledge and certification requirements for this project. The Business-Driven approach used in the development of this proposal as well as the high level of employer engagement as described in the work plan illustrate a breadth of understanding of the knowledge, competencies and degrees required by the targeted sectors. This design approach coupled with faculty who "come from the field" will ensure that transitioning TAA eligible workers will have a robust training program that has been built for and/or rebuilt to meet industry needs with a clear understanding of the given requirements of each occupation from the three (3) industry sectors targeted in this project.

c) Demand for Trained Workers by Employers in the Targeted Industries. Partnerships among consortium colleges, multiple WIBs and regional employers within the three targeted industries have identified demand for trained workers in all three industries. Those partnerships working with state prisons and hospitals, Kaiser Permanente, the Northern California Regional Hospital Council, the San Joaquin Valley Partnership for Manufacturing, Claude Laval Corporation, Paramount Farms, Meridian Solar and other alternative energy employers. There

are unmet needs in all the chosen training areas. Annually, there are over 1,000 unfilled jobs that require recognized credentials and the types of skill development that this project will provide.²⁹

The California Prison Health Care Services are preparing to open three new facilities in Stockton that will hire 860 Psychiatric Technicians, 253 LVNs and 1,812 RNs³⁰. Coalinga State Mental Hospital is projecting an additional need for 200 PTs and 150 RNs³¹. Food processing and Agricultural Industrial Manufacturing employers anticipate a need for 400 new workers regionally as plants anticipate increased production. Lastly, Central California is exploding in alternative energy fields such as solar and energy conservation. Our employer partners cannot keep up with the demand for energy technician, solar maintenance and workers with installation skills. Solar developers have identified significant need for a skilled workforce for eight (8) large and six (6) smaller new solar farms in our region, resulting in a need for 2,000 installers and electricians. It is estimated that each site will employ several Energy Technicians (a new high demand occupation). Currently colleges in the region cannot produce enough trained workers.

iv. Gaps in Existing Educational and Career Training Programs

a) **Evidence of limitations in the number of students** - As described above and illustrated in Table A there is a capacity limitation in the number of students the region can serve successfully. Without the C⁶ interventions, institutional inability will continue.

b) **Limitations exist in faculty expertise and facility infrastructure** that are barriers to providing effective education and training programs in the region. While all faculty would benefit from immersion in the "field" to keep their expertise current and relevant,

²⁹ Dozier, M. Chief Operations Officer. Fresno Regional Jobs Initiative. Personal Communication, March 28, 2011

³⁰ California Prison Health Care Services, Stockton Workforce Analysis: Total staffing requirements. (September, 2010).

³¹ Hundal, K. Chief Nurse Administrator, Coalinga State Hospital. Personal Communication, April 2, 2011

limitations of faculty expertise is most evident in the area of contextualized basic skills. Faculty often do not have a understanding of the evolving skill level needed for employment. Limited facility infrastructure is a barrier. Specialized equipment is necessary to offer specific industry-driven training as needed in the three C⁶ targeted sectors – Ag/Health/Alternative Energy.

c) **Limitations exist in the content and quality of available courses** that negatively impacts the ability of C⁶ institutions to meet the needs of the targeted population and employers. During planning sessions and in previous discussions with employers and C⁶ colleges, limitations in the content and quality of available courses were widely discussed by both administration and faculty groups and common themes began to emerge: lack of integrated programming, current series of unconnected courses not clearly understood by employer or student (lack of transparency and LMI); lack of applied academics in current training programs; lack of specialized equipment and gaps in student support services to name a few.

d) **The identification of factors** that contribute to program attrition, particularly among low-skilled students, and the need to address those factors to improve retention and completion rates have been documented.³² C⁶ Consortium believe California's existing approach for serving this population, while well-meaning, fails on virtually every score. Specifically, it:

1. Does not focus on the underlying barriers to academic success
2. Consists of a hodgepodge of disconnected courses and programs
3. Is neither centered around improving academic achievement nor well-integrated into the state's overall accountability system.
4. Does not collect and disseminate useful information on program outcomes

³² Legislative Analyst's Office. Improving Academic Success for Economically Disadvantaged Students. (January 2009).

C⁶ Consortium members and WIB partners have identified specific factors that contribute to program attrition among low-skilled students: 1) TAA eligible workers navigate through complex and unconnected educational systems; 2) adult learners have family obligations; 3) disadvantaged populations often lack the basic skills need for program completion, and 4) TAA eligible workers have time constraints—they need/want work now.

2. Work Plan and Project Management - Evidence-Based Design and Overview of Proposed Strategy. In previous sections, the needs of the C⁶ region have been clearly defined. We know the San Joaquin Valley is impoverished and the TAA eligible workers face multiple barriers to success in educational retraining programs: 1) complex and unconnected educational systems making it difficult to navigate; 2) family commitments that necessitate a pre-planned training schedule; 3) time restraints; 4) lack the basic skills needed for program completion. Through multiple roundtable discussions among C⁶ Consortium faculty and administrators, along with a review of research, we believe that no single “silver bullet” effort, will improve retention and completion rates.³³ Therefore, amid growing evidence that narrowly focused interventions produce very limited outcomes, the C⁶ Consortium has developed collaboratively a comprehensive, strategy with eight inter-related and inter-dependent elements that research has indicated contribute significantly to positive outcomes in retention and completion rates and reduce the time to degree or certification at community and technical colleges.^{34 35 36 37}

³³ Jenkins, D. *Redesigning Community Colleges for Completion: Lessons from Research on High-Performance Organizations*. Community College Research Center, Columbia. CCRC Working Paper No. 24. (2010)

³⁴ Rutschow, Richburg-Hayes, Brock, et.al., *Turning the Tide*. (February 2011).

³⁵ National Fund for Workforce Solutions. *The Principles of the National Fund for Workforce Solutions and Their Implications for Public Policy*. (November 2009).

³⁶ Pusser, B. and Levin, J. *Re-imagining Community Colleges in the 21st Century: A student-centered approach to higher education*. The Center for American Progress. (December, 2009).

³⁷ The Joyce Foundation. *Shifting Gears Project*. (2010).

a) Evidence based strategies chosen to improve education and employment

Literature indicates that improvements in organizational performance result from the implementation of a complementary set of organizational practices – no one single policy or practice, even if implemented at scale – will improve student outcomes overall.^{38 3940} This proposal puts forth a strategy based on eight researched-based **guiding principles** that each college has agreed to fully implement in selected programs to dramatically improve student outcomes and accelerate progress. The systematic implementation of this strategy and its guiding principles will be done by the C⁶ Redesign Education Delivery (RED) teams. Each RED team will be comprised of employers and college faculty and administration that will focus on one of the three high demand training areas: Health, Alternative Energy, Ag/Manufacturing – to implement guiding principles and embedded Basic Skills as directed by employer demand and student need. RED teams will coordinate training and collaboration between employers and faculty across the region in order to put into practice the new instructional delivery system built on our strategy's guiding principles: 1) ***Integrated Program Design*** - The three C⁶ targeted programs will be designed to be prescriptive, meaning students will enroll in a single, coherent program – not unconnected courses.⁴¹ Several research studies offer evidence about the value of program design and suggests that student outcomes in terms of persistence and completion in community colleges would be significantly enhanced by programming that offers more intentionally designed pathways reducing the complexity of registration, course selection, and

³⁸ Jenkins, D. *Redesigning Community Colleges for Completion: Lessons from Research on High-Performance Organizations*. Community College Research Center, Columbia. CCRC Working Paper No. 24. (2010)

³⁸ Solberg, L. *Lessons from Experienced Guideline Implementers: Attend to Many Factors and Use Multiple Strategies*. (2005)

⁴⁰ National Fund for Workforce Solutions. *The Principles for the National Fund Workforce Solutions and Their Implications for Public Policy*. November 2009.

⁴¹ Perin, D. *Curriculum and Pedagogy to Integrate Occupational and Academic Instruction in Community College: Implications for faculty development*. CCRC Brief Number 8. (March 200).

class scheduling and offering the student greater transparency, simplicity, and predictability in this process.⁴² ⁴³ 2) **Cohort Enrollment** - Programs will be designed with a pre-determined sequence of courses, a pre-established life-of-program class schedule, a cohort-based structure, and a single program registration process.⁴⁴ C⁶ CTE programs will group students as cohorts. 3) **Block Schedule** - Research conducted by the National Center For Education Statistics indicates that enrollment intensity was a strong predictor of student success. Of all students starting in two-year colleges whose enrollment was always part-time, 73 percent had withdrawn after six years with no credential.⁴⁵ The C6 Consortium will provide a fixed classroom-meeting schedule, consistent from term to term. Students will know well in-advance their full-time schedule. 4) **Compressed Classroom Instruction** - Asynchronous instruction along with contemporary technology will be used to supplement traditional classroom instruction to compress seat-time requirements and reduce the time needed to move TAA workers from training to degree to work.⁴⁶ 5) **Embedded Remediation** - Essential relevant math and English skills will be provided in tandem with learning specific occupational competencies.⁴⁷ 6) **Increased Transparency, Accountability and Labor Market Relevance** - Clayton (2011) found that the lack of structure in many community colleges is likely to result in less-than-optimal decisions by students about whether and how to persist toward a credential.⁴⁸ C⁶ programs will

⁴² Center for Working Families. *An Integrated Approach to Fostering Family Economic Success: How three model sites are implementing the Center for Working Family Approach.*

⁴³ Chisman, F. *Background and Supporting Evidence for Adult Education for Work.* National Center on Education and Economy, Workforce Development Strategies Group. (October 2009).

⁴⁴ Clayton, J. *The Shapeless River: Does a lack of structure inhibit student progress at Community Colleges.* (January 2011).

⁴⁵ Radford, A, Berkner, L. *Persistence and Attainment.* (December 2010).

⁴⁶ Bragg, D. *Ready for College in Colorado: Evaluation of the Colorado SUN and the College Connection program,* University of Illinois, Office of Community College Research and Leadership. (2010).

⁴⁷ Perin, D. (2011). *Facilitating Student Learning Through Contextualization* (29). Community College Research Center, New York, NY.

⁴⁸ Scott-Clayton, J. *The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges?* (2011)

be advertised, priced, and delivered as high-value programs leading to clearly defined credentials and connected to regional employer need. Clear and consistent information about tuition, duration, success rates, and job placement outcomes will enable students to assess costs and benefits, see the reasons for continued attendance, and make the sacrifices necessary to achieve program goals. 7) *Transformative technology* - C⁶ Redesign Education Delivery (RED) teams will redesign courses across the region to better use new and existing technology as well as blended learning models, and will seek out open textbooks and courseware options in order to assist cash-strapped TAA workers.⁴⁹ 8) *Innovative Student Support Services* – The C⁶ Consortium offers the opportunity to test examined practices in the delivery of enhanced counseling services and referral for additional supportive services in a new high performance manner such, as those researched by Columbia University, focusing on the customer, process improvement, use of measurement, and external linkages.⁵⁰ This premise along with the C⁶ approach to embed student supports into program structures, using technology and partnerships with employers and community-based organizations to supplement traditional support services, will lead to greater success among C⁶ participants.

b) Priorities to be addressed by the Proposed Project - The C⁶ Consortium proposal will address **Priority Two** – “improve retention and achievement rates to reduce time to completion.”

The eight research-based elements, or **8 Guiding Principles**, of our integrated strategy are focused on improving success rates and redesigning education to move TAA eligible workers effectively from college-to-career. Evidence learned from the *Achieving the Dream* initiative

⁴⁹ Klein-Collins. *Building Blocks for Building Skills: An inventory of adult learning models and innovations*. CAEL.(2006).

⁵⁰ Scrivner, S. and Weiss, *More Guidance Better Results? Three year effects of an enhanced student services program at two community colleges*. MDRCs Opening Doors Project. (August, 2009).

argues for strategy intervention at a more *comprehensive and integrated level*, such as described above, to improve the students learning experience.

c) **Proposed education and training programs will provide participants with the knowledge, skills, and abilities required for employment in the targeted industries and occupations.** The C⁶ Consortium, with strong input from employers, will deliver the specific educational experience needed to equip the targeted population with the knowledge and skill needed for employment in our three high demand sectors -- **healthcare, agriculture manufacturing and alternative energy.** The outcome will be specific occupational training programs needed to better meet employer needs AND better prepare participants through increased student motivation; superior interactions among faculty and employers; improved teaching and integrated instruction.⁵¹

d) **Explain any regional, national, or industry-wide education and training impacts from their proposed project** – The C⁶ Project approach for transformational change offers regional impact due to the geography of the service area of the college consortium members and regional employers. Additionally, this approach for post-secondary education reform can serve as a national model based on innovative collaboration among employers and faculty; new instructional delivery systems; embedding of basic skills as directed by employers and student needs; and common curricula for increased portability.

The gaps that exist currently are due to the archaic design of education and related services that do not meet the needs of the TAA eligible worker or employers, nor are they based in strong research methods. The traditional design for educational delivery does not include the systems

⁵¹ Dolores Perrin. Curriculum and Pedagogy to Integrate Occupational and Academic Instruction in the Community College: March 2000

interventions that research has shown to be effective. This project will directly address the gaps in the current education and training offerings in each community by implementing comprehensive interventions throughout the 11 colleges in order to meet the needs of the time-restrained TAA eligible worker. Each college partner has agreed to fully implement each of the **eight guiding principles** integrated into a unified strategy as discussed above. Funding is requested for staff development, instructional equipment and materials for “stackable” credential programs. Assessment and evaluation of each of the above interventions is key for continuous monitoring and improvement of this systematic change, as well as will serve the bases for in-depth research to be used to shape national policy and educational reforms.⁵²

e) Identify the degrees, certificates, and industry-recognized credentials that will result from the education and training programs implemented by the project (See Table A).

1. **Health Care:** RN - AA degree/state licensure; Psych Tech - AA degree/college credential/state licensure; LVN - college credential/state licensure; Sterile Processing/Multi-Task Technician - college credential/national credential; Nurse Assistant – credential/licensure; Multi-skilled Rad Tech - - AA degree/college credential/state licensure;
2. **Alternative Energy:** college certificates/ industry certifications/ state licensure;
3. **Ag/Manufacturing:** college certificates/ industry certifications/ state licensure;

f) Project will directly address the gaps that exist currently are due to the archaic design of education and related services that do not meet the needs of the TAA worker or employers, nor is it based in strong research methods. The traditional design for educational delivery does not include the systems interventions that research has shown to be effective reform. The C⁶ project will directly address the gaps in the current educational and training offerings in 11 community

⁵² Data Quality Campaign. *Maximizing the Power of Education Data while Ensuring Compliance with Federal Student Privacy Laws: A guide for state policy makers.* (March, 2007).

colleges implementing innovative interventions. Each C⁶ college has agreed to fully implement each of the following research-based interventions (See attached MOU):

- 1) ***Integrated Programming*** – TAA workers will no longer have to navigate through a disconnected array of college courses. Now students will have a prescribed schedule with intentionally designed pathways that has shown success.
- 2) ***Cohort Enrollment*** – Research has shown improvement in retention and completion
- 3) ***Block Scheduling*** – This allows for accommodation and better schedule to meet adult complex needs.
- 4) ***Compressed Instruction*** – Acceleration allows workers to return quickly to the workforce.
- 5) ***Embedded Remediation*** – This allows for greater results in math and English skills in an applied contextual format making it relevant for the adult learner.
- 6) ***Increase Transparency, Accountability and Labor Market Relevance.*** Clear and consistent information about tuition, duration, success rates, and job placement outcomes will enable students to assess costs and benefits, see the reasons for continued attendance, and make the sacrifices necessary to achieve program goals. .
- 7) ***Deploy transformative technology*** will support instruction and accelerate student learning. This includes redesigning courses across systems using technology, blended learning models and using open textbooks and courseware.
- 8) ***Improve Student Support Services*** by using technology and partnerships with employers and community-based organizations to supplement traditional support

The comprehensive nature of the is effort will directly address each of the gaps identified in the statement of need section by addressing limitations in content and quality of available courses;

myriad of factors that contribute to program attrition; delivering funding for staff development; instructional equipment and materials for “stackable” credential programs; and by ultimately increasing the consortiums capacity to serve a greater number of students. Furthermore, assessment and evaluation of each of the above interventions is key for continuous monitoring and improvement of this systematic change, as well as will serve the bases for in-depth research to be used shape national policy and educational reforms.

(g) Technical feasibility of technology-enabled strategies the design, technologies, and delivery methods for these strategies One major goal of this proposal is to improve Basic Skills delivery and one component will be to add web-based remediation through instructional software that supports basic skill development. The courses and materials developed through this program will be **re-used, repurposed and** shared nationally and the RED team lead college will be responsible for curriculum improvement in the targeted sector training. Results and course materials will be shared through State-wide organizations and supported by the Chancellor’s Office. Additionally, the project will work with the Community College Research Center (CCRC) National Learning Network, the leading independent authority on the nation’s more than 1,200 two-year colleges, to develop a new virtual think-tank dedicated to educational reform and the rapid prototyping of systematic change.

C⁶ Project Work Plan

Selected Priority 2: Ag Manufacturing – Innovative Design and Redesign

Implementers	Activities, Tasks, and Time –	Time	Costs
<p><i>College & Role</i> RED Team Lead Reedley College</p> <p>Academic and Basic Skills Embedding: Bakersfield College</p> <p>RED Team participants: All C⁶ Colleges</p> <p>Early Adopters Implementing 8 Guiding Principles:</p> <ol style="list-style-type: none"> 1. WHC Coalinga 2. Reedley College 3. College of Sequoias 4. Taft College 5. Madera Center 	<p><i>Tasks Implemented & 8 Guiding Principles</i></p> <ul style="list-style-type: none"> • Employers & faculty (RED teams) redesign and/or design CTE & developmental education <ul style="list-style-type: none"> ✓ <i>Inegrated Program Design</i> <ul style="list-style-type: none"> o Development/Redesign of single coherent program o Incorporate contextualized basic skills (BS) ✓ <i>Cohort Enrollment</i> ✓ <i>Block Schedule Development</i> <ul style="list-style-type: none"> o Sequential course design w/concurrent options o Develop fixed, consistent schedule at convenient times ✓ <i>Offer Compressed Instruction</i> <ul style="list-style-type: none"> o Modular curriculum to reduce the time it takes to obtain degrees, certificates, and industry credentials ✓ <i>Embed Remediation</i> <ul style="list-style-type: none"> o Develop internships to enhance instruction • BCC facilitate RED team meetings regarding academic and basic skills and supplemental instruction • Faculty training and collaboration on restructuring educational delivery systems • Cohort Enrollment & Implement learning communities • Train & Educate for skill attainment and mastery for industry certifications in 3 employment sectors ✓ <i>Increase Transparency, Accountability and Labor Market Relevance</i> ✓ <i>Innovate Student Support Services</i> ✓ <i>Transformative Technology</i> <ul style="list-style-type: none"> o Secure open textbooks and courseware options where possible 	<p>Year 1</p> <p>Year 1</p> <p>Year 2 & 3 Year 2 & 3 Year 1</p> <p>Year 1 & ongoing</p> <p>Year 1 & ongoing</p> <p>Year 2 – 3</p> <p>Year 1 - 3</p> <p>Year 1 & ongoing</p>	<p>Strategy Total: \$3,655,098</p> <p>Equipment: \$1,022,564</p> <p>Year 1: \$1,273,167</p> <p>Year 2: \$1,197,405</p> <p>Year 3: \$1,184,525</p> <p>Per-student Cost Estimate: \$6,794 # Students Served: 538</p> <p>Deliverables:</p> <ol style="list-style-type: none"> 1. BS/CTE integrated curricula 2. Modular curriculum 3. Student Success class (1-3 units) 4. Course materials 5. Hands-on activities 6. Competency-based assessments 7. Development of fixed schedule, consistent from term to term 8. OJT/internships opportunities leading to employment
<p>One Strategy – 8 Guiding Principles across 3 Employment Sectors</p>			

C⁶ Project Work Plan

Selected Priority 2: Health Care Innovative Design and Redesign

Implementers	Activities, Tasks, and Time –	Time	Costs
<p><i>College & Role</i> RED Team Lead Fresno City College Academic and Basic Skills Embedding: Bakersfield College RED Team participants: All C⁶ Colleges Early Adopters Implementing 8 Guiding Principles: 1. Bakersfield 2. Porterville 3. Cerro Coso 4. WHC Coalinga 5. WHC Lemoore 6. COS 7. Delta 8. Merced College 9. Madera Center 10. Willow Center</p>	<p><i>Tasks Implemented & 8 Guiding Principles</i></p> <ul style="list-style-type: none"> • Employers & faculty (RED teams) redesign and/or design CTE & developmental education <ul style="list-style-type: none"> ✓ <i>Integrated Program Design</i> <ul style="list-style-type: none"> ○ Develop supplemental BS and CTE activities ○ Incorporate contextualized basic skills (BS) ✓ <i>Cohort Enrollment</i> ✓ <i>Block Schedule Development</i> <ul style="list-style-type: none"> ○ Sequential course design w/concurrent options ○ Develop fixed, consistent schedule at convenient times ✓ <i>Offer Compressed Instruction</i> ○ Implement self-paced learning strategies ○ Utilize software and web based instruction to accelerate student learning and mastery ✓ <i>Embed Remediation</i> <ul style="list-style-type: none"> ○ Relevant math and English skills in tandem with learning specific workplace competencies • Faculty training and collaboration on restructuring educational delivery systems • Train & Educate for skill attainment and mastery for industry certifications in 3 employment sectors <ul style="list-style-type: none"> ✓ <i>Increase Transparency, Accountability and Labor Market Relevance</i> ✓ <i>Innovate Student Support Services</i> <ul style="list-style-type: none"> ○ Redesign and/or design Student Support Services to mirror high-performance organizations ✓ <i>Transformative Technology</i> <ul style="list-style-type: none"> ○ Secure open textbooks and courseware options where possible 	<p>Year One</p> <p>Year 1</p> <p>Year 2 & 3 Year 2 & 3 Year 2 & 3</p> <p>Year 1 & ongoing</p> <p>Year 1 & ongoing Year 2 – 3 Year 1</p> <p>Year 1 & ongoing Year 1 & ongoing</p>	<p>Strategy Total: \$14,599,222</p> <p>Equipment: \$2,140,940</p> <p>Year 1: \$4,898,271</p> <p>Year 2: \$5,105,237</p> <p>Year 3: \$4,595,715</p> <p>Per-student Cost Estimate: \$7,160 # Students Served: 2,039</p> <p>Deliverables:</p> <ol style="list-style-type: none"> 1. New Multi-skilled Tech curricula 2. BS/CTE integrated curricula 3. Modular curriculum 4. Student Success class (1-3 units) 5. Course materials 6. Competency-based assessments 7. Development of fixed schedule, consistent from term to term 8. OJT/internships opportunities leading to employment

C⁶ Project Work Plan

Selected Priority 2: Alternative Fuel Innovative Design and Redesign

Implementers	Activities, Tasks, and Time –	Time	Costs
<p>College & Role RED Team Lead WHC Coalinga</p> <p>Academic and Basic Skills Embedding: Bakersfield College</p> <p>RED Team participants: All C⁶ Colleges</p> <p>Early Adopters Implementing 8 Guiding Principles:</p> <ol style="list-style-type: none"> 1. WHC Coalinga 2. Reedley College 3. Taft College 4. Merced College 5. Bakersfield 6. Madera Center 	<p><i>Tasks Implemented & 8 Guiding Principles</i></p> <ul style="list-style-type: none"> • Employers & faculty (RED teams) redesign and/or design CTE & developmental education <i>Integrated Program Design</i> ✓ Multiple delivery points to educational programs so participants are able to learn from a website, a Web site, or a classroom ○ Incorporate contextualized basic skills (BS) ✓ <i>Cohort Enrollment</i> ✓ <i>Block Schedule Development</i> ○ Sequential course design w/concurrent options ○ Develop fixed, consistent schedule at convenient times ✓ Offer <i>Compressed Instruction</i> Modular curriculum to reduce the time it takes to obtain degrees, certificates, and industry credentials ✓ <i>Embed Remediation</i> ○ Develop competency-based assessments • BCC facilitate RED team meetings regarding academic and basic skills and supplemental instruction • Faculty training and collaboration on restructuring educational delivery systems • Cohort Enrollment & Implement learning communities • Train & Educate for skill attainment and mastery for industry certifications in 3 employment sectors ✓ <i>Increase Transparency, Accountability and Labor Market Relevance</i> ✓ <i>Innovate Student Support Services</i> ✓ <i>Transformative Technology</i> ○ Secure open textbooks and courseware options where possible 	<p>Year 1</p> <p>Year 1</p> <p>Year 1</p> <p>Year 2 & 3 Year 2 & 3 Year 1</p> <p>Year 1 Year 1</p> <p>Year 1 & ongoing</p> <p>Year 2 – 3</p> <p>Year 1 - 3</p> <p>Year 1 & ongoing</p>	<p>Strategy Total: \$7,270,532</p> <p>Equipment: \$1,349,501</p> <p>Year 1: \$1,197,405</p> <p>Year 2: \$5,105,237</p> <p>Year 3: \$967,890</p> <p>Per-student Cost Estimate: \$16,830 # Students Served: 432</p> <p>Deliverables:</p> <ol style="list-style-type: none"> 1. BS/CTE integrated curricula 2. Modular curriculum 3. Student Success class (1-3 units) 4. Course materials 5. Hands-on activities 6. Competency-based assessments 7. Development of fixed schedule, consistent from term to term 8. OJT/internships opportunities leading to employment

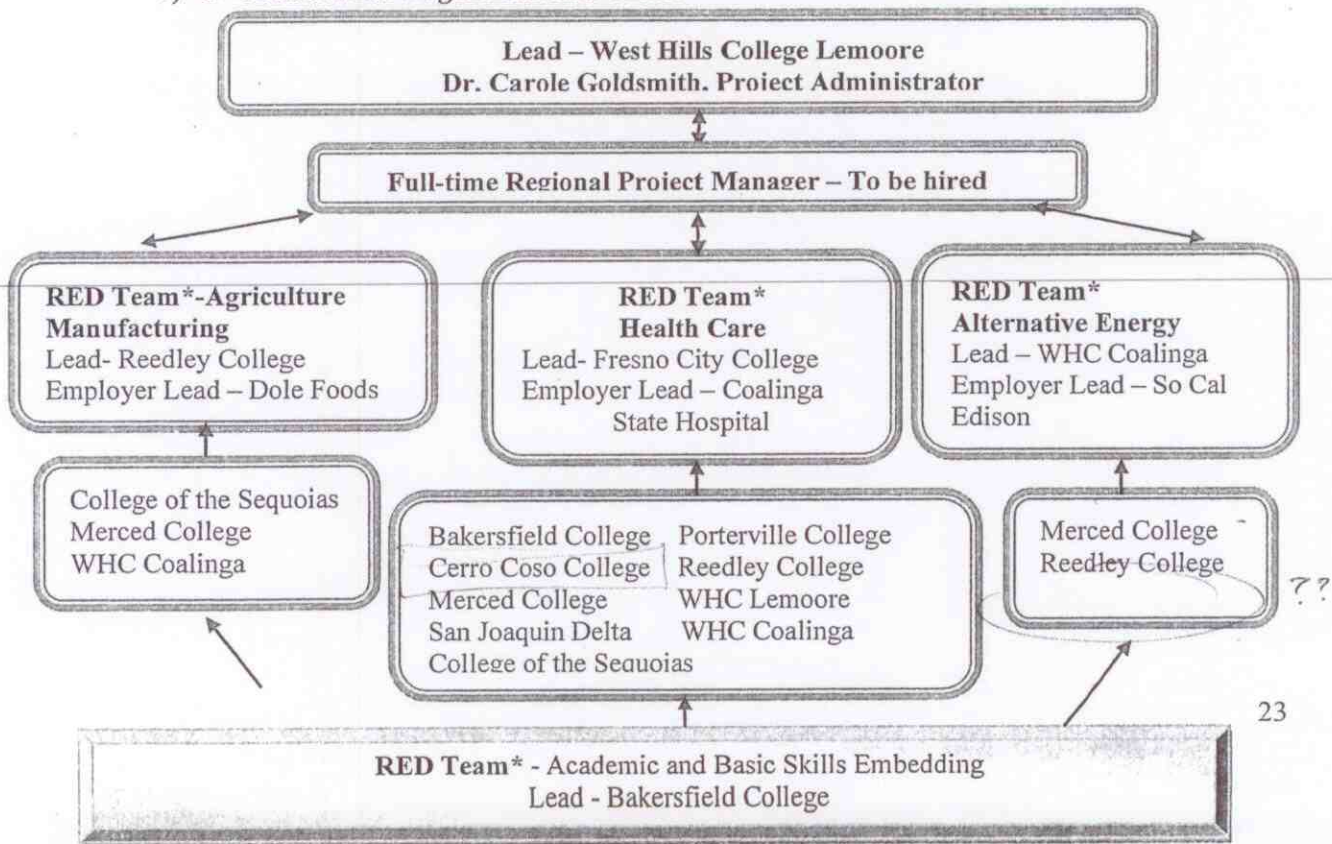
iii. **Project Management** - Campus Compact, a national coalition of over 950 colleges and universities, recognized WHCCD as one of the **top 5 Hispanic Serving Institutions** in the nation **dedicated to civic and community partnerships** (2004). In 2006, WHCCD and partner educators increased capacity and trained over 1,000 manufacturing workers with DOL funding. The C⁶ project will educate and train 3,069 TAA eligible and disadvantaged workers with the skills necessary for employment in healthcare, agriculture manufacturing and renewable energy.

a) **Qualifications of Project Manager** – Dr. Carole Goldsmith WHCCD's Vice-Chancellor of Workforce Development (In-kind .30 FTE) will serve as Program Administrator. With 15 years experience in CTE education, WIA and other grant program management; her expertise is in developing and implementing new systems as well as maintaining linkages and partnerships. Her technical background allows her to knowledgeably problem-solve complex data management and her work with the California Distance Learning Project provides a unique understanding of limited access to adult education faced by the projects rural and unemployed participants. A 100% dedicated Project Director will be hired to implement the C⁶ project.

b) **Expertise and Resources Provided by Partners** – Expertise for the C⁶ project is evident in the design of the RED teams. Fresno City College (FCC) will lead the Health Sector RED team. The RN Program at FCC is the largest Associate Degree in Nursing program in the state of California. Dr. Carol Drake, Dean of Health Sciences at FCC, and Dr. Stephanie Robinson, Director of Nursing at FCC, will serve as the conveners. They have 60 years combined experience and both have been recognized for their collaborative work with industry and efforts to improve student performance by the California Nurse Leaders Association and the State Chancellor's Office. WHC Coalinga will lead the Alternative Energy RED team as they have led the workforce training efforts for America's largest solar field in Avenal. Mr. David Castillo

and WHC Coalinga have worked with industry to implement green renovation trainings including solar energy projects. Mr. Castillo has a 20-year career in business management with the last five years as a vocational education expert. Mr. Castillo will serve as convener for the Alternative Energy RED team. Reedley College has a strong history of providing quality Ag Manufacturing programs and will lead that industry RED Team. David Clark, the Dean of Instruction, has over 20 years experience as the lead instructor in the Caterpillar Equipment Technician Program before moving into administration. C⁶ will partner with Creative Commons, Carnegie Mellon Open Learning Initiative and Center for Applied Special Technology for expertise in the assessment of open source material. C⁶ will work with the Community College Research Center (CCRC) to establish a National Evaluation Framework (NEF) which will help C⁶ consortia and other grantees to implement a network of effective evaluation plans and gather evidence that is nationally consistent.

c) C⁶ Consortium Organizational Chart



d) Procurement Process and Procedures meet Federal Procurement Requirements -

WHCCD has been identified as a model program by the California Employment Development Department for quality WIA case management, fiscal procedures and record keeping. This standard of compliance will be shared with the C⁶ colleges as part of our monitoring and training process. Many of the C⁶ colleges have operated successful DOL and DOE grants at their campuses. The Table below summarizes the key elements of the procurement process.

Procurement Process Includes:	Procurement Includes:	Record retention Includes:
<ul style="list-style-type: none"> • Written procedures • System to ensure performance • Written code of conduct • Procedures to review procurements • Use of intergovernmental agreements/ goods & services • Adherence to 29 CFR 97.36 • Full & open competition • Cost or price analysis • Awards only to responsible parties • Documentation of awards • Protest & Settlement Procedures • Use of small, minority- & woman-owned businesses, when appropriate • Fair and open competition 	<ul style="list-style-type: none"> • Request for Proposal (RFP) • Publicized • Method to conduct technical evaluation • Awards based on price and program factors • Bids solicited from a number of providers 	<ul style="list-style-type: none"> • All minutes, notes, instructions, processes must be kept in accordance with the DOL record retention requirements • 3 years after submission of the final expenditure report or settlement of all issues (the later of the two) • Property – three years after disposition • Cost allocation plans

*Note: Purchases will comply with the intellectual property and all other requirements of D.O.L.

e) Employers' roles - Nine (9) employers representing a larger contingent of employers across the three sectors have formally signed an MOU (see attached). Over 30 employers have agreed to provide staff to work on the Redesign Education Delivery Teams (RED Teams) alongside with faculty to redesign, repurpose, and develop new trainings for emerging needs. Employers will provide information regarding the skill-sets needed in their sector and will examine existing pathways at both the certificate and degree level to redesign them based on research, evidence of learner needs and employment requirements. Recognizing barriers such as

time and resource restraints and basic skill deficiencies, the RED Teams will develop compressed trainings that provide for continued learning outside the classroom and will incorporate highly contextualized academics. Each RED team will also be tasked to develop a career pathway that allows for several exit points for the TAA eligible worker to complete modules with an industry-recognized certificate, leave college, enter employment then return for skills upgrades at a later date. This high level of employer engagement far exceeds what is currently being accomplished by traditional advisory boards and represents a practical paradigm shift that will be the model for national educational reform. By engaging employers in radically new ways, this built-for-completion prototype will allow for accelerated and widespread adoption. Employers have agreed to provide staff time to work alongside college faculty RED teams to redesign and repurpose existing training program to transform them into highly effective and efficient training programs. By having employers work in the 3 industry-driven sector teams, they will be able to use their expertise to identify needed employee skill-sets, deploy transformative technology and aid in the development of compressed instruction to improve the time to degree, with embedded remediation to address the basic skills barriers and increase student success. Employers have agreed to continue to provide current labor market information in order for the project to provide TAA eligible workers with the most update and transparent information so they may make well-informed decisions regarding training options. Employers have also agreed to provide internships to faculty and students and to hire qualified training program completers.

f) Financial and reporting procedures and systems are in place that fully meet state and federal compliance requirements. An A-133 Audit is conducted at WHCCD on a yearly basis by the California State Controller's Office. Historically, these audits have not yielded any

compliance issues with regard to WHCCD's management of federal funds. Financial statements are prepared in compliance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board and Audits of State, Local Units issued by the American Institute of Certified Public Accountants and Federal rules and regulations. WHCCD's fiscal reporting systems include inherent checks and balances through which the person preparing reports is not the same staff member authorized to approve the report.

g) Program Evaluation. Collectively, the partner colleges manage \$60,000,000 annually in grants funds which attests to their abilities to secure resources, manage successful programs and demonstrate their familiarity with the importance of external and internal program evaluation. Noting that this project is highly innovative in terms of educational reform and understanding that this may become a state and national model for transformational change, project partners understand the importance of a rigorous and comprehensive evaluation. This is evident by the significant level of funding that has been budgeted for this endeavor. Once funded, a RFP will be issued for third-party evaluation. The evaluation will include but not limited to: survey targeted population in terms of satisfaction and employment follow-up; employer and student data collection to measure progress as defined by metrics and internal evaluation of vertical integration of guiding principles at each participating college. The primary goal of the evaluation is to better understand the C⁶ experiences of the TAA workers, and to determine if teaching techniques, attitudes about teaching, and professional development activities were altered. The formal partnerships formed between employers and colleges will also be examined.

In addition to external evaluation, Dr. Goldsmith, C⁶ program administrator will routinely utilize a 360 evaluation for continual improvement (tool that examines issues from multiple lenses) and will use this data to drive decisions and modify actions if required. The Central

Valley Higher Education Consortium will lead local monitoring efforts to provide a 360 evaluation of project deliverables which will include convening students to serve on focus groups, employers to serve as evaluators, validate and analyze project benchmark data, and report the findings back to RED Teams. The C⁶ Consortium will use state-wide data found in the Accountability Reporting for the Community Colleges (ARCC) report as a benchmark. Once funded, the project will also enter into an agreement with Community College Research Center at Columbia to create a national evaluative framework that will assist us with our development and further defining and shape the evaluation plan on a national level. This will assist in the gathering of data that can be used on a national level to ensure consistency. Furthermore, C⁶ Consortium members have agreed to the principle of transparency and will share data in order to provide information needed to replicate this systematic change project throughout the nation.

h) Description of each Consortium member's role in the design, development, and eventual implementation of the project in each community – WHCCD led a series of regional meetings and conference calls to **design the transformation strategy**, establish training choices based on industry driven data, plan RED Team composition and target the needed changes in delivery models and support services based upon the agreed **eight guiding principles**. To coordinate the development of CTE curriculum and incorporate industry needs, Reedley College will lead the Consortium in Ag/manufacturing, Fresno City College will lead collaborative in Health Careers and West Hills College Coalinga will lead partners in alternative energy. Bakersfield College will assume leadership for redesign of integrated basic skills across the region and will play an integral role each RED team.

Development will occur in a series of RED team meetings that will be held to disseminate evidence of effective practices across the region. Partners will meet monthly for the 1st year and

RED team leads will work with vocational deans and employers to design curriculum and a delivery system that meets industry need while RED team basic skills will work together with faculty and employers to incorporate contextualize learning and basic skills integration.

Consortium Members Roles in Implementation of Project

College/Center Partner	Role in Implementation of CTE and Basic Skills	Total Numbers Served
Fresno City	RED Team lead for Health Care	Program / Total
	LVN to RN	72
	Radiological Technician	51
	Rad Tech/Multimodal Technician	30
	Basic Skills	100
	Total	253
Taft	Manufacturing	90
	Renewable/Alternative Energy	60
	Basic Skills	60
	Total	210
Madera/Willow Centers * Reedley College	Ag Technicians	45
	Welders	45
	LVN	45
	LVN to RN	12
	Total	147
Reedley	Lead of RED Team lead Agricultural/manufacturing CTE programming in Solar and alternative fuels (hybrid auto, hybrid diesel and solar tech)	
	CTE	210
	Basic Skills	100
	Total	310
Bakersfield	Lead of RED Team for Academic and Basic Skills	
	Embedding	
	Basic Skills	240
	LVN to RN	60
	Radiological Technician	15
	Rad Tech/Multimodal Technician-13/year	26
	Total	341
Porterville	Psychiatric Technician	90
	Basic Skills	130
	Total	220
Cerro Coso	Basic Skills	120
	N.A. to LVN	15
	N.A. to HHA	90
	Certificated Med Assist	30
	Total	255

Merced	Allied Health Multimodal Tech	80
	Paramedic	36
	Medical Equipment Tech	32
	Alternative Fuel/Energy Conservation Tech	32
	Manufacturing Plant Mechanic	32
	Agricultural Processing Tech	32
	Total	244
San Joaquin Delta	Psych Tech	135
	Psych Tech to RN	90
	Total	225
College of the Sequoias	Physical Therapy Aide	125
	Industrial Maintenance	72
	Food Processing Tech	72
	Total	269
West Hills College Coalinga	Lead of RED Team for Alternative Energy	
	LVN	30
	Psych Tech	135
	Manufacturing Plant Mechanic	60
	Agricultural Processing Tech	60
Total	285	
West Hills College Lemoore	Lead of C ⁶ Consortium – Lead Applicant	
	EKG Monitor Technician	20
	Medical Assisting Back Office	60
	Nursing Assistant	60
	Paramedics	20
	Sterile Processing Tech	30
	RN	48
	LVN to RN Bridge program	48
	Psych Tech to RN Bridge-24 / year 3	24
	Total	310
Total Served		3,069

iv. **Sustainability** - The California Community College Chancellor's Office fully supports this project, "the lessons we will be learning from this project will allow the state to utilize project data to drive systematic, transformative change across the entire California community college system" *Dr. Barry A. Russell, Vice Chancellor, Academic Affairs, March 28, 2011.*

When funded the C⁶ project with its innovative educational system redesign plan has the potential for systematically altering "how" education and training is delivered in California and may become the model for performance based funding in the future.

a) Plans for funding commitments for sustainability from non-Federal sources – C⁶ Colleges will sustain the C⁶ classes by using State apportionment funding and will utilize equipment and supplies purchased with DOL funds for future classes. During RED team meetings, partners will discuss sustainability of the expanded programs and rethink how financial aid can support student success and sustainability. A formal sustainability plan will be developed and submitted to the DOL that may be used as a model. RED teams will continue to meet after the grant has ended, working together to solidify systemic change. The CVHEC long standing partnership will continue to address common issues relate to retention and student success.

b) Low cost strategies for integrating effective practices include: Curriculum re-design; piloting new delivery systems; institutionalizing repurposed curriculum; adoption of employer-driven basic skills in the delivery of integrated CTE/basic skills programs; increased collaboration between regional WIA programs and colleges; and employer led “instructor think tanks” (RED teams) for curriculum improvement. These strategies will be replicated at the C⁶ Consortium colleges without the need for additional funds.

3. Measurement of Progress and Outcomes

i. Progress and Implementation Measures The C⁶ Consortium will use current data systems and internal evaluation tools to make certain continuous advance of funded program.

The C⁶ project has allocated significant funds for a independent external evaluation to ensure performance goals are achieved. C⁶ Consortium will work with Community College Research Center (CCRC) to create a National Evaluative Framework (NEF) that will include qualitative and quantitative elements assist with development and further defining and shape the evaluation plan on a national level which will help establish U.S. Department of Education and U.S. Department of Labor policy priorities.

a) **Plan for evaluating program data** All of the C⁶ Consortium evaluation activity will be overseen by Project Administration and directed by new C⁶ Project Manager (PM). PM will manage the internal and coordinate external evaluation efforts. During Year 1 C⁶ partners will meet monthly to review and evaluate data and RED team progress. Red team leaders will report to PM on a weekly bases. Analysis of project data will drive decisions about what works and what doesn't in terms of implementing the eight guiding principles, improving basic skills and CTE programs, and ensuring that the C⁶ project is on track toward meeting TAACCCT performance goals as described. During Year 2 and 3, Red team leaders will meet regularly and the C⁶ Consortium will transition to quarterly meetings. Rigorous, independent, external evaluation will be conducted each year to ensure the C⁶ project is efficient and effective. An interagency task force- Employer, WIB, and College representation will shape the evaluations. Evaluation results will be published online.

b) **Existing current data systems** such as IPEDS and Cal-PASS are available and used at each C⁶ college. Additionally, the State has authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system. The C⁶ Consortium will utilize all data systems in addition to the DOL RAD system. IPEDS data will be used to monitor and validate progress in retention. Currently colleges track and report :

1) the number and percentage of students who place into and enroll in remedial math, English or both; 2) success in first-year college courses, persistence - the number and percentage of students who enroll consecutively; 4) credit accumulation; 5) retention; 6) course completion; 7) degree and certificates awarded; 8) the annual ratio of certificates and degrees awarded per 100 full-time equivalent (FTE) students; and 9) the change over time. Employment and eligibility information data will be collected by WIA trained staff. WHCCD has expertise in reporting participant data

using the DOL RAD system and the state JTA system for aggregate reporting. West Hills College staff will train each college partner on WIA tracking and reporting requirements. This data will be shared with researchers, evaluators and policy makers to determine the validity and efficacy of the C⁶ approach to systematic educational change at the post-secondary level. Due to the unknown factors influencing this data, we will track and set a baseline for all data during the first year of operations. The goal of the C⁶ partners will be to increase performance on each of these measures by *three (3%) percent* each year after year one.

c) Progress Measures and Implementation Measures - the C⁶ partners have chosen the **one strategy** *Improve Retention and Achievement Rates to Reduce Time to Completion*. The **two Progress Measures** are: 1. The number and percentage of entering students who enroll consecutively from fall-to-spring and fall-to-fall; and 2. The annual ratio of certificates and degrees awarded per 100 FTE students. The Implementation **Measures** are: 1) C⁶ partners will utilize current data tracking systems to share and evaluate student persistence rates. 2) C⁶ partners will implement the eight guiding principles designed to improve retention and achievement rates. 3) C⁶ partners will partner with the Community College Research Center at Columbia to create a national evaluative framework that will provide data that will be used to modify implementation to ensure program improvement.

ii. Outcome Measures

a) How Consortium will track and report longer-term outcome measures

Comparison cohorts - All C⁶ project members will use baseline data from targeted training programs from program year 2010-2011 to compare outcomes with newly implemented TAACCCT programs. Historical data will also be used to compare outcomes with newly implemented programs. Consortium partners will provide data on the seven outcome measures

and aggregate demographic information for 2010-2011 recently enrolled student cohorts who have similar characteristics and are part of the targeted training programs currently not being funded by TAACCCT. Whenever possible, colleges will run a TAACCCT funded course and a non-TAACCCT funded course concurrently to gather additional comparison data. The data will be used for reporting purposes, future educational changes and will also be used by each individual college to identify trends and barriers. C⁶ partners will also use data from other institutions as control cohort data. Other institutions offering the targeted training programs in our region, not participating in this project, will share data with the consortium to be used as a control group. Performance data on the control group will be shared with the C⁶ Consortium to be compared to data produced by TAACCCT funded programs.

Current Baseline data for the C⁶ Partnership project:

The above data concerning employment and earnings is based on current baseline data of similar TAA eligible workers, in this case, WIA participants. The data regarding education is based on the recently released report *Accountability Reporting for the California Community Colleges: A report to the legislature* (March, 2011).

Entered employment rate	65%
Employment retention rate	68%
Average earnings	\$10,500
Attainment of credits toward degree	55%
Attainment of certificates (less than one year)	58%
Attainment of certificates (more than one year)	65%
Graduation rate for degree programs	52%

The consortium will maintain customer information in files and will conduct follow-ups by phone calls, e-mails and meetings to ensure additional information is gathered in a timely manner.

The C⁶ partners will provide projections and track outcomes for each of the following outcome categories for all participants served with grant funds. Through the use of TAACCCT funds, the C⁶ partners are anticipating serving 3009 participants throughout the region. Our goal is to gather enough information from current targeted non-TAACCCT funded courses to have a comparison sample before the TAACCCT courses begin. C⁶ partners will follow the same model and will report data to West Hills College Lemoore (lead college) to set baseline numbers for aggregate outcome measures.

C. Data Collection (reporting employment, retention and earnings) - Partners will collect and report participant-level data from the following categories: Demographic and socioeconomic characteristics, services provided and outcomes achieved. By partnering with our local WIBs and California Employment Development Department offices, we will gather information on employment history, wages, and job retention. Each of the consortium partners will gather data on their individual participating students and will enter the information into the data management system provided by DOL. All C⁶ staff will be trained by West Hills

Community College District WIA management staff on case file management, record keeping and eligibility requirements of DOL for this grant and for data collection. Information for all participants will be kept in a participant file for record keeping and data collection purposes. WIA type staff at each campus will work with their local WIBs to refer participants and gather data from their respected databases. Staff will also conduct quarterly follow-ups 12 months after exit to gather information on employment, retention and wage gain to have other sources of

information for reporting purposes. Following a WIA model at each campus for record keeping and record retention will ensure a universal model is being followed and will secure accurate data for reporting purposes.

d. Numerical Outcome Projections for the C⁶ Partnership project:

Entered employment rate	70% 2148
Employment retention rate	75% 23
Average earnings	\$14,480
Attainment of credits toward degree	65% 1994
Attainment of certificates (less than one year)	70% 320
Attainment of certificates (more than one year)	75% 923
Graduation rate for degree programs	75% 458

The C⁶ partnership will enroll a total of 3,069 participants throughout the region. The goal will be to have them all participate in educational/training activities. Those who are identified by faculty will take remedial courses and will work on alternative education activities such as computer literacy courses and GED. All federal mandated performance measures will be monitored closely by WIA type staff and will be reported quarterly to the lead agency, West Hills College Lemoore.