



# Hartnell College - Office of Institutional Advancement

## Grant Concept Form

November 2020

### 1. New/Renewal Grant Project - What do you want to do?

**Title:** California Apprenticeship Initiative

**Website:** <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/workforce-and-Economic-Development>

**Abstract:** Fill in Abstract below:

The main goal of this grant-funded project is to develop an ECE Apprenticeship for ELL adults that will be registered with the DAS. Apprentices are employees with ECE providers while they take classes to obtain the Associate Teacher and Teacher permits, as well as the Associate degree in ECE. As such, the students in this cohort program will have a high probability of advancing into a higher position post-apprenticeship. Here are the unique aspects of the program: (a) cohort model, (b) waiver of unit fees, (c) industry mentors, (d) job upon graduation, and (e) integration of education and career pathway. Additionally, the program will provide a variety of wraparound services to ensure success in their coursework and employment.

### 2. Alignment with the College Strategic Plan and Feasibility

25 % **Goal 1** - Increase Student Completion

[Link to Hartnell College Strategic Plan](#)

25 % **Goal 2** - Increase Student Completion Efficiency

10 % **Goal 3** - Increase Student Transfer to 4 Year Institute

40 % **Goal 4** - Improve Student Employment Subsequent to Training or Completion

100 % **Total (should equal 100)**

**Please provide a list of the Hartnell values that this grant fulfills:**

[Hartnell College's Values](#)

Students first; academic and service excellence; diversity, equity, and inclusion; alliances; leadership and empowerment; innovation

Be prepared to provide data to support scoring below such as Labor Market Data.

**\* Scoring Criteria (1-5 WEAK to STRONG)**

- |   |   |
|---|---|
| 1) Staff expertise/experience in similar projects   | 4 |
| 2) Compelling need in college or community          | 5 |
| 3) Strong business/community/education partnerships | 5 |
| 4) Aligns with new funding formula                  | 4 |
| 5) Low demand on resources (space, equipment, etc.) | 4 |
| 6) Capable of sustaining project after grant ends   | 4 |

**Total:** 26 (Total should not exceed 30)

**List Accreditation Standards (i.e.; II.A.):**

[Link to Accreditation Standards](#)

I.B., II.A., II.B.



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### 3. If the project is for broad institutional capacity building, what are the plans for institution-wide development & implementation of proposed activities?

The ECE Pathways/Apprenticeship Program leverages both external and internal resources. Externally, this project is being created in collaboration with the Salinas Valley Adult Education Consortium, Soledad Adult School, Monterey County Office of Education (MCOE), Bright Beginnings, and United Way. Of these organizations, Bright Beginnings and MCOE contributed \$25,000 toward the contract to hire Dr. Randi Wolfe, the consultant who is helping us to develop the apprenticeship program. Furthermore, a number of ECE providers, as yet to be determined, shall collaborate by providing the students with apprenticeship placements. In addition, ECE providers, per the requirements of the CAI grant, will provide a 20% match. Internally, the following programs/departments have/are contributing either resources or expertise for this project: South County Education Services, Foundation, Career Technical Education and Workforce Development, Social and Behavioral Sciences, Early Childhood Education, Counseling, English, Noncredit Programs, HC Foundation, Strong Workforce Grant, and Enrollment Services, among others. As the program continues to develop, more campus personnel and resources will be involved more directly in this project. Most of the requirements of this program can be developed with the aforementioned external and internal resources; however, there are a few unmet requirements that the grant will allow us to meet with the expectation that the institution will continue its commitment once the grant expires. The unmet requirements are as follows. (1) Someone to onboard and follow through with the students (interest sessions, application sessions, orientation sessions, financial aid sessions, etc.); (2) Someone to provide case management for the students. For example, this person would ascertain if students need transportation, childcare, rental assistance, income assistance, assistance with books, etc., and connect students with appropriate campus or community resources. Additionally, this person will track the students' academic progress and make appropriate referrals for students who require additional assistance. (3) Someone to gather the data required by the State's Department of Apprenticeship Standards. These three requirements could be combined into one new position. When the grant expires, we could braid funds for continued support of this position.

### 4. Does the project align with or overlap with current activities or events? If yes, please provide information about activities and how current directors and program staff are involved in developing this new project/grant proposal.

Many internal stakeholders are involved in the the project, particularly Career Technical Education and workforce Development. This apprenticeship will align with the California Child Development Permit Matrix, and participants who successfully complete the apprenticeship will earn the industry-recognized Associate Teacher permit. Apprenticeship activities will include recruiting students and employers to participate; publicizing the opportunities through various networks; liaising with the pre-apprenticeship; liaising with faculty, employers and other stakeholders; facilitating the creation of frameworks and standards; assisting with the development of MOUs and agreements; and completing and submitting application paperwork. Following is Hartnell's Apprenticeship Strategy: STEP 1: Assess the elements needed for an effective apprenticeship to address the workforce problem. Conduct research and a series of interviews with key employers, union representatives, Hartnell faculty, and other workforce professionals to outline what is currently available and to identify key players for the creation of apprenticeship programs. STEP 2: Build relationships and partnerships through participation in existing gatherings (e.g., steering committees) and the organization of initial meetings of employers, unions, and Hartnell faculty. As the apprenticeship development teams coalesce, they will begin to delineate the specific skills required in each targeted occupation, based on faculty guidance for pedagogy and learning processes. These skills will become the standards of the apprenticeship, a core element of the application to the state/federal agencies that approve apprenticeship applications. They will also be the framework of the revised/new courses, certificates, or degrees, developed in the component classes for each apprenticeship. Joy Cowden, Dean of Academic Affairs; Clint Cowden, Dean of Career Technical Education and Workforce Development; Belen Gonzalez, Job and Internship Placement Director (Career Hub); and Rosie Armstrong, Director of workforce Development, Advancement and Apprenticeship, have been involved in various stages of the development of the ECE Pathways/Apprenticeship Program.



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5. Grant Type		Due Date
<input checked="" type="checkbox"/> New		12/17/2021
Continuation		12/17/2021
Funding Source		Agency/Organization
<b>Public:</b> <input checked="" type="checkbox"/> State <input type="checkbox"/> Federal		California Community College's Chancellor's Office Workforce and Economic Development Division 1102 Q Street   Sacramento, CA 95814-5901
<b>Private:</b> <input type="checkbox"/> Foundation <input type="checkbox"/> Corporation		
<input type="checkbox"/> Individual		
6. Fiscal Information - Fiscal Agent		
<input checked="" type="checkbox"/> College <input type="checkbox"/> Foundation	Indirect Cost Rate: 4	Grant Amount: 500,000
7. Does the proposed project require matching funds or in-kind contributions?		
<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	If yes, explain: Employers must provide a 20% match.	
8. Intellectual Property		
<i>Will the proposed project include the development of intellectual property?</i>		
<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	If yes, explain: N/A	
9. Grant Timeline		
Grant Start Date: 04/01/2022	Grant Ending Date: 02/28/2025	
10. Proposal Lead		
• Proposal Lead:	Ivan R. Pagan plus a possible faculty co-chair	
• Title:	Director, SVAEC/Director	
• College Department:	SVAEC	
• Phone:	8317596021	
• Email:	ipagan@hartnell.edu	



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### 11. Additional Partners

Will this project include other agencies?

No  Yes

If yes, explain: Bright Beginnings, Monterey County Office of Education, Soledad Adult School, Salinas Valley Adult Education Consortium, and United Way are providing technical and financial support for this project. ECEPTS is providing the model and consulting support.

### 12a. Human Resources - Staffing Positions to Support the Grant

What new/continuing positions will be created to meet the proposed project objectives?

Please list the proposed titles and one-sentence job description below; include cost detail and a source of funding.

The only new position would be a project / success coordinator to recruit and onboard students, provide wraparound services, and gather reporting data. The grant can afford to pay this person at about \$132,000 (incl. benefits) over the life of the grant. After that, our goal is to obtain braided funds to continue this position. ONGOING: Mostafa Ghous, Dean of South County Education Services; Ana Gonzalez, Director of South County Education Services; Rosie Armstrong, Director of Workforce Development, Advancement and Apprenticeship; Clint Cowden, Dean of Career Technical Education and Workforce Development; Joy Cowden, Interim Dean of Academic Affairs, Social and Behavioral Sciences, Curriculum and Instructional Support, and Fine Arts; Anne Adamson, Director of Child Development Center and Early Childhood Education; Tammy Boates, Instructor, ECE/EDU; Mayra Almodovar Lopez, Instructor, ECE; Jaimee De Pompeo, Adjunct Instructor; Kelly Locke, Curriculum Chair; Jesus Clemente, Teacher Pathway Program Coordinator; Miriam Vazquez-Gonzalez, Program Assistant II, MiCASA; Bronwyn Moreno: Director of Student Affairs, Equity Programs; Sergio Diaz: Counselor, ECE; Carla Johson, Dean of Student Affairs; Monica Carrasco: Counselor, Adjunct Instructor COU-1; Michele Peregrin, Director of Public Grants Development, Advancement and Development/Foundation; Melissa Casillas, Director of Career Training; Sharon Albert, Asst. Dean of Career Technical Education and Workforce Development; Jaimee De Pompeo: Adjunct Instructor, ESL; Christian Regalado, Program Assistant II (SVAEC); Ivan Pagan, Director (SVAEC); Maria De Leon, Program Assistant I (SVAEC); Belen Gonzales, Job and Internship Placement Director (Career Hub); Maria Ceja, Dean of Student Affairs, Enrollment Services.

### 12b. Will the proposed project require HCCD to eventually absorb the cost of staffing for the project?

No  Yes

If yes, explain below and complete 16a and 16b:

Yes, but the majority of the positions are already staffed. We are proposing the addition of ONE new position, a project / success coordinator, who, in addition to serving the students in the ECE Apprenticeship/Pathways Program, would serve all apprenticeship students at Hartnell. This person would recruit students to our apprenticeship programs, hold interest sessions, assist them with the application to Hartnell, as well as with the financial aid application, conduct orientation sessions, conduct workshops as needed, provide wraparound services, monitor the needs and progress of the students, refer the students to appropriate campus and community resources, gather reporting data, complete reports, and generally oversee the progress and welfare of the students in apprenticeship programs. It is recommended that this person be hired as a Project Coordinator at a cost of approximately \$132,000 (33% FTE, including benefits) over the life of the grant. This position would be 100% funded through the grant for three years, and thereafter we hope to obtain braided funds to continue this position. Other personnel costs include contractual services and stipends. These include the following: coaching, mental health consultants, and cooperating teacher stipends. The grant also includes consulting fees for Bright Beginnings and Soledad Adult School, but these costs would no longer be incurred at the end of the grant, for their consulting services are only needed for the pilot project.



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### 13a. Facilities, Furniture and Equipment Resources to Support the Grant

*Will new/remodeled space be needed? (e.g. offices, lab and activity space, etc.)?*

*If so, please confer with Facilities to review the underutilized space map and describe plans below.*

*Will furniture and equipment be needed (e.g. workstations for staff, computers, phones, chairs, etc.)?*

*If so, include the estimated cost and source of the funding below.*

The only additional space that will be required will be an office for the new Project / Success Coordinator described in question #12b. However, we foresee that this person will be placed in an available office that will facilitate their coordination with Dean Clint Cowden, Belen Gonzales, and Rosie Armstrong, and we don't foresee the need to purchase any new furniture or remodeling existing spaces. If no extra space is available, the SVAEC has a spare office that could be used by this Project / Success Coordinator. This person will require a workstation, a computer, and a phone.

### 13b. Will proposed facilities, furniture and equipment needs continue after grant?

No  Yes      If yes, explain below and complete 16a and 16b:

Yes, but with the exception of the facilities, furniture, and equipment needed for the Project / Success Coordinator (as described in 13a), all other staff involved in this project already have space and equipment. The workstation, computer, phone, and other equipment needed by the project coordinator could be purchased through the grant; thus, aside from the regular maintenance of the equipment, there will be no immediate need to spend additional funds on equipment at the expiration of the grant. As for space, we hope that the Project Coordinator will have a home either in CTE or with the SVAEC. If new adjunct faculty are hired, they would use the offices for adjunct faculty. ~~No new space needs are expected for the adjuncts.~~

### 14a. Impact on Student Affairs and its resources?

*What current resources will be used to implement this grant?*

*What new resources will be needed?*

Student Affairs will provide students in the ECE Apprenticeship/Pathways Program with the same services that it provides to all other students. Thus, Student Affairs will be impacted to the extent that the program will be bringing in additional students. The program will recruit approximately 25 students (the approximate size of a cohort), and we shall limit the pilot to one cohort. The cohort will begin and end the program within the life of the grant. We foresee two principal cross points with Student Affairs. (1) We will need to code these classes as "apprenticeship" classes so that Hartnell can be reimbursed by the State for these students' fees. We already have some experience doing this for other apprenticeship classes, but it will require time and effort to ensure that the classes for this program are coded correctly. (2) Counseling will see an increase in caseloads in ECE, which may or may not require that an additional counselor be assigned to ECE. We would prefer that the same counselor see all the participants of this program for consistency.



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### 14b. Impact on Institutional Resource and Information Technology resources?

*What new institutional research will be needed? (e.g. evaluation, new data sets, new reports.)*

*What new informational technology will be needed? (e.g. new or additional software.)*

In this regard, Hartnell has a choice. Having an apprenticeship registered with the Department of Apprenticeship Standards requires the collection and reporting of certain data. We have two choices here. We can subcontract with Dr. Randi Wolfe (ECEPTS.org) to handle the data collection and reporting, or we can do the data collection and reporting in-house. How much we pay depends upon how many students participate in the program. The approximate cost/apprentice for data collection and reporting is \$150/student for the first year and \$75 for every year thereafter. Thus, we should compare the cost of creating the systems in-house, as well as the ongoing data collection and reporting costs, with the cost of subcontracting this task to ECEPTS.org. In sum, the year 1 data cost will be \$3750 (25 students x \$150/student); the year 2 cost will be \$1,875 (25 students x \$75/student); and the total data cost of \$5,625 over the grant period. However, even if we subcontract, we're going to create new data collection systems.

### 14c. Will proposed institutional research and IT needs continue after grant?

No     Yes    If yes, explain below and complete 16a and 16b:

As explained in 14b, we will have to conduct a study to determine if we could do the data collection and reporting for less than that charged by ECEPTS.org. For now, we will construct the budget under the assumption that we subcontract the data collection and reporting to ECEPTS.

### 15. Budget Plan – over the term of the grant

	Grant	HCCD Match	Match Other
Personnel Instructional	20,035	0	100,000
Personnel Non-Instructional	367,941	0	50,000
Operating	90,293	0	1,500,000
Equipment	2,500	0	0
Indirect	19,231	0	0
<b>Total</b>	<b>500,000</b>	<b>0</b>	<b>1,650,000</b>

#### Budget Notes:

Personnel Instructional: HCCD (SPAs for instructors and adjuncts); Other (on-the-job training)

Personnel Non-instructional: Grant (coaches, mental health consultants, teacher stipends, project/success coordinator, consultants); Other: ECEPTS MOU Phase I; ECEPTS MOU Phase II

Operating; Grant (wraparound services); Other: apprentice wages

Equipment: Grant (computer and office equipment for project/success coordinator)

Indirect: capped at 4% per CAI RFA // PLEASE NOTE THAT THIS IS A THREE-YEAR GRANT 4/22-8/25

Full details and explanations of the budget can be found here:

<https://docs.google.com/spreadsheets/d/1SDmq0SMJiGbjZozEEitDSCIVRV7L4w00/edit?usp=sharing&ouid=102177023132735353646&rtpef=true&sd=true>



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### 16a. If proposed activities will continue after grant funding ends, what are the plans for sustainability?

Indicate years and activities that will be included in Program Planning and Assessment (PPA) and Resource Requests.

At the very least, we are requesting that the Program Coordinator position (\$131,799, .33FTE, including salary and benefits) be continued, for this person plays the critical role of recruiting, onboarding, and tracking students, as well as maintaining the data needed to meet State reporting requirements. Furthermore, we envision this person supporting other apprenticeship programs started by Hartnell, so the position will be a good investment for the CTE programs. Beyond this, we shall need money to continue paying for adjuncts and SPAs, which are essential for providing instructors with the time needed to coordinate the educational experience of the students, and which, in a small way, attempts to reproduce the benefits of an I-BEST model. Furthermore, a true apprenticeship program provides students with wraparound services, which are one of the principal keys to student success in an apprenticeship program. Finally, the apprenticeship will bring in additional FTES revenue, which would support paying for the Project Coordinator. In all these endeavors, we will continue to use the braided funding support strategy.

### 16b. Budget Plan – HCCD institutional commitment – after grant term ends

Fiscal Year:	07/01/2025	07/01/2026	07/01/2027
Personnel Instructional	26,238	26,238	26,238
Personnel Non-Instructional	86,001	86,001	86,001
Operating	31,558	31,558	31,558
Other	43,139	43,139	43,139
<b>Total</b>	<b>186,936</b>	<b>186,936</b>	<b>186,936</b>

#### Budget Notes:

Full details of the budget can be found here under the "Ongoing" column:  
<https://docs.google.com/spreadsheets/d/1SDmq0SMJiGbjZozEEitDSCIVRV7L4w00/edit?usp=sharing&ouid=102177023132735353646&rtpof=true&sd=true>

Other = Hartnell's indirect rate of 30%.

The above assumes no additional outside funding; however, we are confident that we could obtain braided funds if we competed for additional grants. Apprenticeships align with state, federal and private foundation initiatives. Thus, we may be able to obtain funding from the High Roads Training Partnership, the Dept. of Labor, or other private sources. We may also be able to look at existing streams of funds that may allow investments in this type of program.

### 17. Academic Senate - New Programs, Curriculum and/or Faculty

Does the proposal include new programs, curriculum, or faculty?

No  Yes  Proposed date to present to the Academic Senate: 11/09/2021

#### List faculty members involved in development of the proposal:

Tammy Boates, Mayra Almodovar Lopez, Jaimee De Pompeo, and Kelly Locke have been involved in discussions concerning the curriculum. The curriculum for this program includes all of the courses for the current AS-T degree in ECE. In addition, the following courses may be added after consulting with the ECE and/or English departments: (1) a field experience class to support students while they are completing their apprenticeship, and (2) one or more credit or non-credit ESL classes to support students while they take their first four core ECE classes.

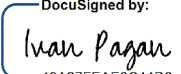
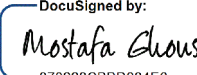



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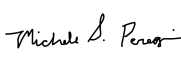


### 18. The proposed project supports the goals and objectives of Hartnell College

The following signatures are the responsibility of the Proposal Lead:

<b>Support</b> X	<b>Do Not Support</b>	DocuSigned by:  49A27FEAE8C44D6... <b>Proposal Lead</b>	11/04/2021 <b>Date</b>
<b>Support</b> X	<b>Do Not Support</b>	DocuSigned by:  070228CBB0884E6... <b>Dean</b>	11/08/2021 <b>Date</b>
<b>Support</b>	<b>Do Not Support</b>	 <a href="#">Cathryn Wilkinson-Thompson (Nov 16, 2021 10:11 PST)</a> <b>VP</b>	Support <b>Date</b>

### 19. The proposed project supports the goals and objectives of Hartnell College

The following signatures are the responsibility of the Office of Institutional Advancement:

<b>Support</b>	<b>Do Not Support</b>	 <a href="#">Cheryl O'Donnell (Nov 16, 2021 10:21 PST)</a> <b>Academic Senate</b>	11/16/21 <b>Date</b>
<b>Support</b>	<b>Do Not Support</b>	 <b>Vice President of Advancement and Development</b>	11/16 <b>Date</b>
<b>Support</b>	<b>Do Not Support</b>	 <a href="#">Alicia Gregory (Nov 16, 2021 11:48 PST)</a> <b>Accounting Manager</b>	11/16 <b>Date</b>
<b>Support</b>	<b>Do Not Support</b>	 <a href="#">Steven Crow (Nov 16, 2021 11:55 PST)</a> <b>Vice President of Administrative Services</b>	<b>Date</b>
<b>Support</b>	<b>Do Not Support</b>	<b>Vice President of Information Technology</b>	<b>Date</b>
<b>Support</b>	<b>Do Not Support</b>	<b>Vice President of Human Resources</b>	<b>Date</b>
<b>Support</b>	<b>Do Not Support</b>	<b>Director/Vice President (as required)</b>	<b>Date</b>





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### 20 . Approval

*The proposed project is approved and supports the goals and objectives of Hartnell College.*

**Support    Do Not Support**

\_\_\_\_\_  
**Superintendent/President**

\_\_\_\_\_  
**Date**