

Fw: [EXTERNAL] Project Report SUBMITTED for Award Number 1930037

Michaela Brehm <MBrehm@riohondo.edu>

Mon 11/15/2021 3:52 PM

To: Isai Orozco <iorozco@riohondo.edu>

Cc: Caroline Durdella <cdurdella@riohondo.edu>

See email stream below. NSF report submission acceptance.

Our current Title V has not submitted any reports yet.

Should I assume then you don't want copies of these reports? The email submission notice is all you want/need?

M

From: Gisela Spieler <GSpieler@riohondo.edu>

Sent: Monday, November 15, 2021 3:41 PM

To: Michaela Brehm <MBrehm@riohondo.edu>

Subject: Fw: [EXTERNAL] Project Report SUBMITTED for Award Number 1930037

Gisela Spieler-Persad, PhD

MESA|TRIO SSS STEM Program Director

Professor of Mathematics

Rio Hondo College

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To make an appointment: <https://calendly.com/mesa-spieler>

Most people aren't fully aware of their biases, and if you view yourself as completely unbiased, then you are a part of the problem.

From: reporting@nsf.gov <reporting@nsf.gov>

Sent: Friday, October 29, 2021 11:49 AM

To: Gisela Spieler <GSpieler@riohondo.edu>; Lucy Arellano@ttu.edu <lucy.arellano@ttu.edu>; Lydia Gonzalez <LOkelberry@riohondo.edu>

Subject: [EXTERNAL] Project Report SUBMITTED for Award Number 1930037

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know that the content is safe.

Award Number: 1930037

PI/co-PI(s): Gisela Spieler, Lydia Gonzalez, Lucy Arellano

Report Type: Annual Project Report; Standard Grant

Report Period: 11/01/2020 to 10/31/2021

Submitted By: Gisela Spieler, gspieler@riohondo.edu

Program Officer Name: Jill Nelson

Program Officer E-mail: jnelson@nsf.gov

Program Officer Phone Number: (703) 292-4359

Your project report has been successfully submitted to NSF.

Thank you.

Please DO NOT REPLY TO THIS MESSAGE. This e-mail was sent from an address that cannot accept incoming e-mail. If you have any questions about this project report, contact the Program Officer listed above.

Re: [EXTERNAL] Project Report SUBMITTED for Award Number 1930037

Michaela Brehm <MBrehm@riohondo.edu>

Mon 11/15/2021 4:19 PM

To: Caroline Durdella <cdurdella@riohondo.edu>; Isai Orozco <iorozco@riohondo.edu>

For consistency, I located the email sent to Barbara Salazer.

From: HEPIS <hepis.helpdesk@thetactilegroup.com>

Sent: Friday, April 16, 2021 3:45 PM

To: Barbara Salazar <BSalazar@riohondo.edu>

Subject: [EXTERNAL] HEP IS APR Submission Confirmation - hepis.ed.gov

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know that the content is safe.

Dear Project Director:

Thank you for submitting the Institutional Service (IS) APR for the October 1, 2019 - September 30, 2020 reporting period for grant number **P031S150203**. A PDF copy of the report is available for download in View Reports section.

Once submitted the report is locked and cannot be edited. If you need to make any changes to the report prior to this year's deadline, please contact the Help Desk or your Program Officer and request that it be unsubmitted.

Sincerely,

HEPIS Help Desk Team

Welcome

PR/Award Number: **P031S150203**
 Grantee Name: **Rio Hondo College**

Reporting Period: **10/1/2019 to 09/30/2020**
 Program Officer: **Njeri Clark (njeri.clark@ed.gov)**

Grant Identification

General Information

PR Award Number:	P031S150203	Unit ID:	121886
Program:	Title V Developing Hispanic-Serving Institutions		
Grantee Name (Institution Name):	Rio Hondo College		
Address 1:	3600 Workman Mill Road		
Address 2: (Optional)			
City:	Whittier		
State:	CALIFORNIA	Zip:	90601 Zip + 4:
Project Title:	The Avance Project (TAP)		
Institution Type/Control:	2-year Public	Grant Type:	Individual Development Grant

Project Director

First Name:	Barbara	Last Name:	Salazar
Title	Assistant Dean, Student Success and Retention		
Email	bsalazar@riohondo.edu		
Office Phone:	(562)-463-3123	Ext.	Cell Phone: (562)-896-4100

Additional Contact Person Information

First Name:	Michaela	Last Name:	Brehm
Email:	mbrehm@riohondo.edu		
Office Phone:	(562)-463-3749	Ext.	Cell Phone: (860)-335-6293

Grant and Report Information

Grant Award Year:	10/01/2015		
Reporting From:	10/1/2019 to 09/30/2020		
Grant End Year:	09/30/2020	Total Duration of Grant:	5 Yrs
Reporting To:	Njeri Clark (njeri.clark@ed.gov)		

Section 1

Section 1: Executive Summary

All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

1. The goals of Titles III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Use the following questions to summarize how your grant is enabling your institution to fulfill the legislative intent of the Titles III, V, or VII program during the most recently completed grant period.

The institution's Title V grant - "Avance" project was designed to create a comprehensive, first-year success program that includes integrated academic and student services supports for our predominantly Hispanic and low-income students to improve their rates of success, persistence, and completion. This grant project has continued to make a positive impact this final grant year on the following institutional measures described in the next questions: enrollment, graduation rates, persistence/retention, and fiscal stability.

1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.

The rate of first-time, degree-seeking college students enrolled in 12 units or more peaked during Y3 of the grant project at 1,253 and has since slightly dipped to 1,244 during this Y5 (2020) reporting period. It is also important to note that although the total enrollment held rather steady but did not increase between Y3 (2017) and Y5 (2020), this is actually quite an institutional achievement given that most community colleges in our region have faced a much greater decline in their total enrollment.

In contrast, prior to Y3 (2017), we had experienced a consistently huge surge in enrollment from year to year. Part of this overall consistent increase can be attributed to the grant's Avance project due to its following two critical elements: (1) the Summer Bridge Math Academy component with its academic prep, advising, and support/mentor network had served to effectively on-board new students who begin to feel connected to the college and encouraged to start their college journey at our institution which otherwise may not have happened, and (2) the Avance prescribed first-year course schedule component along with priority registration likewise attracted students who experienced the security of supportive advisement and guaranteed opportunity to enroll full-time and complete their educational goal in an efficient time frame.

1b. Summarize the impact your institution's Titles III, V, or VII grant has had on graduation rates this year.

As a 2-year community college, the overall increase of the 2-year graduation rate during the grant project is significant: starting at 3.1% (Y1, n=22) to 8.2% (Y4, n=102). In counterpoint, the 4-year graduation rate has proportionally decreased from 11.4% (Y1) to 6.9% (Y2); data for subsequent grant periods are not yet measurable until after Fall 2021. This achievement can be partly attributed to the grant project. Primarily, Avance cohorts who were provided a prescribed first-year course schedule enrolled full-time, benefitted from a First-Year Seminar course to help inform their decision on choice of area of interest (or major) early on, and received proactive and integrated support from a Success team comprised of academic and counseling faculty, a success coach, and a peer mentor. Furthermore, Avance participants often demonstrated a significant gain in their self-confidence, resourcefulness, mentoring and leadership skills, contributing not only to their college success, but also positively influenced fellow students. We are encouraged that other institutional changes that have been implemented since 2015 will definitely continue to improve the 2-year graduation rates, namely: a Guided Self-Placement tool to maximize direct student placement in transfer-level English and Math courses, comprehensive student educational plans to guide students in completing their necessary coursework on-schedule, and improved institutional process for approving graduation petitions.

1c. Summarize the impact your institution's Titles III, V, or VII grant has had on student persistence/retention this year.

The institution's Fall-to-Fall retention rate improved by 4 points (73.6%) compared to that of the previous period (69.3%). Similarly, the Avance cohorts' retention and persistence rates also showed general steadiness during the grant project, ending with a 75% persistence/retention rate (across cohort 4's first three semesters of enrollment). In accordance with one of our grant's objectives, these improved rates have exceeded the institution's original persistence rate of 70% at the time before the grant project had begun. Some of this success is attributed to the Avance project's sustained approach of piloting an integrated and proactive academic and student services support through a "cohort community" model (including enhanced Counseling courses, Success Coaching, First-Year Seminar faculty mentoring, tutoring, success workshops, and Early Alert). Based on this effective "case management" approach with integrated and multi-faceted support, other campus programs also began adopting similar elements, which magnified the improved persistence/retention rate at our institution.

1d. Summarize the impact your institution's Titles III, V, or VII grant has had on fiscal stability this year.

The grant project has indirectly contributed to the institution's annual state apportionment allocation by promoting enrollment and student completion (including the number of students who complete transfer-level math and English within their first year), two of the factors on which the Student Centered Funding Formula is

based. Also, the impact on students from the project gave us a strong foundation from which to build out our services quickly to reach the most vulnerable of our students to keep them on track to achieve their educational goals. Building on the success and outcomes from our move to student success teams we received a second Title V award that will allow us to strengthen activities in the areas of success coaching, tutoring, internships, and the development of a Discover STEM summer conference for first-year STEM majors. The traditional Summer Math Academy funding by this grant has now shifted into an Early Start Summer program focused on meeting college-level math requirements. Also, we've expanded our Community outreach programming with additional funds from ED's SEED program, developed an Online Dual Enrollment Academy through IREPO funding (pending), and received funding from the Aspen Institute to develop additional faculty professional development. HEERF I and HEERF II funding, while not competitive, focused on reengagement strategies leveraging the impact seen by success coaches, tutors, and counselors funded by these Title V funds.

2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant period.

In this extremely challenging pandemic year, our proudest achievement has been the adaptation of the Summer Bridge Math Academy not only to a fully virtual format, but also to a responsive re-design of some of its core elements. Most significantly, the program expanded from two to six weeks and credit general education courses replaced the traditional math prep (due to majority of students now being advised to postpone choosing a transfer-level math pathway until both their desired area of interest and transfer institution were determined for relevancy in this post-AB 705 era). Also, free course tuition and textbook loans provided accessibility. Additionally, virtual Success Coach check-ins and embedded tutoring sessions replaced the traditional in-person peer mentoring activities.

Regarding data, an incredible 241 students completed the re-designed, virtual 2020 Summer Bridge program. Of these, 132 participated in a post-evaluation survey and all students favorably rated the 2020 program either as "somewhat" or "very highly" impactful in increasing their level of preparation as incoming students at our institution. We could not be more thrilled that the re-formatted and re-designed program did not fall short in meeting the goals of the original program model particularly in this otherwise difficult pandemic year.

3. What additional ways do you think the Education Department can support you in implementing the grant project?

Noticeably, there has been an increased offering of periodic HSI webinars spotlighting helpful topics such as on designing Summer Bridge programs, which have been very welcome to see. Additional webinars on topics such as high-quality faculty development institutes/trainings, etc. also would be welcomed. Furthermore, it may be a valuable option to have a dedicated and private Facebook page administrated/co-hosted by a program officer and an experienced project director; project directors and other key grant project personnel would be invited to join ongoing conversation threads to read information posts as well as post their questions/comments. It would serve as a valuable resource tool that also creates a stronger and more connected HSI community.

4. Has your institution's project(s) contributed to evidence-based (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year?

Yes No

If so, how? Use quantifiable measures where possible. These may be presentations, publications, program development, and recommendations for policy changes due to the project.

AB 705, an evidence-based state law designed to increase the rate of new students completing transfer-level English and math in their first year of college, passed in 2018. Prior, state law and college assessment practices had students taking up to two years of high school level math before qualifying for transfer-level. Our participation in a California pilot study—Multiple Measures Assessment Project (MMAP)—resulted in research indicating the negative effect of these policies on students' completion rates and conversely the increased likelihood of students passing a transfer-level course by starting there. Our institution's project contributed to evidence-based research and policy in support of AB 705 implementation in that one of Avance's primary objectives has been to increase (first-year) students' opportunity to place into a transfer-level math course by expediting their math sequence completion via Summer Bridge Math Academy prep and multiple measures re-assessment. Also, the Academy's curriculum shifted focus to transfer-level math prep pathways this past year. Data indicate the success at our institution. Per the Student Success Metrics dashboard <https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>, only 2% of new RHC students passed transfer-level English and math in their first year in 2015-16. That was followed by 4% in 2016-17, 6% in 2017-18, 8% in 2018-19, and 12% in 2019-20. If not for the pandemic, the rate would have been even higher.

5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, that you have had during the reporting period or that you

anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to combat these challenges.

Our biggest challenge, like all other IHEs, was the transition to remote learning because of CoVID. Faculty and staff rose to the challenge and many of our student success programs were successfully transferred to a virtual format. Success teams, tutoring, and counseling continued in a remote environment. Unfortunately, even with the additional virtual supports, Rio experienced a 21% drop in overall from Fall 2019 to Fall 2020. It is too soon to tell how Fall 2021 will be affected as the institution has yet to determine if Fall 2021 will be remote, on-campus, or a hybrid.

In regards to the grant project, our proudest achievement this reporting year has been the adaptation of the Summer Bridge Math Academy not only to a fully virtual format, but also to a responsive re-design of some of its core elements. Most significantly, the program expanded from two to six weeks and credit general education courses replaced the traditional math prep (due to majority of students now being advised to postpone choosing a transfer-level math pathway until both their desired area of interest and transfer institution were determined for relevancy in this post-AB 705 era). Also, free course tuition and textbook loans provided accessibility. Additionally, virtual Success Coach check-ins and embedded tutoring sessions replaced the traditional in-person peer mentoring activities. Deadline for the Summer 2021 Summer Bridge Program, which will continue to be offered virtually this year, is May 31st

6. Under the competition for which your grant application was funded, did you respond to any Education Department evidence standards?

Yes No

7. Have you conducted any formative evaluation relating to your grant?

Yes No

8. If you have conducted any other program evaluation, assessment, or research related to the grant, please summarize your results.

N/A

9. Please attach any evaluation results including formative evaluations, summative evaluations, journal articles, presentations, and publications relating to your grant projects. These documents may provide greater detail of your results, or items that you would like to highlight.

Please indicate if the assessments were conducted by an evaluator hired specifically to monitor the grant, your institution's research office, or grant personnel (director, etc.).

Yes No

Section 2: Institutional Profile

Institutional Measures (GPRA indicators):

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

2A Institutional Measures (GPRA Indicators)

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre-Grant (2014-15)	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)
Total Fall Enrollment	560	689	950	1,253	1,251	1,244
Fall-to-Fall Retention %	61	66	66	77	69	74
2-Year Graduation Rate (2-Year)	10	3	4	1	8	0
4-Year Graduation Rate (2- & 4-Year)	15	11	7	0	0	0

2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, etc.)?

Yes No

1a.If yes, how has this affected the grant?

First, Superintendent/President, Dr. Arturo Reyes, took a leave of absence during the late spring 2020 and eventually permanently left Rio Hondo College by summer 2020 in order to accept another position elsewhere. For a short interim (approximately a couple of months), Dr. Laura Ramirez, Vice-President of Academic Affairs, was asked by the Board of Trustees to fill in and serve concurrently as acting Superintendent/President. By late summer 2020, formerly retired Superintendent/President, Teresa Dreyfuss, was asked by the Board to return and resume her previous role as an interim. Eventually by March 2021, Dreyfuss was officially contracted to continue permanently through the next fiscal year (ending June 30, 2022).

Second, there were also changes in other executive positions this grant year. Henry Gee, Vice-President of Student Services, retired in June 2020. A successor, Dr. Earic Dixon-Peters from the Los Angeles Community College district, was recently appointed to assume the position effective April 2021. Meanwhile, the Vice-President of Finance and Business, Chris Hawken, left the college in spring 2020, and was later permanently replaced by Stephen Kibui, former Director of Accounting who had returned after serving for a short time as VP elsewhere.

It is difficult to pinpoint specific effects on the grant due to these myriad leadership changes, but it is reasonable to assume that there was some impact on the grant direction and overall project oversight.

2. Have there been changes in grant leadership (project director, activity director, etc.)?

Yes No

2a.If yes, how has this affected the grant?

After serving as the grant Project Director at 100% since year one of the grant (beginning Oct. 1, 2015), Barbara Salazar was re-assigned to her former faculty position at 100% (effective July 1, 2020), just a few months short of the end of the grant's final year. At that time, Dr. Laura Ramirez, Vice-President of Academic Affairs, officially assumed the role of grant project director. However, Dr. Ramirez subsequently left Rio Hondo College in January 2021 in order to accept a new position at another institution. That being the case, recently Barbara Salazar was asked to step in and assist in completing this year's grant report following a several months' absence of active involvement on the grant. Both the change in project director leadership and the subsequent sudden departure of Dr. Ramirez has created some challenges in consistent data reporting for this grant period.

2C Accreditation

1. Which is your institution's primary accrediting agency? [Please check only one]

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission
- Other (please specify)

Accreditation Changes

1. Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? (Include guidance around accreditation changes in user manual and FAQs).

- Yes No

2D Audit

1. Institutions that expend \$750,000 worth of federal funds in one year must complete an audit annually pursuant to 2 CFR part 200, subpart F. Were you required to complete an audit pursuant to 2 CFR part 200, subpart F?

- Yes No

2. If yes, has an audit pursuant to 2 CFR part 200, subpart F been completed?

- Yes No

2a. If yes, were there any findings in the audit?

- Yes No

2E Endowment

1. Do you have an Endowment Challenge Grant that has not matured?

- Yes No

2. Are grant funds from this award being used for an endowment activity?

- Yes No

3. Do you have an endowment activity on a previous award not matured?

- Yes No

If yes to any of the above questions, you will be required to complete the FY 2021 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

Section 3: Grant Project Status and Budget

3A Project Objectives

1. What is the overall goal of your grant?

The “Avance” Project (TAP) was designed to strengthen the institution’s capacity to substantially increase student completion at scale by strategically establishing an integrated and supportive success pathway for participating first-year students to increase their likelihood of persistence into their second year. This connected pathway depended on three main strategies in order to foster student success and completion of educational goals, particularly for Hispanic and low-income students: (a) improve course progression through the basic skills math sequence by means of three components: Summer (Bridge) Math Academies, First-Year Schedule, and “Avance” Student Success Center & Team; (b) guide students to choose a program of study by creating and offering innovative First-Year Seminar Courses (each with a different academic disciplinary focus); and (c) facilitate professional learning for faculty and staff in order to enhance their capacity to educate and engage our (high-risk) student populations.

2. What is the expected long-term impact of the grant project on the institution?

The “Avance” grant project has forever positively impacted the institution in leading the development of a proactive and integrated academic and student services pathway model, which was a relatively innovative concept just five years ago when the grant proposal was created. Since then, several statewide initiatives have wrought even more waves of dramatic sea change across the California community college landscape, including the Student Success Act (2014), Guided Pathways Model (2017), Student Equity & Achievement Program (2018), and more recently, AB 705 (2018).

In order to successfully fulfill some of the key objectives mandated by these initiatives, the institution often borrowed and adapted central components of the Avance grant project, such as, the full-time student cohort model, intrusive case management approach, integrated Student Success teams, free student textbook loans, and faculty professional learning facilitated by external expert consultants. In short, the Avance grant project has and will continue to inspire student-oriented program design that is focused on community building, engagement, and persistence. Additionally, the very well-received Summer Bridge Math Academy of the grant project has become one of the hallmarks of the institution, providing a dynamic and rather transformative experience for incoming first-year students in transitioning and preparing for both the rigors and responsibilities of college life.

3B Grant Activities

Number of Grant Activities: 1

Grant Activity 1/1

Activity Description:

The "Avance" Project (TAP) has a single activity that will provide the additional support programs or services to assist students in being successful in college from entry through graduation or transfer. During this reporting period, these programs/services include the annual Summer Math Academy, third year of offering First-Year Seminar courses (project innovation), ongoing Faculty Development, continued integration of academic and student services supports in the Student Success Center as well as continuation of community outreach programs (emphasis on project-based learning) to encourage elementary and secondary school students to develop the academic skills and the interest to pursue post-secondary education.

Objective 1/4

Objective Description:

Objective 1: Participants will persist (enroll consecutively in their first three semesters) at a rate of 75%. This objective was primarily measured based on the rate of participants' consecutive enrollment for their first Fall-Spring-Fall sequence of semesters. Given that 75% of cohort 4 (145 of 194) participants maintained this persistent enrollment rate across their first three semesters, we determined that this objective was fully met.

Objective Status: Completed

Performance Measure 1/5

Performance Measure Description:

(1a) 75% of (cohort 4) participants will successfully complete a First-Year Seminar during their first year: Of the 74 students (reflecting 38% of cohort 4) who enrolled in our third-time offering of the new First-Year Seminar courses developed under this grant, 53 participants or 72% (almost meeting the target of 75%) successfully completed the course. Overall, this represents 27% of the entire cohort 4 members successfully completing a First-Year Seminar course.

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
75.00	27.00
/	/
100	100
75%	27%

Performance Measure 2/5

Performance Measure Description:

(1b) 75% of (cohort 4) participants will have enrolled in the prescribed course schedule for their first academic year.

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
75.00	88.00
/	/
100	100
75%	88%

Performance Measure 3/5

Performance Measure Description:

(1c) 75% of (cohort 4) participants will have had at least 8 contacts with a Success Coach and/or other Instructional or Student Service staff during their first academic year: For this reporting period, we unfortunately were unable to meet our target goal of 75% (actual was 12.8%) of cohort 4 participants having had at least eight contacts/appointments as intended above. A total of 15% had at least seven visits, however.

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
75.00	13.00
/	/
100	100
75%	13%

Performance Measure 4/5

Performance Measure Description:

(1d) 75% of (cohort 4) participants will have attended at least 4 program workshops during their first academic year: expectation was modified to participants only required to attend two program workshops during the fall semester in order to align with the institution's Promise program, which offered free full-year tuition with similar requirement. During this time, 58 students (or 30%, short of the 75% target) attended two workshops.

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
75.00	30.00
/	/
100	100
75%	30%

Performance Measure 5/5

Performance Measure Description:

(1e) 75% of (cohort 4) participants will have maintained consecutive enrollment for the first Fall-Spring-Fall sequence of semesters: Most essentially for this objective, we fully met our 75% target of cohort 4 (145 of 194) participants maintaining consecutive enrollment for their first Fall-Spring- Fall sequence of semesters (as we had with our prior cohort). As explained in the Objective 1 description, this is the key performance measure that captures and quantifies the goal of this objective, thus allowing us to determine whether we have accomplished this objective, which we have.

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
75.00	75.00
/	/
100	100
75%	75%

Objective 2/4

Objective Description:

Objective 2: Participants will complete basic-skills mathematics sequence within two academic years at a rate of 40%: As noted in the prior year's report, 2018-19 was a milestone year in which the institution proactively eliminated

mandatory student assessment (for Math and English course placement) in preparation to implement AB 705: a "bill that requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year time frame." Following suit, the institution created an alternative Guided Self-Placement tool for students, from which some promising outcomes have emerged as the vast majority of students directly placed in transfer-level math, which by token, eliminated the prerequisite of the basic-skills math sequence. Essentially, then, the original basic-skills focus of this objective became null (as a result of the AB 705 legislation) although we continued to fulfill the spirit of the objective by shifting support to participants' successful enrollment and completion of a transfer-level math course. With that updated and appropriate interpretation, we satisfied this objective in terms of 46% (per Perf. Measure 2/3 below) exceeding the 40% target of participants becoming exempt from the basic skills sequence requirement and gaining immediate transfer-level math eligibility followed by enrolling in a transfer-level math course during their first semester.

Objective Status: Completed

Performance Measure 1/4

Performance Measure Description:

2a) 25% of (cohort 4) participants will place into a higher Math course after completing the Summer Math Academy: The elimination of assessment testing (due to AB 705) precluded us from re-assessing students upon completing their Summer Math Academy to identify any "improved" course placements; therefore, this performance indicator was no longer measurable effective this grant reporting period. Following suit, the 2019 Summer Math Academy's programming shifted emphasis to improving participants' skills preparation for their prospective math course pathway depending upon their intended major or at least general area of interest. As such, participants' were assigned to one of the math prep pathways accordingly: Algebra/Calculus, Statistics, or Quantitative Reasoning (a newly developed math pathway to satisfy math requirements at select transfer institutions).

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
0.00	0.00
/	/
0	0

Performance Measure 2/4

Performance Measure Description:

2b) 90% of (cohort 4) participants will enroll in a Math course during their first Fall semester: we fell short during this reporting period with 46% (target was 90%) of cohort 4 participants enrolling in a Math course during their first Fall semester (as explained in the objective). The low (transfer-level) math course enrollment rate was largely attributed to updated changes in institutional advisement policies and practices in response to AB 705. As such, students were advised to enroll in a math course only if they were certain of both their major and transfer institution due to math requirement changes across transfer institutions, resulting in many students opting to delay their math course enrollment until their first spring semester or later. However, this is becoming less concerning due to more students immediately placing directly into a transfer-level math course (which was previously not the case) and increasing their likelihood of enrolling in and successfully completing it within their first three semesters, thereby shortening their time to completion overall as was/is the major goal.

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
90.00	46.00
/	/
100	100
90%	46%

Performance Measure 3/4

Performance Measure Description:

2c) 80% of (cohort 4) participants will have successfully completed at least one Math course by the end of their first academic year: In terms of math course success, 34% (target was 80%) of cohort 4 participants successfully completed a math course by the end of their first academic year. However, given the new context of more of these students directly enrolling in a transfer-level math course, we are encouraged to see that overall students achieved an even more dramatic milestone than we would have anticipated when we began this grant project: the original basic skills sequence benchmark had been replaced by the more ambitious transfer-level math benchmark. Again, the implementation of the Guided Self-Placement tool has had and will continue to have major positive implications for students' more appropriate Math and English course placement and timely completion.

Measure Type: Program **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
80.00	34.00
/	/
100	100
80%	34%

Performance Measure 4/4

Performance Measure Description:

(3c) (80% of surveyed) cohort 4 program participants will have gained student success knowledge and skills during their first academic year: We exactly met our goal of 80% of surveyed cohort 4 participants indicating that they had gained student success knowledge and skills during their first academic year as a direct result of the programs and support services provided by this grant project. However, the participant response rate for this voluntary survey was rather low with only 16 of 194 responding (and 80% of those responding highly favorably). We have found it rather challenging to achieve high response rates on surveys in general even when an incentive when possible is offered.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
80.00	80.00
/	/
100	100
80%	80%

Objective 3/4

Objective Description:

Objective 3: Program participants will achieve completion at a rate of 20% in three years and a rate of 60% in five years: During this reporting period, we are able to indicate that the three-year completion rate for cohort 1 (who began in 2016-17 academic year) is a significant 49%, more than double our target rate of 20%. The three-year completion rate for cohort 2 (who began in 2017-18 academic year) similarly exceeds the target at 33%. However, the five-year completion rate for Cohort 1 will not be measurable until July 2021, and by July 2022 for Cohort 2, respectively. As such, this objective is not yet fully measurable, yet we are highly encouraged by the positive outcomes and trending rates thus far. Therefore, we consider this objective to be completed during this grant reporting period insofar as the available metrics (for the three-year completion rate) has been measured, and the results exceed our target goals.

Objective Status: Completed

Performance Measure 1/9

Performance Measure Description:

(3a) 90% of (cohort 4) participants will have completed a Comprehensive Student Educational Plan by the end of their first academic year: during this reporting period, we fell short of the goal with only 36% of participants completing this measure during their first year. We attribute this shortfall to two primary reasons: the institutional policy change post-AB 705 (mentioned previously in objective 2) on advising students to postpone solidifying their educational plans until they were more certain of their intended major and transfer institution as well as the unprecedented transition to fully remote instruction and student services support in mid-spring 2020 due to the Covid-19 safer-at-home statewide mandate.

Measure Type: Program **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
90.00	36.00
/	/
100	100
90%	36%

Performance Measure 2/9

Performance Measure Description:

(3b) 75% of (cohort 4) participants will have attended at least 3 appointments with a Counselor during their first academic year: We unfortunately fell short with 32% of cohort 4 participants attending at least three counseling appointments. Again, we attribute this to the same two primary reasons already mentioned in Performance Measure 3a. Comprehensive Student Educational plans can only be completed/approved during a consultation appointment with a Counselor, thus, the two rates are highly correlational. Also, given the Covid-19 campus closure and financial/mental strain on most of our student population, maintaining Counseling appointments understandably became a lesser priority for students.

Measure Type: Program **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
75.00	32.00
/	/
100	100
75%	32%

Performance Measure 3/9

Performance Measure Description:

(3d) 60% of (cohort 4) participants will have completed at least 9 units of UC/CSU General Education requirements by the end of their first academic year: We improved on this benchmark this grant year and even exceeded this measure with 68% (or 134 of 194) participants achieving it. Among the likely factors that supported this outcome, we believe the following three had the greatest impact: the vast majority of participants gaining immediate Math and English transfer-level course eligibility due to full AB 705 implementation, the course prep provided during the Summer Math Academy, and the ongoing tutoring support.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
60.00	68.00
/	/
100	100
60%	68%

Performance Measure 4/9

Performance Measure Description:

(3e) 75% of (cohort 4) participants will have earned at least 21 units by the end of their first academic year: We are also making progress toward meeting the goal (actual was 46%) of cohort 4 participants achieving this measure. However, the Covid-19 pandemic's toll on students and their families beginning spring 2020 most certainly impacted their unit completion during this reporting period.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
75.00	46.00
/	/
100	100
75%	46%

Performance Measure 5/9

Performance Measure Description:

(3f) 70% (980) of Cohort 1, 2, 3, and 4 participants will have earned at least 40 units by the end of their second academic year: We are making progress toward this goal (actual was 325) of cohort 1, 2, and 3 participants thus far earning at least 40 units at the end of their second academic year. (Cohort 4's second year is not yet measurable.) We have come to understand that a majority of our students attend college part-time while holding down a 30-40 hour/week job in order to help support their families and pay for college expenses. To help offset the students' financial burden, the institution has partnered with the college's Foundation to enhance student funding support to provide free tuition for an additional year upon the student meeting a minimum number of units during their first year, but we also have learned that the pandemic has hampered participants' best efforts at unit completion.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
980.00	325.00

Performance Measure 6/9

Performance Measure Description:

(3g) 40 (20%) of Cohort 1 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their third academic year: we are very pleased to have exceeded this goal (actual was an overwhelming 49%) of cohort 1 participants.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
20.00	49.00
/	/
100	100
20%	49%

Performance Measure 7/9

Performance Measure Description:

3h) 80 (40%) of Cohort 1 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their fourth academic year: we are very pleased to have exceeded this goal as well (actual was an overwhelming 65%) of cohort 1 participants who continue to satisfy the criteria for completion.

Measure Type: Project **Date Measured:** 06/10/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
40.00	65.00
/	/
100	100
40%	65%

Performance Measure 8/9

Performance Measure Description:

3i) 60 (20%) of Cohort 2 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their third academic year: likewise, we also exceeded this goal with 33% of cohort 2 participants satisfied the criteria for completion.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
20.00	33.00
/	/
100	100
20%	33%

Performance Measure 9/9

Performance Measure Description:

3j) 120 (60%) of Cohort 1 participants will have met the Student Success Scorecard criteria for completion (degree, certificate, transfer-related) by the end of their fifth academic year: actually, this goal was already exceeded ahead of schedule at the end of cohort 1's fourth year (as indicated previously in Performance Measure 3h) with 65% of cohort 1 participants having satisfied the criteria for completion.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: Raw Number Ratio

Target	Actual
60.00	65.00
/	/
100	100
60%	65%

Objective 4/4

Objective Description:

Objective 4: The college will continuously increase its institutional and faculty capacity to educate high-risk student populations. Although one of the most significant performance indicators was exceeded for this objective, we fell slightly short of our target numbers for the other performance indicators, which is the reason this objective was not yet achieved during this period.

Objective Status: On schedule

Performance Measure 1/5

Performance Measure Description:

4a) RHC faculty members will have participated in collaborative learning on the California Common Core Standards relevant to their disciplines: we are making progress with meeting our target of 18; actual number was 6 (4 English faculty and 2 Math faculty) who engaged in a collaboration with a few local secondary school faculty in the same disciplines. The regular monthly discussions were aimed at developing a smoother, integrated curricular transition for secondary school students who would subsequently become incoming first-year students at our institution.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: **Raw Number**
 Ratio

Target	Actual
18.00	6.00

Performance Measure 2/5

Performance Measure Description:

4b) RHC faculty members will have participated in curriculum development for the First-Year Seminar course: we are on schedule with meeting our cumulative target of 24 (actual was 18) faculty participating in curriculum development for the First-Year Seminar course.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: **Raw Number**
 Ratio

Target	Actual
24.00	18.00

Performance Measure 3/5

Performance Measure Description:

4c) First-Year Seminar Courses (1.5 units each) will have been developed: we are on schedule with meeting the target of 12 courses (1.5 units each); actual was 5 courses (increased to 3 units each instead to ensure adequately meaningful and substantive curriculum and field experiences as possible), which were developed and reported previously in the Y2 annual report.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: **Raw Number**
 Ratio

Target	Actual
12.00	5.00

Performance Measure 4/5

Performance Measure Description:

4d) We have exceeded our Y5 target of 100 (actual cumulative total was 103) faculty who have gained knowledge/skills about educating high-risk populations by participating in one or more of the professional development workshop trainings and/or professional conferences offered during this Y5 reporting period: "Promoting Mindset, Metacognition, and Intelligent Practices" Zoom workshop by Dr. Miguel Powers. Facilitated by one of the leading developers and

practitioners of the Growth Mindset pedagogical approach, this was an interactive six-hour session to promote learning mindsets and metacognition, as well as foster a sense of belonging, focus on improving student learning, increase student success, and address equity gaps. Due to the fluidity of the Covid pandemic and mandates, this full-day workshop was one of the first (and successful) adaptations from an in-person session to a Zoom session, and the participation and engagement was maintained at a high rate. Post-workshop survey responses yielded highly appreciative and positive comments about the relevance and approachability of incorporating brain-based growth mindset development opportunities for our student population, most of whom would highly benefit from this strengths-based approach to teaching and learning. Finally, while other full-day professional development workshops also had been originally planned, they were determined to be best postponed until in-person gatherings could safely resume.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: **Raw Number**
 Ratio

Target	Actual
100.00	104.00

Performance Measure 5/5

Performance Measure Description:

4e) RHC faculty members will have applied skills for educating high-risk populations in their classrooms/laboratories: we are on schedule in terms of meeting our cumulative Y5 target of 75 (actual cumulative total was 70) of the faculty participants who completed a survey indicating that they had applied skills learned for educating high-risk populations in their classroom/laboratories and completing a written reflection describing the facilitation and outcomes of at least two strategies they had applied. Given that it is common for even well-intentioned faculty to neglect to participate in a survey and/or need additional time beyond a survey timeframe to reflect how they might best adapt learned strategies to their own instructional methodologies, the close proximity to achieving the target number for this indicator is a reassuring note.

Measure Type: Project **Date Measured:** 06/15/2020 **Frequency Measured:** annual

Data Type: **Raw Number**
 Ratio

Target	Actual
75.00	70.00

3C Budget

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Personnel	29,590.00	346,812.00	376,402.00	403,493.35	0.00	-27,091.35	-7.20	0.00	<input type="checkbox"/>
Fringe Benefits	22,030.00	169,331.00	191,361.00	174,172.19	0.00	17,188.81	8.98	0.00	<input type="checkbox"/>
Travel	9,418.00	6,125.00	15,543.00	0.00	0.00	15,543.00	100.00	0.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	15,554.00	2,730.00	18,284.00	21,101.17	0.00	-2,817.17	-15.41	0.00	<input type="checkbox"/>
Contractual	0.00	0.00	0.00	753.00	0.00	-753.00	0.00	0.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	0.00	0.00	0.00	2,000.00	0.00	-2,000.00	0.00	0.00	<input type="checkbox"/>
A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non-Federal Expenditure	Carryover Balance (Current Year)(D-E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Total	\$76,592.00	\$524,998.00	\$601,590.00	\$601,519.71	\$0.00	\$70.29		\$0.00	

3D Summary Budget Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of Grant activities.

1. Have all funds that were to be drawn down during this performance period been drawn down?

No Yes

If no, please provide a description of the funds (i.e., the amount) that have not been drawn down in the GAPS/G5 system, and explain why they haven't been drawn down:

Nearly all funds were drawn down with the exception of the small remaining balance of \$70.29. During this reporting period, all necessary expenditures to support the grant activity were implemented. However, given that the Covid pandemic restricted many regular activities, particularly travel and group gatherings, some of our originally planned programs and events had to adapt as much as possible to a remote format, while others (such as conference travel and additional on-campus professional development events) were postponed. Thus, not all funds were completely drawn down.

2. Did you have any unexpended funds at the end of the performance period?

No Yes

If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

Yes, as mentioned, there is a small remaining balance of \$70.29. However, given that this is our final reporting period and that we have not requested a no-cost extension, we have no plan to use the unexpended funds.

3. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No Yes

4. Is this a cooperative arrangement grant?

No Yes

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or grant activities.

6. Do you wish to make any changes in the grant's activities for the next budget period?

No Yes

7A. Were there any changes to key personnel during this reporting period?

No Yes

7B. If yes, did you receive approval from your Program Officer?

No Yes

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

No Yes Partially

If "no" or "partially" please explain:

We did meet/exceed three of our objectives in our approved activities for this reporting period: increased student participants' persistence rate at 75%, student participants' completion of the basic skills math sequence within two academic years at a rate of 40%, and student participants' overall completion (i.e., a degree, Chancellor-approved certificate, or transfer-related outcomes) at a rate of 20% in three years and at a rate of 60% in five years.

However, we were only partially able to meet the fourth objective of continuously increasing the institutional and faculty capacity to educate high-risk student populations. Although one of the most significant performance indicators was exceeded for this objective, we fell slightly short of our target numbers for the other performance indicators, which is

the reason this objective was not yet achieved during this period. Due to the extended uncertainty of the Covid pandemic during this reporting period, originally planned professional learning workshops were largely put on indefinite hold until in-person, interactive gatherings could safely resume. At the same time, most faculty were extraordinarily overwhelmed at the time both professionally and personally in having to quickly transition to remote teaching while concurrently providing extra support to their students as well as caring for their own families and safeguarding their own health. Needless to say, navigating the pandemic was the foremost concern on everyone's mind.

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below:

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></p> <p>The "Avance" Project (TAP) has a single activity that will provide the additional support programs or services to assist students in being successful in college from entry through graduation or transfer. During this reporting period, these programs/services include the annual Summer Math Academy, third year of offering First-Year Seminar courses (project innovation), ongoing Faculty Development, continued integration of academic and student services supports in the Student Success Center as well as continuation of community outreach programs (emphasis on project-based learning) to encourage elementary and secondary school students to develop the academic skills and the interest to pursue post-secondary education.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> • Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty. <u>Dollars Spent: \$170,681.52</u> • Funds management, administrative management, and acquisition of equipment for use in strengthening funds management. <u>Dollars Spent: \$333,767.00</u> • Academic tutoring, counseling, and student support service programs designed to improve academic success. <u>Dollars Spent: \$91,206.31</u> • Providing education, counseling services, or financial information designed to improve the financial literacy and economic literacy of students or the students’ families with regard to indebtedness and student assistance programs under subchapter IV. <u>Dollars Spent: \$5,864.89</u> 	<p>\$601,519.71</p>
<p>Total Dollars Spent on All Activities</p>		<p>\$601,519.71</p>

Section 5: Institutionalization

Grant Activity 1

The "Avance" Project (TAP) has a single activity that will provide the additional support programs or services to assist students in being successful in college from entry through graduation or transfer. During this reporting period, these programs/services include the annual Summer Math Academy, third year of offering First-Year Seminar courses (project innovation), ongoing Faculty Development, continued integration of academic and student services supports in the Student Success Center as well as continuation of community outreach programs (emphasis on project-based learning) to encourage elementary and secondary school students to develop the academic skills and the interest to pursue post-secondary education.

Financial Cost (\$)

300,000.00

Approved Line Items

Summer Bridge Program
 AVANCE First-Year Success Program
 Community Outreach programs
 Faculty Professional Development

Institutionalization Plan

Summer Bridge Program (Summer 2021): Rio will continue to offer a 6-week (currently online) program that will prepare first-year students to transition smoothly to Rio Hondo College. Students will choose between transferable credit courses: English, Speech, Sociology, Counseling, and Education Development (EDEV). Continuing this program provides multiple benefits for our students such as free tuition, college credit for general education courses, textbook loan, advisement, financial aid/literacy, and involvement with campus resources, programs, and clubs.

AVANCE First Year Success Program (2021-2022): Students must participate and complete the Summer Bridge Program to be eligible to join the Avance cohort. Fall 2021 students will be required to take a Math and/or English course, Counseling 101, and First Year Seminar course. In Spring 2022 students will be required to take a Math and/or English course, two General Education courses, and an Elective. As cohort members students will receive priority registration, access to dedicated tutors, counselors, and success coaches.

First-Year Seminar Courses: These courses will continue to be offered to students for CSU-transfer elective credit. They will also be updated for UC-transfer general education credit.

Community Outreach programs: continuing programs such as the Entrepreneurship Competitions, Dual Enrollment, and CTE Summer Academy

2. In the space provided below please explain any notable experiences you have had in institutionalizing this project. Please list any considerable challenges, successes, or failures.

Our biggest challenge, like all other institutes of higher education, was the transition to remote learning because of CoVID. Faculty and staff rose to the challenge and many of our student success programs were successfully transferred to a virtual format. Success teams, tutoring, and counseling continued in a remote environment. Unfortunately, even with the additional virtual supports, Rio experienced a 21% drop in overall enrollment from Fall 2019 to Fall 2020. It is too soon to tell how Fall 2021 will be affected as the institution has yet to determine if Fall 2021 will be remote, on-campus, or a hybrid. Deadline for the Summer 2021 Summer Bridge Program, which will continue to be offered virtually this year, is May 31st.

Our First-Year Seminar courses had been approved for California State University (CSU) elective transfer credit and has been offered to all first-year students. We are working on creating transfer credit of these courses for the University of California (UC) system as well. This process has taken longer than expected due to the overwhelming number of in-person courses that needed to move to online courses requiring a curriculum update.

3. Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? Please explain.

Building on the success and outcomes from our move to student success teams we received a second Title V award that will allow us to strengthen activities in the areas of success coaching, tutoring, internships, and the development of a Discover STEM summer conference for first-year STEM majors. The traditional Summer Math Academy funding by this grant has now shifted into an Early Start Summer program focused on meeting college-level math requirements. Additionally, we've expanded our Community outreach programming with additional funds from ED's SEED program, the development of an Online Dual Enrollment Academy through IREPO funding (pending), and we've received funding from the Aspen Institute for the development of additional faculty professional development activities. HEERF I and

HEERF II funding, while not competitive, focused on reengagement strategies leveraging the impact seen by success coaches, tutors, and counselors funded by these Title V funds. The AVANCE project gave us a strong foundation from which to build out our services quickly to reach the most vulnerable of our students to keep them on track to achieve their educational goals even in a time of crisis.

The financial costs to institutionalize program activities is an estimate. We are currently in budget negotiations and year-end financial closing of the books. Exact figures are not available.

Certification

You do NOT need to send a signed certification form to ED or upload a signed certification form.

1. Reporting Period

10/1/2019 to 09/30/2020

2. PR Award Number

P031S150203

3. Project Title

The Avance Project (TAP)

4. Recipient Information

Name: Rio Hondo College

Address: 3600 Workman Mill Road , Whittier, CALIFORNIA 90601

5. Contact Information

Name: Barbara Salazar

Title: Assistant Dean, Student Success and Retention

Phone: (562)-463-3123 Ext:

Email: bsalazar@riohondo.edu

6. Authorized Representative

(The Institutions President or someone with the institutional authority to sign off on federal sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

Name

Teresa Dreyfuss

Email

tdreyfuss@riohondo.edu

Phone

(562)-908-3403

Date

04/16/2021

Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 06:51 PM UTC Mike Slavich

Architecture, Civil, Engineering Design Drafting / CAD

Description

Description: This project will increase enrollment and improve skill gains, completion, transfer and employment in the field of study.

Industry Sectors: Advanced Manufacturing;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

Local awareness of the existence of the Rio Hondo ACEDD/CAD Department as well as the individual courses and overall curriculum offered is in need of improvement in order to provide for increasing job market demand as identified by Labor Market Research CoE. A lack of increasing-popular web and social media presence for the department is a correctable area.

Risks Risks are limited.

Contacts

Institution Project Fiscal Reporter

Mike Slavich

CTE/Instruction Dean

m Slavich@riohondo.edu

(562) 463-7368

Project Lead Contact

Mike Slavich

CTE/Instruction Dean

m Slavich@riohondo.edu

(562) 463-7368

Labor Market Information



Architectural and Engineering Occupations

Occupations:

17-3011.00 Architectural and Civil Drafters
 17-3019.00 Drafters, All Other
 17-3012.00 Electrical and Electronics Drafters
 17-3013.00 Mechanical Drafters

Programs:

Rio Hondo College - Drafting Technology (095300)

LMI Library Reports Data:[0935Arch.pdf](#)

Outcomes

Investment Plan

Local awareness of the existence of the Rio Hondo ACEDD/CAD Department as well as the individual courses and overall curriculum offered is in need of improvement in order to provide for increasing job market demand as identified by Labor Market Research CoE. A lack of increasing-popular web and social media presence for the department is a correctable area.

Occupational Clusters

Rio Hondo College - Drafting Technology (095300)

Metric	Baseline	Baseline Year
Number of Enrollments	92	2017-18

Task Force Recommendations

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Upgrade computer technology and marketing



Major Outcomes: Demand for courses is already verifiable with enrollment trends. Continued tracking will show increased demand leading to filled sections and potential need to increase the number of available sections of Department courses.

Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
5000 - Other Operating Expenses and Services	Update website	2019-20	\$576
6000 - Capital Outlay	Upgrade computers	2019-20	\$99,424
Total			\$100,000

Budget Totals

Rio Hondo College

Code	Total
5000 - Other Operating Expenses and Services	\$576
6000 - Capital Outlay	\$99,424
Total	\$100,000

Certification

College Signing Authority - Rio Hondo College

Mike Slavich
 CTE/Instruction Dean
m Slavich@riohondo.edu
 (562) 463-7368

Approved by Mike Slavich



05/15/2020 11:51 AM PDT



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NOVA Site Version: [4.18.2](#)



Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 06:51 PM UTC Mike Slavich

Business Management

Description

Description: Our desire is to increase the number of students participating in our programs. There is still a large portion of the local population that is unaware that Rio Hondo College exists and that it provides a variety of business programs to assist with transfer opportunities and career advancement.

Industry Sectors: Business & Entrepreneurship;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

Our desire is to increase the number of students participating in our programs. There is still a large portion of the local population that is unaware that Rio Hondo College exists and that it provides a variety of business programs to assist with transfer opportunities and career advancement.

Risks Limited risks.

Contacts

Institution Project Fiscal Reporter

Mike Slavich

CTE/Instruction Dean

m Slavich@riohondo.edu

(562) 463-7368

Project Lead Contact

Mike Slavich

CTE/Instruction Dean

m Slavich@riohondo.edu

(562) 463-7368

Labor Market Information



Business Management

Occupations:

11-3011.00 Administrative Services Managers
 11-1011.00 Chief Executives
 11-9021.00 Construction Managers
 13-1051.00 Cost Estimators
 11-1021.00 General and Operations Managers
 11-3051.00 Industrial Production Managers
 13-1111.00 Management Analysts
 11-9199.00 Managers, All Other
 11-2022.00 Sales Managers

Programs:

Rio Hondo College - Business Management (050600)

LMI Library Reports Data: [0506Business.pdf](#)

Outcomes

Investment Plan

We plan to coordinate a summer camp program for K-12 students.

Occupational Clusters

Rio Hondo College - Business Management (050600)

Metric	Baseline	Baseline Year
Number of Enrollments	17	2017-18

Task Force Recommendations

Student Success

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College



Participating Institutions: Rio Hondo College

Major Activities: Coordinate a summer camp program for K-12 students.

Major Outcomes: Increased enrollments

Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
5000 - Other Operating Expenses and Services	Other operating expenses	2019-20	\$48,400
Total			\$48,400

Budget Totals

Rio Hondo College

Code	Total
5000 - Other Operating Expenses and Services	\$48,400
Total	\$48,400

Certification

College Signing Authority - Rio Hondo College

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05/15/2020 11:51 AM PDT





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Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 06:50 PM UTC Mike Slavich

CTE Across All Programs

Description

Description: Support all CTE programs with staffing: job developer, outreach staff, and dedicated counselors across all programs.

Industry Sectors: Advanced Transportation & Logistics; Energy, Construction & Utilities; Retail/Hospitality/Tourism 'Learn and Earn' ;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

No regional requirement, this project is directed to the 17% hold-back.

Risks The risk will depend on the supports staffs outcomes, their ability to produce assigned objectives.

Contacts

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Labor Market Information



Technical Careers

Occupations:

11-9041.00 Architectural and Engineering Managers

25-1032.00 Engineering Teachers, Postsecondary

17-2199.00 Engineers, All Other

Programs:

Rio Hondo College - Alternative Fuels and Advanced Transportation Technology (094840)

Rio Hondo College - Architectural Drafting (095310)

Rio Hondo College - Automotive Technology (094800)

LMI Library Reports Data: [LA County 20-21 SWP LMI Final.xlsx](#)

Outcomes

Investment Plan

The goal is to support across all CTE programs with the necessary staff to recruit students, get students to complete an educational plan, and get them placed in the industry.

Occupational Clusters

Rio Hondo College - Alternative Fuels and Advanced Transportation Technology (094840)

Metric	Baseline	Baseline Year
Number of Enrollments	1450	2017-18

Rio Hondo College - Architectural Drafting (095310)

Metric	Baseline	Baseline Year
Number of Enrollments	624	2017-18

Rio Hondo College - Automotive Technology (094800)

Metric	Baseline	Baseline Year
Number of Enrollments	1452	2017-18



Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data & Outcomes

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Curriculum

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

CTE Faculty

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

Regional Coordination

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Hire four support staff, job developer, outreach staff, dedicated counselor and a project director.

Major Outcomes: Enrollment, completion, and job placement

Budget Breakdown

Rio Hondo College



Code	Description	Year	Amount
2000 - Non-Instructional Salaries	Hire staff who will support student services, placement, and K-12 pathways across all CTE programs.	2019-20	\$150,000
3000 - Employee Benefits	Employee benefits	2019-20	\$100,000
4000 - Supplies and Materials	Instructional materials	2019-20	\$15,000
5000 - Other Operating Expenses and Services	consulting services	2019-20	\$29,265
6000 - Capital Outlay	equipment upgrades for student success	2019-20	\$45,000
Total			\$339,265

Budget Totals

Rio Hondo College

Code	Total
2000 - Non-Instructional Salaries	\$150,000
3000 - Employee Benefits	\$100,000
4000 - Supplies and Materials	\$15,000
5000 - Other Operating Expenses and Services	\$29,265
6000 - Capital Outlay	\$45,000
Total	\$339,265

Certification

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Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 06:52 PM UTC Mike Slavich

Drug Studies / Human Services

Description

Description: Increase the ability of the faculty to educate students about preparing for the Drug and Alcohol Certification exam in all of the required classes and a workshop outside of the regular course of instruction . In addition to increasing the skill and mastery of the faculty as well .

Industry Sectors: Education & Human Development;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

As indicated, resources will be used for professional membership for the institution, new instructional materials to maintain and develop the abilities of both faculty and students to ensure student success as professionals in the industry .In addition to hosting drug studies conferences with other professionals, institutions, and organizations for recruitment and maintenance of industry standards.

Risks Limited risks.

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Labor Market Information



Substance Abuse

Occupations:

21-1014.00 Mental Health Counselors

21-1011.00 Substance Abuse and Behavioral Disorder Counselors

Programs:

Rio Hondo College - Alcohol and Controlled Substances (210440)

LMI Library Reports Data:[2014-4Program Endorsement Brief Social Workers Human Services Addiction Focus..pdf](#)

Outcomes

Investment Plan

As indicated, resources will be used for professional membership for the institution, new instructional materials to maintain and develop the abilities of both faculty and students to ensure student success as professionals in the industry. In addition to hosting drug studies conferences with other professionals, institutions, and organizations for recruitment and maintenance of industry standards.

Occupational Clusters

Rio Hondo College - Alcohol and Controlled Substances (210440)

Metric	Baseline	Baseline Year
Number of Enrollments	47	2017-18

Task Force Recommendations

CTE Faculty

14. Consider options for meeting minimum qualifications to better integrate industry professionals who possess significant experience into CTE instructional programs.
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College



Major Activities: As indicated, resources will be used for professional membership for the institution, new instructional materials to maintain and develop the abilities of both faculty and students to ensure student success as professionals in the industry. In addition to hosting drug studies conferences with other professionals, institutions, and organizations for recruitment and maintenance of industry standards.

Major Outcomes: Skill Gains, completion, and transfer

Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
4000 - Supplies and Materials	Instructional materials	2019-20	\$10,000
5000 - Other Operating Expenses and Services	Professional development	2019-20	\$7,400
Total			\$17,400

Budget Totals

Rio Hondo College

Code	Total
4000 - Supplies and Materials	\$10,000
5000 - Other Operating Expenses and Services	\$7,400
Total	\$17,400

Certification

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Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 09:13 PM UTC Mike Slavich

Entry Level Nursing

Description

Description: Provide tutoring services

Industry Sectors: Health;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

To increase student success.

Risks Limited risks

Contacts

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Labor Market Information



Nursing

Occupations:

31-1014.00 Nursing Assistants

Programs:

Rio Hondo College - Certified Nurse Assistant (123030)

LMI Library Reports Data: [CNA.pdf](#)

Outcomes

Investment Plan

Tutors for students.

Occupational Clusters

Rio Hondo College - Certified Nurse Assistant (123030)

Metric	Baseline	Baseline Year
Number of Enrollments	90	2017-18

Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: To hire tutors to support students

Major Outcomes: Increased completions and transfers



Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
5000 - Other Operating Expenses and Services	Other operating expenses	2019-20	\$4,000
Total			\$4,000

Budget Totals

Rio Hondo College

Code	Total
5000 - Other Operating Expenses and Services	\$4,000
Total	\$4,000

Certification

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Fitness Specialist

Description

Description: To improve the quality of the Fitness Specialist degree and greater alignment with employer demand.

Industry Sectors: Education & Human Development;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

Employer demand

Risks Limited risks

Contacts

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Labor Market Information



Recreation and fitness workers, Other post secondary teachers

Occupations:

29-9091.00 Athletic Trainers

27-2022.00 Coaches and Scouts

39-9031.00 Fitness Trainers and Aerobics Instructors

25-1193.00 Recreation and Fitness Studies Teachers, Postsecondary

39-9032.00 Recreation Workers

Programs:

Rio Hondo College - Fitness Trainer (083520)

LMI Library Reports Data:[19_0911_Fitness and Sport Management certificate.pdf](#)

Outcomes

Investment Plan

1.0 Implementing new certificates, such as Yoga Teacher Training, that tie into the current offerings can increase enrollment, expand section offerings, and increase the pool of more highly trained employees for job opportunities. 2.0, 3.0 Faculty will be current in their skills, knowledge, and savvy in their instructional technology equipment, enhancing job training for students. 4.0 The connected certificates offer additional skills training, understanding of postures, alignment, and sequences, as well as language proficiency (Sanskrit), providing a highly-skilled worker. 5.0 Further, additional certificates expand the opportunity to pursue professional development, advanced training, and further educational attainment for professional degrees, such as the offered AA-T (Kinesiology) or AA/AS (Dance/Sports Medicine). Assessing enrollment, retention, and completion, as well as the transfer will be measurable items for success.

Occupational Clusters

Rio Hondo College - Fitness Trainer (083520)

Metric	Baseline	Baseline Year
Number of Enrollments	149	2017-18



Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data & Outcomes

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Curriculum

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: 1.0 Implementing new certificates, such as Yoga Teacher Training, that tie into the current offerings can increase enrollment, expand section offerings, and increase the pool of more highly trained employees for job opportunities. 2.0, 3.0 Faculty will be current in their skills, knowledge, and savvy in their instructional technology equipment, enhancing job training for students. 4.0 The connected certificates offer additional skills training, understanding of postures, alignment, and sequences, as well as language proficiency (Sanskrit), providing a highly skilled worker. 5.0 Further, additional certificates expand opportunity to pursue professional development, advanced training, and further educational attainment for professional degrees, such as the offered AA-T (Kinesiology) or AA/AS (Dance/Sports Medicine). Assessing enrollment, retention, and completion, as well as transfer will be measurable items for success.

Major Outcomes: Improved pathways for students, increased completions and transfers, increased employment.

Budget Breakdown

Rio Hondo College



Code	Description	Year	Amount
4000 - Supplies and Materials	Supplies and materials	2019-20	\$5,000
5000 - Other Operating Expenses and Services	professional development	2019-20	\$11,000
6000 - Capital Outlay	Capital outlay	2019-20	\$10,000
Total			\$26,000

Budget Totals

Rio Hondo College

Code	Total
4000 - Supplies and Materials	\$5,000
5000 - Other Operating Expenses and Services	\$11,000
6000 - Capital Outlay	\$10,000
Total	\$26,000

Certification

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Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 06:45 PM UTC Mike Slavich

Geographic Information Systems

Description

Description: Upgrade drone technology and software to increase breadth of mapping capacity.

Industry Sectors: Information & Communication Technologies (ICT)/Digital Media;

Start Date: Mon Jul 01 2019

End Date: Thu Dec 31 2020

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

No regional requirements, labor demand is driving the program.

Risks Limited risk, program is striving to stay current with industry.

Contacts

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Labor Market Information



Managerial

Occupations:

25-1064.00 Geography Teachers, Postsecondary

11-9199.00 Managers, All Other

Programs:

Rio Hondo College - Geographic Information Systems (220610)

LMI Library Reports Data:[220610GeographicInfoSystem.pdf](#)

Outcomes

Investment Plan

Technology changes constantly and thus requires constant professional development on the latest technology to follow or at times lead industry. Obtain new sUAV technology and move older drone sUAV units for student use during field exercise. More hardware for hands on training by students and update with latest technology

Occupational Clusters

Rio Hondo College - Geographic Information Systems (220610)

Metric	Baseline	Baseline Year
Number of Enrollments	138	2017-18



Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data & Outcomes

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Curriculum

9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.

CTE Faculty

16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Supplies, software, and professional development.

Major Outcomes: Improve student progress and outcomes, develop pathways, improve quality of the program.

Budget Breakdown

Rio Hondo College



Code	Description	Year	Amount
4000 - Supplies and Materials	Technology upgrades in line with employer demand	2019-20	\$17,445
5000 - Other Operating Expenses and Services	professional development	2019-20	\$10,325
6000 - Capital Outlay	Capital outlay	2019-20	\$6,000
Total			\$33,770

Budget Totals

Rio Hondo College

Code	Total
4000 - Supplies and Materials	\$17,445
5000 - Other Operating Expenses and Services	\$10,325
6000 - Capital Outlay	\$6,000
Total	\$33,770

Certification

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Graphic Design

Description

Description: There is a lack of knowledge about the Graphic Design profession and the program at Rio Hondo College in and around the district and region around the college. The graphic design program needs to market to potential students within a 25-mile radius to make them aware of the skills, career, transfer, certificate and degree opportunities available at Rio Hondo college, in industry and at four-year institutions. These are vitally needed resources for maintaining and increasing outreach, enrollment.

Industry Sectors: Business & Entrepreneurship;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

There is a lack of knowledge about the Graphic Design profession and the program at Rio Hondo College in and around the district and region around the college. The graphic design program needs to market to potential students within a 25-mile radius to make them aware of the skills, career, transfer, certificate and degree opportunities available at Rio Hondo College, in industry and at four-year institutions. These are vitally needed resources for maintaining and increasing outreach, enrollment, retention, and completion.

Risks Limited risks, purchase, and installation training are set.

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Labor Market Information

Arts, Design, Entertainment, Sports, and Media Occupations

Occupations:

27-1011.00 Art Directors
 27-1019.00 Artists and Related Workers, All Other
 27-1024.00 Graphic Designers
 27-1014.00 Multimedia Artists and Animators
 51-9123.00 Painting, Coating, and Decorating Workers
 51-5111.00 Prepress Technicians and Workers

Programs:

Rio Hondo College - Graphic Art and Design (103000)

LMI Library Reports Data: [103000_Digital_Media_Graphic_Arts..pdf](#)

Outcomes

Investment Plan

The iMac computer equipment with industry-standard memory upgrades for the graphic design program requires a minimum 5-year upgrade cycle to keep current with changes in technology requirements in the industry for both hardware and software. This also provides for maximum use of our facilities and assures all students will have access to the needed resources for enrollment, retention, and completion.

Occupational Clusters

Rio Hondo College - Graphic Art and Design (103000)

Metric	Baseline	Baseline Year
Number of Enrollments	171	2017-18

Task Force Recommendations

Student Success

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

Funding

22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality courses and programs that are responsive to regional labor market needs.



Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Purchase of 25 iMac computer stations with industry standard memory upgrades for the partial supply of the graphic design program.

Major Outcomes: Increase in enrollment and retention of FTE's assessed by in class questionnaires and other data gathering over the project duration. Increase of student completions through job placement and/or certificate/degree awards and/or transfer.

Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
4000 - Supplies and Materials	Supplies and Materials	2019-20	\$2,000
6000 - Capital Outlay	Computers and software upgrades	2019-20	\$55,110
Total			\$57,110

Budget Totals

Rio Hondo College

Code	Total
4000 - Supplies and Materials	\$2,000
6000 - Capital Outlay	\$55,110
Total	\$57,110

Certification



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05/15/2020 11:53 AM PDT



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Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 11:25 PM UTC Mike Slavich

LVN to ADN bridge

Description

Description: The changes in the Health Care Delivery Systems has emphasized a steadily increased need of Licensed Vocational Nurses. In response, we want to increase our enrollment and completion. The Vocational Nursing program is extremely rigorous and has a high attrition rate. The May 2018 class had an attrition rate of 16.67% (30 start, 25 complete), while the class of May 2019 had an attrition rate of 21.4% (28 start, 22 complete). It is important to provide increased support for each student to support

Industry Sectors: Health;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

The changes in the Health Care Delivery Systems has emphasized a steadily increased need of Licensed Vocational Nurses. In response, we want to increase our enrollment and completion. The Vocational Nursing program is extremely rigorous and has a high attrition rate. The May 2018 class had an attrition rate of 16.67% (30 start, 25 complete), while the class of May 2019 had an attrition rate of 21.4% (28 start, 22 complete). It is important to provide increased support for each student to support our community with program graduates prepared to pass the VN-NCLEX licensing exam. The need for the number of LVNs continues to grow, with a projection of 1894 position openings annually for the next 5 years.

Risks Limited risks.

Contacts

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Labor Market Information

Nursing

Occupations:

29-2061.00 Licensed Practical and Licensed Vocational Nurses

Programs:

Rio Hondo College - Licensed Vocational Nursing (123020)

Total Demand

2014

Total Supply

200

Demand—Supply

1814

Demand Exceeded: Eligible for Funding

Outcomes

Investment Plan

Each student will be provided with tutoring and support. The tutoring should decrease the attrition rate through assisting with successful course completion, and the support of an advisor will assist to identify at-risk students earlier in the program and provide direction to appropriate supportive resources.

Occupational Clusters

Rio Hondo College - Licensed Vocational Nursing (123020)

Metric	Baseline	Baseline Year
Number of Enrollments	200	2017-18



Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data & Outcomes

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Each student will be provided with tutoring and support. The tutoring should decrease the attrition rate through assisting with successful course completion, and the support of an advisor will assist to identify at-risk students earlier in the program and provide direction to appropriate support resources.

Major Outcomes: CTE enrollments will increase, skill gains, completion, employment in the field of study, proportion of students who attained a living wage.

Budget Breakdown

Rio Hondo College



Code	Description	Year	Amount
1000 - Instructional Salaries	Instructional Salaries	2019-20	\$200
3000 - Employee Benefits	Benefits	2019-20	\$100
4000 - Supplies and Materials	Supplies and materials	2019-20	\$200
5000 - Other Operating Expenses and Services	Tutors	2019-20	\$9,500
Total			\$10,000

Budget Totals

Rio Hondo College

Code	Total
1000 - Instructional Salaries	\$200
3000 - Employee Benefits	\$100
4000 - Supplies and Materials	\$200
5000 - Other Operating Expenses and Services	\$9,500
Total	\$10,000

Certification

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Marketing

Description

Description: To market all CTE programs on campus and increase enrollment.

Industry Sectors: Business & Entrepreneurship;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

To develop a pipeline of students into CTE programs.

Risks Limited risks.

Contacts

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Labor Market Information



Technical Trades

Occupations:

11-9041.00 Architectural and Engineering Managers

25-1032.00 Engineering Teachers, Postsecondary

17-2199.00 Engineers, All Other

Programs:

Rio Hondo College - Alternative Fuels and Advanced Transportation Technology (094840)

Rio Hondo College - Architectural Drafting (095310)

Rio Hondo College - Automotive Technology (094800)

LMI Library Reports Data: [LA County 20-21 SWP LMI Final.xlsx](#)

Outcomes

Investment Plan

The goal is to support across all CTE programs with the necessary staff to recruit students, get students to complete an educational plan, and get them placed in the industry.

Occupational Clusters

Rio Hondo College - Alternative Fuels and Advanced Transportation Technology (094840)

Metric	Baseline	Baseline Year
Number of Enrollments	1450	2017-18

Rio Hondo College - Architectural Drafting (095310)

Metric	Baseline	Baseline Year
Number of Enrollments	624	2017-18

Rio Hondo College - Automotive Technology (094800)

Metric	Baseline	Baseline Year
Number of Enrollments	1452	2017-18



Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data & Outcomes

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Curriculum

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

CTE Faculty

13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.

Regional Coordination

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Create videos, social media ads, flyers and brochures, banners and bus adds

Major Outcomes: Increased enrollment

Budget Breakdown

Rio Hondo College



Code	Description	Year	Amount
4000 - Supplies and Materials	Supplies and materials	2019-20	\$50,000
5000 - Other Operating Expenses and Services	marketing	2019-20	\$50,000
Total			\$100,000

Budget Totals

Rio Hondo College

Code	Total
4000 - Supplies and Materials	\$50,000
5000 - Other Operating Expenses and Services	\$50,000
Total	\$100,000

Certification

College Signing Authority - Rio Hondo College

Mike Slavich
 CTE/Instruction Dean
m Slavich@riohondo.edu
 (562) 463-7368

Approved by Mike Slavich

05/15/2020 11:49 AM PDT



California
Community
Colleges



Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 11:10 PM UTC Mike Slavich

Music

Description

Description: Improve the quality and expand commercial music pathways.

Industry Sectors: Other;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

This project will train students to successfully work with industry-standard technology equipment in order to interact with computers in a professional manner.

Risks Limited risks.

Contacts

Institution Project Fiscal Reporter

Mike Slavich

CTE/Instruction Dean

msslavich@riohondo.edu

(562) 463-7368

Project Lead Contact

Mike Slavich

CTE/Instruction Dean

msslavich@riohondo.edu

(562) 463-7368

Labor Market Information



Arts, Communications, History, and Humanities Teachers, Postsecondary

Occupations:

27-4011.00 Audio and Video Equipment Technicians

27-2041.00 Music Directors and Composers

27-4014.00 Sound Engineering Technicians

Programs:

Rio Hondo College - Commercial Music (100500)

LMI Library Reports Data:[1005.00 Commercial Music.pdf](#)

Outcomes

Investment Plan

Purchase of 31 iMac computer stations with industry-standard memory upgrades for the Music and Integrated Technology program.

Occupational Clusters

Rio Hondo College - Commercial Music (100500)

Metric	Baseline	Baseline Year
Number of Enrollments	1	2017-18

Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data & Outcomes

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Workplan



Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Purchase of 31 iMac computer stations with industry-standard memory upgrades for the Music and Integrated Technology program.

Major Outcomes: Increase in enrollment and retention of FTE's assessed by in class questionnaires and other data gathering over the project duration. Increase of student completions through job placement and/or certificate/degree awards and/or transfer.

Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
6000 - Capital Outlay	Capital outlay	2019-20	\$50,175
Total			\$50,175

Budget Totals

Rio Hondo College

Code	Total
6000 - Capital Outlay	\$50,175
Total	\$50,175

Certification

College Signing Authority - Rio Hondo College

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Approved by Mike Slavich

05/15/2020 04:10 PM PDT



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Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 09:10 PM UTC Mike Slavich

Orthopedic Tech

Description

Description: There are insufficient numbers of Accredited Orthopedic Technician Programs in southern California to meet the labor market needs. This program is the only one in the Los Angeles Region. The program is in its third year of being offered, and will continue to need financial support to: purchase equipment, supplies, secure contracts with potential employers for work experience (internships), continued development of an application process for NBCOT recognition, marketing and information sessions.

Industry Sectors: Health;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

There are insufficient numbers of Accredited Orthopedic Technician Programs in southern California to meet the labor market needs. This program is the only one in the Los Angeles Region. The program is in its third year of being offered, and will continue to need financial support to: purchase equipment, supplies, secure contracts with potential employers for work experience (internships), continued development of an application process for NBCOT recognition, marketing and information sessions, clerical support, and part-time instructors. This program will admit students once per year in August.

Risks Limited risks.

Contacts

Institution Project Fiscal Reporter

Mike Slavich

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m Slavich@riohondo.edu

(562) 463-7368

Project Lead Contact

Mike Slavich

CTE/Instruction Dean

m Slavich@riohondo.edu

(562) 463-7368



Labor Market Information

Health

Occupations:

- 29-2012.00 Medical and Clinical Laboratory Technicians
- 29-2011.00 Medical and Clinical Laboratory Technologists
- 51-9082.00 Medical Appliance Technicians

Programs:

Rio Hondo College - Orthopedic Assistant (121400)

Total Demand

874

Total Supply

56

Demand—Supply

818

Demand Exceeded: Eligible for Funding

Outcomes

Investment Plan

Continued marketing in conjunction with the regional Association of Orthopaedic Technologists California (AOTC), support the Annual AOTC Fall meeting, and include Orthopedic Technology in the monthly information sessions held for Health Science and Nursing by the Nursing Counselor. Continued purchase of equipment and student supplies. Continue with the scheduled process of June application for August admittance to the program. Seek and obtain recognition by the National Board of Certified Orthopedic Technologists.

Occupational Clusters

Rio Hondo College - Orthopedic Assistant (121400)

Metric	Baseline	Baseline Year
Number of Enrollments	56	2017-18



Task Force Recommendations

Student Success

2. Improve CTE student progress and outcomes.

Career Pathway

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.

Workforce Data & Outcomes

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

Workplan

Responsible Person: Mike Slavich (mslavich@riohondo.edu)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Purchase of materials for students that are not reusable: casting supplies, and wraps, student learning walkers, crutches, and wheelchairs.

Major Outcomes: The evidence of project success will be for the Orthopedic Technician program to: 1) Enroll 30 students in August 2020 with a completion rate of 70% or higher, 2) Employment rate of 80% within field of study following the last course of the program; and 3) Achievement of program recognition/accreditation.

Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
4000 - Supplies and Materials	Supplies and materials	2019-20	\$12,223
5000 - Other Operating Expenses and Services	Other operating expenses	2019-20	\$2,000
6000 - Capital Outlay	Capital outlay	2019-20	\$10,000
Total			\$22,223



Budget Totals

Rio Hondo College

Code	Total
4000 - Supplies and Materials	\$12,223
5000 - Other Operating Expenses and Services	\$2,000
6000 - Capital Outlay	\$10,000
Total	\$24,223

Certification

College Signing Authority - Rio Hondo College

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Approved by Mike Slavich

05/15/2020 02:10 PM PDT



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Fund: SWP Local Share, Year: 2019-20 Produced: May 15, 2020, 06:54 PM UTC Mike Slavich

Wildland Fire Academy

Description

Description: As the Wildland Fire Technology has grown, increase in classes and offerings along with class sizes increasing. The need to purchase wildland tools and equipment is apparent. The project will involve purchasing wildland saws, hand tools (shovels, Pulaski, fire pumps, hose), weather devices, protective equipment to include but not be limited to helmets, green and yellows, (safety pant and shirt), US Forest Service style.

Industry Sectors: Public Safety;

Start Date: Mon Jul 01 2019

End Date: Fri Dec 31 2021

Lead Institution: Rio Hondo College

Read the SWP legislation: Yes

Meets requirements of SWP legislation: Yes

What needs motivate this project and how will the project address these needs?

Wildland fire training is arduous, intense and mostly conducted outdoors. The increasing number of students require additional tools so each student can have, in hand, a wildland tool and not have to wait long periods of time during training to use a tool.

Risks Resource shortfalls.

Contacts

Institution Project Fiscal Reporter

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(562) 463-7368

Project Lead Contact

Mike Slavich

CTE/Instruction Dean

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(562) 463-7368

Labor Market Information



Protective Service Occupations

Occupations:

33-2011.00 Firefighters

33-2021.00 Fire Inspectors and Investigators

Programs:

Rio Hondo College - Wildland Fire Technology (213310)

LMI Library Reports Data:[2133_10FireLMI.pdf](#)

Outcomes

Investment Plan

We will purchase tools and equipment that students will use to learn how to put out fires, to help with accidents such as car wrecks, and to help with the aftermath of natural disasters. Some examples include attic ladder, pike pole, ax, Halligan bar, hose, deck gun, flashlight, generator, extension ladder, and the Jaws of Life.

Occupational Clusters

Rio Hondo College - Wildland Fire Technology (213310)

Metric	Baseline	Baseline Year
Number of Enrollments	298	2017-18

Task Force Recommendations

Student Success

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

Workplan

Responsible Person: Mike Slavich (mslavich@roadrunner.com)

Lead Institution or Partner: Rio Hondo College

Participating Institutions: Rio Hondo College

Major Activities: Purchase tools and equipment



Major Outcomes: Increase student success in the course, increase student ability to complete the course with hands-on experience utilizing tools needed in the job.

Budget Breakdown

Rio Hondo College

Code	Description	Year	Amount
4000 - Supplies and Materials	Supplies and Materials	2019-20	\$30,000
6000 - Capital Outlay	Capital Outlay	2019-20	\$32,400
Total			\$62,400

Budget Totals

Rio Hondo College

Code	Total
4000 - Supplies and Materials	\$30,000
6000 - Capital Outlay	\$32,400
Total	\$62,400

Certification

College Signing Authority - Rio Hondo College

Mike Slavich
 CTE/Instruction Dean
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Approved by Mike Slavich

05/15/2020 11:54 AM PDT





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SWP Local Share Produced: 08/04/2021 12:26 PM PDT Carol Jong

20-21 Administrative Support: Certified

I This plan's budget for "Across All Sectors" is over the 10% limit defined in program settings.

Details

Plan Title

20-21 Administrative Support

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

CTE across all programs will broaden and enhance Rio Hondo College CTE programs of study through career pathways, data alignment, and analysis, new curriculum, faculty professional development, and provide greater alignment with industry. Outcomes include increased enrollment, persistence, transfer, completions, and employer engagement.

What needs motivate this project?

Strong workforce program requires administrative support to process expenditures, manage program outcomes, analyze data, provide strong workforce training, coordinate meetings, and report.

What are the risks of this project?

The most common project risks are cost, schedule, performance, operational, market, governance, strategic, legal, and hazard risks. We mitigate these risks with proper planning, implementation, data analysis, staff training, and communication with all levels of the college.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

All Clusters

Occupations

- 11-1021.00 General and Operations Managers

Programs**Institution**

Rio Hondo College

TOP Code

Automotive Technology (094800)

Institution

Rio Hondo College

TOP Code

Biotechnology and Biomedical Technology (043000)


Institution

Rio Hondo College

TOP Code

Business Administration (050500)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 StrongWorkforceProgram_ALLC TEPrograms_RioHondoColleg e.xlsx	LMI Library Reports Data	8/3/2021, 4:59:10 PM	Calpass data for all CTE programs at Rio Hondo College

Metrics**Investment Plan****Investments**

Administrative and fiscal support for all SWP projects.

Metrics: Vision for Success Goals and SWP Metrics

- ✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Administrative and Fiscal Support

Objective Type

Other

Description of Objective

classified administrative and fiscal support will work in tandem with administrative assistance in the individual CTE departments that are receiving strong workforce funding.

How will this Objective address the Regional Strategy plan

This objective supports the regional plan for addressing CTE student completions

Description of Alignment with Sector Strategy/Regional Priority

This plan will help align fiscal and administrative processes.

Workplan: Activities

Activity Name

Support strong workforce projects

Objective that Applies to this Activity

Administrative and Fiscal Support

Brief Description of Activity

Support for strong workforce projects.

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Across All Sectors

Dependencies

All stakeholders are required.

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
1000 - Instructional Salaries	2021-22	Support strong workforce projects	CTE counseling support	One-time	\$50,000
2000 - Non-Instructional Salaries	2021-22	Support strong workforce projects	Research and outreach support for CTE programs	One-time	\$280,000
3000 - Employee Benefits	2021-22	Support strong workforce projects	Benefits	One-time	\$99,000
Total					\$429,000

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$107,250	\$214,500	\$321,750	\$429,000

Certification

Certifying Authority

Mike Slavich
 CTE/Instruction Dean
m Slavich@riohondo.edu
 (562) 463-7368

Approved by Mike Slavich

08/03/2021 12:51 PM PDT

Regional Fund Monitor

Carol Jong

WEDD Specialist

cjong@cccco.edu

JC Mbomeda

Program Monitor/Perkins Accountability Lead

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Approved by Carol Jong

08/04/2021 12:26 PM PDT



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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/03/2021 12:50 PM PDT Carol Jong

20-21 Biotech: Certified

Details

Plan Title

20-21 Biotech

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

The intent of the Biotechnology Program at Rio Hondo College has, and continues to focus on, the training of students to be job-ready to enter biotechnology industries including, but not limited to, micro-breweries, biomanufacturing, biological lab services, and related industries. The program is focused on producing certificates that will lead to employment.

What needs motivate this project?

In Los Angeles County, the supply of middle-skill workforce-ready students in biosciences, chemical technology, or biomanufacturing has not kept up with the growth of the industry and is not currently meeting the demand for job openings. The biosciences industry in Los Angeles has shown steady job growth of 15% since 2010 to over 50,000 jobs today in more than 2200 companies. Additional training programs are necessary to ensure that we have an adequate workforce which will keep industry in LA and make LA attractive to additional companies. Instructors need to have industry experience either through externships or through recruiting from the industry. More than half of the 2200 bioscience companies in LA County focus on bioscience-related distribution, more than 700 are research, testing, and medical labs, more than 200 develop medical devices and equipment and approximately 120 are in the drugs and pharmaceutical cluster. The LMI Study undertaken by the COE and the SN and DSNs determined the skills most sought after by industry. Rio Hondo College has aligned its existing curricula with these.

What are the risks of this project?

The only perceived risks would involve the resurgence of COVID cases the would interfere with supply lines or that would interfere with in-person learning.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccoco.edu)
- JC Mbomeda (jmbomeda@cccoco.edu)

Labor Market Information

Name

Biotechnology

Occupations

- 19-4021.00 Biological Technicians

Programs


Institution

Rio Hondo College

TOP Code

Biotechnology and Biomedical Technology (043000)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 Biotech LMI.pdf	LMI Library Reports Data	7/30/2021, 11:06:21 PM	LMI employment projects 2018-2028

Metrics

Investment Plan

Investments

Investments include training aids for classroom instruction and equipment in alignment with new industry standards, an advisory meeting with employers to discuss core competencies, and professional development.

Metrics: Vision for Success Goals and SWP Metrics

× **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

✓ **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Professional Development

Objective Type

Faculty professional development

Description of Objective

To pay for registration for a conference

How will this Objective address the Regional Strategy plan

Faculty will be compensated for time spent in industry settings to understand the requirements of employees within that particular arena so as to better prepare students as future employees.

Description of Alignment with Sector Strategy/Regional Priority

Plan will build expertise in the region

Objective Name

Employer engagement

Objective Type

Bridge Supply/Demand Gap

Description of Objective

Host and facilitate an advisory meeting with employers to build knowledge of core competencies.

How will this Objective address the Regional Strategy plan

Increase employer engagement

Description of Alignment with Sector Strategy/Regional Priority

Increase employer engagement

Objective Name

Equipment

Objective Type

Other

Description of Objective

New lab technologies require the use of consumable materials

How will this Objective address the Regional Strategy plan

Increase alignment with

Description of Alignment with Sector Strategy/Regional Priority

Increase alignment with employer demand

Workplan: Activities

Activity Name

Advisory Meeting

Objective that Applies to this Activity

Employer engagement

Brief Description of Activity

Host and facilitate an advisory meeting with employers to build knowledge of core competencies.

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Unit Accumulation: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Life Sciences/Biotech

Dependencies

College administrators, classified staff, students, employers, K12 partners, government agencies and nonprofits, and community stakeholders

Activity Name

Purchase equipment

Objective that Applies to this Activity

Equipment

Brief Description of Activity

New lab technologies require the use of consumable materials

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Unit Accumulation: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Life Sciences/Biotech

Dependencies

College administrators, classified staff, students, employers, K12 partners, government agencies and nonprofits, and community stakeholders

Activity Name

Professional development

Objective that Applies to this Activity

Professional Development

Brief Description of Activity

Attend conferences.

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Unit Accumulation: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Life Sciences/Biotech

Dependencies

College administrators, classified staff, students, employers, K12 partners, government agencies and nonprofits, and community stakeholders

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
4000 - Supplies and Materials	2020-21	Advisory Meeting	Advisory meeting	One-time	\$1
4000 - Supplies and Materials	2020-21	Purchase equipment	purchase supplies and materials for classroom instruction	One-time	\$1
4000 - Supplies and Materials	2021-22	Advisory Meeting	Advisory meeting	One-time	\$399
4000 - Supplies and Materials	2021-22	Purchase equipment	purchase supplies and materials for classroom instruction	One-time	\$3,199
5000 - Other Operating Expenses and Services	2020-21	Professional development	Professional development	One-time	\$1
5000 - Other Operating Expenses and Services	2021-22	Professional development	Professional development	One-time	\$1,999
6000 - Capital Outlay	2020-21	Purchase equipment	Equipment as per industry standards	One-time	\$1
6000 - Capital Outlay	2021-22	Purchase equipment	Equipment as per industry standards	One-time	\$49,999
Total					\$55,600

Forecast

2020-21 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$1	\$2	\$3	\$4

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$13,899	\$27,798	\$41,697	\$55,596

Success Story (Optional)**Story: Brewing in the time of COVID****Title**

Brewing in the time of COVID

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

The pandemic created delays in receiving necessary equipment and reduced the number of students on campus. The beginning of the semester in February began without equipment and only very few students.

Success Story

We were able to begin teaching brewing with non-standard equipment and by the middle of the semester, the industry-standard equipment was available.

Outcomes

Students were able to complete the course with a certain degree of competence and a third of the students obtained industry interviews.

Certification**Certifying Authority**

Mike Slavich
CTE/Instruction Dean

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(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:47 PM PDT

Regional Fund Monitor

Carol Jong

WEDD Specialist

cjong@cccco.edu

JC Mbomeda

Program Monitor/Perkins Accountability Lead

jmbomeda@cccco.edu

(916) 322-6883

Approved by Carol Jong

08/03/2021 12:50 PM PDT



California
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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/04/2021 12:26 PM PDT Carol Jong

20-21 Business Administration: Certified

Details

Plan Title

20-21 Business Administration

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

Our objective is to increase the community's awareness about the most popular academic program on campus...Business Administration. In rounds 1 and 2 of SWF, this program was awarded \$75,000, to be spent over two years, for promotional purposes. External advertising was the main focus. Billboard, bus tail and internal bus advertisements were the primary focus. Later, theatre advertising and promotional video creation also became part of the project. For round 4, we would like to continue with the community awareness campaign by continuing what has worked successfully in the past. In the weeks preceding the start of each semester, we would like to spend approximately \$18,750 on an ad campaign. This would be for Fall 2021, Spring 2022, Fall 2022, and Spring 2023...for a total of \$75,000. Contacts are well established with Outfront Media and this project would not require the creation of new assets. All media assets are ready for deployment. Over the last several years, the Business Management Department has seen growth numbers that has exceeded the growth rate of the college at large. This is likely due to our advertising campaign.

What needs motivate this project?

Enrollments at the college have been in decline during and since the COVID pandemic. Former and new students might need to be reminded that furthering their education will help to make their economic future more bright.

Since very few programs on campus have engaged in a robust advertising campaign, we feel compelled to continue with our promotional efforts. Although these advertisements focus on our business programs, all programs on campus stand to benefit from community awareness of the Rio Hondo opportunity. Getting more people to participate in their education...at Rio Hondo...is the main motivation of this program plan.

What are the risks of this project?

Since this plan has been executed many times in the past, there are few risks associated with this funding project.

One risk that was not foreseeable during round three was the change in college leadership. This resulted in new ideas surrounding college promotion and how it should be done. As a result, our program received no funding in round 3 of SWF due to a consolidation of dollars to be spent on promotion. Since these monies were used to create promotional assets, and not to buy promotional advertising space, our program could not benefit from the funding allocation. We already had created the assets. We were looking to deploy what had been created in previous years. I don't see this roadblock causing the same outcome this time.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (mslavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

Business Administration

Occupations

- 11-3011.00 Administrative Services Managers

Programs


Institution

Rio Hondo College

TOP Code

Business Administration (050500)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 OEP.pdf	LMI Library Reports Data	7/30/2021, 11:47:01 PM	EDD LMI

Metrics

Investment Plan

Investments

If a student is not on campus and enrolled in classes, they can't complete programs, units, or transfer to a four-year institution. Our plan's focus is to bring more students to our campus, both in-person and virtually. People need to be reminded of the educational opportunities that exist at Rio Hondo. Our promotional ad campaign, targeted to the

start of each semester, will help to increase the enrollment in our business administration program specifically and our other programs generally. Since we have executed a similar plan in years past, with good results, I am confident these results can be achieved with our new plan moving forward.

Metrics: Vision for Success Goals and SWP Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Marketing

Objective Type

Bridge Supply/Demand Gap

Description of Objective

Outdoor, Bus, Social Media Advertising

How will this Objective address the Regional Strategy plan

Improve enrollment

Description of Alignment with Sector Strategy/Regional Priority

Improve enrollments in the business industry sector

Workplan: Activities

Activity Name

Marketing

Objective that Applies to this Activity

Marketing

Brief Description of Activity

Outdoor, Bus, Social Media Advertising

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Business & Entrepreneurship

Dependencies

Employers, administrators, students, faculty

Budget**Rio Hondo College: Budget**

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
5000 - Other Operating Expenses and Services	2021-22	Marketing	Outdoor, Bus, Social Media Advertising	One-time	\$30,000
Total					\$30,000

Forecast**2021-22 Expenditure Forecasts****Rio Hondo College Cumulative Quarterly Expenditure Forecast**

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$7,500	\$15,000	\$22,500	\$30,000

Success Story (Optional)

Story: Outdoor and Bus Advertising

Title

Outdoor and Bus Advertising

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Program recruitment is an ongoing challenge. There are many factors that affect student enrollment such as the economy, pandemics, etc. Establishing a constant flow of program advertisements helps to maintain more consistent enrollments in program courses.

Success Story

In rounds 1 and 2 of SWF, our department received funding to engage in an outdoor advertising campaign. Initially, much work was done to negotiate contracts with vendors and to generate the creative assets that would be deployed during the campaign. Billboards, Bus Tails, Social Media ads, and videos were created.

The videos have been used in social media ads and inside local movie theatres. They are also present on our departmental and program websites. The net result has been increases in enrollments during each ad campaign. The business management department has seen enrollment increases even during times when the college was experiencing decreases. Much of this can be attributed to an increase in awareness about our program within the local community.

Because Rio Hondo logos are used in these ads, the entire college benefits from these campaigns as non-business students are also directed to our college.

Outcomes

Enrollment increases

Certification

Certifying Authority

Mike Slavich
CTE/Instruction Dean
m Slavich@riohondo.edu
(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:51 PM PDT

Regional Fund Monitor

Carol Jong
WEDD Specialist
cjong@cccco.edu

JC Mbomeda
Program Monitor/Perkins Accountability Lead
jmbomeda@cccco.edu
(916) 322-6883

Approved by Carol Jong

08/04/2021 12:26 PM PDT



California
Community
Colleges



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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/04/2021 12:25 PM PDT Carol Jong

20-21 Business Management: Certified

Details

Plan Title

20-21 Business Management

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

Entrepreneur Camp Rio was piloted in Summer 2019 with 16 students for a one-week program – it was successful in building some buzz and awareness amongst K12 students, parents, faculty, and administrators, as well as interest in collaboration from Whittier College. This exposure is also helping to start building interest in dual enrollment in Entrepreneurship. Increased enrollment is our targeted outcome.

What needs motivate this project?

There is limited awareness of Rio Hondo College's offerings in Small Business Management / Entrepreneurship. We'd like to increase that to help increase enrollments in our Small Business Management program at our main campus or via dual enrollment at high schools. The Entrepreneur Camp Rio helps create greater visibility across the local high schools.

What are the risks of this project?

Inability to fund the staffing requirements to run the camp as well as obtaining transportation for participants and the needed supplies.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority**Institutional Signing Authority****College Signing Authority - Rio Hondo College**

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccoco.edu)
- JC Mbomeda (jmbomeda@cccoco.edu)

Labor Market Information**Name**

Business

Occupations

- 11-3011.00 Administrative Services Managers

Programs


Institution

Rio Hondo College

TOP Code

Business Management (050600)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 Strong Workforce Application.pdf	LMI Library Reports Data	8/2/2021, 7:42:46 PM	EDD Labor Market Data

Metrics

Investment Plan

Investments

We will invest approximately \$26,000 to run the camp and this exposure is also helping to start building interest in dual enrollment in Entrepreneurship.

Metrics: Vision for Success Goals and SWP Metrics

× **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

✓ **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Entrepreneur Camp Rio

Objective Type

Bridge Supply/Demand Gap

Description of Objective

Entrepreneur Camp Rio was piloted in Summer 2019 with 16 students for a one-week program – it was successful in building some buzz and awareness amongst K12 students, parents, faculty, and administrators, as well as interest in collaboration from Whittier College. This exposure is also helping to start building interest in dual enrollment in Entrepreneurship. Increased enrollment is our targeted outcome.

How will this Objective address the Regional Strategy plan

This objective addresses the regional strategic plan within the business and entrepreneurial sector.

Description of Alignment with Sector Strategy/Regional Priority

This project aligns with the business and entrepreneurial sectors.

Workplan: Activities**Activity Name**

Network For Teaching Entrepreneurship (NFTE)

Objective that Applies to this Activity

Entrepreneur Camp Rio

Brief Description of Activity

Network For Teaching Entrepreneurship (NFTE) Fee

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Equity: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)**Name**

Margaret Fernandez

Regional Priority Sector

Business & Entrepreneurship

Dependencies

Administrators, faculty, employers, NFTE coordinators, community members, and student workers.

Activity Name

Stipends

Objective that Applies to this Activity

Entrepreneur Camp Rio

Brief Description of Activity

Project Coordination

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Equity: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Business & Entrepreneurship

Dependencies

Administrators, faculty, employers, NFTE coordinators, community members, and student workers.

Activity Name

Supplies

Objective that Applies to this Activity

Entrepreneur Camp Rio

Brief Description of Activity

Project supplies and instructional supplies

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Equity: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Business & Entrepreneurship

Dependencies

Administrators, faculty, employers, NFTE coordinators, community members, and student workers.

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
1000 - Instructional Salaries	2021-22	Stipends	Faculty who teach the courses	One-time	\$2,200
2000 - Non-Instructional Salaries	2021-22	Stipends	Project coordination	One-time	\$2,000
3000 - Employee Benefits	2021-22	Stipends	Benefits	One-time	\$825
4000 - Supplies and Materials	2021-22	Supplies	Supplies for the event.	One-time	\$13,675
5000 - Other Operating Expenses and Services	2021-22	Network For Teaching Entrepreneurship (NFTE)	Provides curriculum, guest speakers, and promising practices.	One-time	\$6,500
Total					\$25,200

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$6,300	\$12,600	\$18,900	\$25,200

Success Story (Optional)

Story: Entrepreneur Camp

Title

Entrepreneur Camp

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Creating awareness in the community of the opportunity.

Success Story

Entrepreneur Camp Rio was piloted in Summer 2019 with 16 students for a one-week program – it was successful in building some buzz and awareness amongst K12 students, parents, faculty, and administrators, as well as interest in collaboration from Whittier College. This exposure is also helping to start building interest in dual enrollment in Entrepreneurship.

Outcomes

Number of students who participate in the Camp (goal is 30 students for a two-week program) and would recommend it to other students.

Certification**Certifying Authority****Mike Slavich**

CTE/Instruction Dean

m Slavich@riohondo.edu

(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:52 PM PDT

Regional Fund Monitor**Carol Jong**

WEDD Specialist

cjong@cccco.edu

JC Mbomeda

Program Monitor/Perkins Accountability Lead

jmbomeda@cccco.edu

(916) 322-6883

Approved by Carol Jong

08/04/2021 12:25 PM PDT



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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/04/2021 12:25 PM PDT Carol Jong

20-21 Civil Drafting: Certified

Details

Plan Title

20-21 Civil Drafting

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

We are looking to continue to modernize our labs to reflect changes within our industry. We will update our surveying equipment to modern industry standards. We will continue to develop our courses with modern & leading technology to better equip students for success in the workforce. Industry partners will be collaborating in these updates within our program

What needs motivate this project?

To keep up with the industry trends to prepare students for a modern workforce. To close the equity gaps of our students entering a competitive field.

What are the risks of this project?

Slow adoption of updated technology can hinder the project.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

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Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccoco.edu)
- JC Mbomeda (jmbomeda@cccoco.edu)

Labor Market Information

Name

Civil drafters

Occupations

- 17-3011.00 Architectural and Civil Drafters

Programs


Institution

Rio Hondo College

TOP Code

Civil Drafting (095320)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 Drafting Outlook.pdf	LMI Library Reports Data	8/2/2021, 9:47:53 PM	EDD LMI

Metrics

Investment Plan

Investments

With updated technology, students will be competitive within the workforce upon completing of program. Students who will be transferring will be better prepared to excel at 4-year institutions. This will also help working students continue to find advancements within their careers. These updates will enable students to earn job opportunities with living wages.

Metrics: Vision for Success Goals and SWP Metrics

- ✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

- × **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Equipment

Objective Type

Address new industry priorities

Description of Objective

Purchase equipment to align with industry requirements

How will this Objective address the Regional Strategy plan

This objective addresses the "Aligning sector curriculum " part of the regional plan

Description of Alignment with Sector Strategy/Regional Priority

The priority sector is Civil Drafting

Objective Name

Professional development

Objective Type

Faculty professional development

Description of Objective

Attend industry conference

How will this Objective address the Regional Strategy plan

Will enable greater alignment with existing and emerging industry requirements

Description of Alignment with Sector Strategy/Regional Priority

Aligns with energy construction and utilities

Workplan: Activities**Activity Name**

Equipment

Objective that Applies to this Activity

Equipment

Brief Description of Activity

Modernize and align with industry requirements

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name

Margaret Fernandez

Regional Priority Sector

Energy, Construction & Utilities

Dependencies

Administrators, faculty, students, and the community

Activity Name

Professional Development

Objective that Applies to this Activity

Professional development

Brief Description of Activity

Attend industry conference

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name

Margaret Fernandez

Regional Priority Sector

Energy, Construction & Utilities

Dependencies

Administrators, faculty, students and the community

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
4000 - Supplies and Materials	2021-22	Equipment	purchase instructional supplies	One-time	\$10,000
5000 - Other Operating Expenses and Services	2021-22	Professional Development	Attend conference	One-time	\$1,500
6000 - Capital Outlay	2021-22	Equipment	equipment purchase	One-time	\$120,000
Total					\$131,500

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$32,875	\$65,750	\$98,625	\$131,500

Success Story (Optional)

Story: Computer Labs

Title

Computer Labs

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Computers were having issues keeping up with new software demands and technology requirements.

Success Story

We were able to update our equipment to better serve our students. Many of our students have been able to find job placement using the new software but also students have received promotions within their organization due to returning to school and entering our program.

Outcomes

Updated technology-enabled student success within the industry.

Certification**Certifying Authority**

Mike Slavich
CTE/Instruction Dean
[mslavich@riohondo.edu](mailto:m Slavich@riohondo.edu)
(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:54 PM PDT

Regional Fund Monitor

Carol Jong
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JC Mbomeda
Program Monitor/Perkins Accountability Lead
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Approved by Carol Jong

08/04/2021 12:25 PM PDT



California
Community
Colleges



SWP Local Share Produced: 08/04/2021 12:24 PM PDT Carol Jong

20-21 Emergency Medical Technician: Certified

Details

Plan Title

20-21 Emergency Medical Technician

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

Yes, this plan includes short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

The EMT Program provides initial training that prepares students to take the National Registry EMT exam. Once students pass this exam, they are eligible for state and national certification. Our program supports these students by assisting them with job placement. Most are hired by fire agencies or private ambulance companies to work as ambulance EMTs. In addition, these students are also hired to work in hospital emergency departments (ED) as ED technicians.

In addition, we have a Cooperative Work Experience (CWE) Internship program with a local private ambulance company. This program includes new hire EMTs with this company that gain college credit while completing new hire training, both in the classroom and in the field.

What needs motivate this project?

The demand for EMTs is very high. In a large metropolitan area such as Los Angeles, there are many needs for EMTs to work on ambulances that provide both 9-1-1 transport and inter-facility transfers. There are many fire agencies and private ambulance companies hiring EMTs currently. The job outlook is excellent.

In addition, EMT is a requirement prior to being accepted into most community college fire academies in California. Most fire agencies require applicants to be certified EMTs prior to being hired and entering their fire academies as well.

Last, a person must be a certified EMT in order to apply and be accepted into a Paramedic training program.

What are the risks of this project?

Courses are completely full each semester due to the demand locally and statewide. The risks of this program are very low due to the reasons listed in the prior question.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Employer Partners

Workforce Training

Which type of training will be offered with options for credit, noncredit, and not-for-credit?

Emergency Medical Technician This Emergency Medical Technician program prepares the entry-level EMT to safely stabilize and transport patients to a place of medical care. To acquire a Certificate of Skill Proficiency in Emergency Medical Technician, it is necessary to complete the following: Required Courses Units EMT 093 *Emergency Medical Technician8 Units Required 8

Employer Partners (optional)

No Employer Partners have been added.

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

Emergency Medical Services

Occupations

- 29-2041.00 Emergency Medical Technicians and Paramedics

Programs


Institution

Rio Hondo College

TOP Code

Emergency Medical Services (125000)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 LMD Emergency Medical Technicians.pdf	LMI Library Reports Data	8/2/2021, 10:28:49 PM	EDD LMI

Allied Health: Clinical Training Site Information

Site Name	License Number	EIN	TOP Codes	# of Students
Not applicable	Not applicable		Emergency Medical Services (125000)	10

Metrics

Investment Plan

Investments

We will be adding new training equipment to our program to maintain the ability to properly train our students. This will include various types of low and high-fidelity manikins, capable of providing experiences in trauma, airway, pediatrics, and childbirth. We will also send current training staff to the most up-to-date training to meet the needs of our target audience.

Metrics: Vision for Success Goals and SWP Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Professional development

Objective Type

Faculty professional development

Description of Objective

To align pedagogy with industry requirements especially in the area of COVID

How will this Objective address the Regional Strategy plan

Health is a regional priority

Description of Alignment with Sector Strategy/Regional Priority

Health is a regional priority

Objective Name

Equipment

Objective Type

Address new industry priorities

Description of Objective

To purchase equipment that aligns with industry requirements

How will this Objective address the Regional Strategy plan

Health is a regional priority

Description of Alignment with Sector Strategy/Regional Priority

Health is a regional priority

Workplan: Activities

Activity Name

Professional development

Objective that Applies to this Activity

Professional development

Brief Description of Activity

attend conference

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Health

Dependencies

Administrators, faculty, students and the community

Activity Name

Equipment

Objective that Applies to this Activity

Equipment

Brief Description of Activity

purchase industry equipment

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name

Margaret Fernandez

Regional Priority Sector

Health

Dependencies

Administrative, faculty, students, and the community

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
5000 - Other Operating Expenses and Services	2021-22	Professional development	attend a conference	One-time	\$1,700
6000 - Capital Outlay	2021-22	Equipment	Purchase equipment	One-time	\$54,000
Total					\$55,700

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$13,925	\$27,850	\$41,775	\$55,700

Success Story (Optional)

Story: Increase in National Registry Exam Success

Title

Increase in National Registry Exam Success

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

During COVID-19, our EMT Program was seriously impacted in several ways. All state-mandated clinical field and hospital experiences were completely shut down. Course completion rates dropped. For students that were able to course complete, their first-time pass rates at the National Registry EMT exam suffered as well. For the first time, our Program's first-time pass rate dropped to 66%. Due to these factors, many students were unable to join the workforce at a time when they were most needed by our communities.

Success Story

With SWP funding, we were able to secure one high-fidelity patient assessment manikin. This allowed our EMT program to continue training students by provided simulated patient assessments in the classroom. The California EMS Authority made an allowance for clinical field experiences to be replaced by these high-fidelity simulations. Without this allowance, our programs would have had to cease operation until we were allowed to return to normal clinical field experiences.

Outcomes

This allowed us to keep our training program open and meet state-mandated training that we usually complete in the field. As a result, students were able to course complete so they could take the National Registry EMT exam as well as become certified EMTs. Even with COVID-19 still making its way through our communities, our NREMT first-time pass

rate has elevated to 84%, while the national rate hovers around 70%. In additionS, our students are being hired in record numbers by local ambulance companies to work as EMTs.

Certification

Certifying Authority

Mike Slavich
CTE/Instruction Dean
m Slavich@riohondo.edu
(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:54 PM PDT

Regional Fund Monitor

Carol Jong
WEDD Specialist
cjong@cccco.edu

JC Mbomeda
Program Monitor/Perkins Accountability Lead
jmbomeda@cccco.edu
(916) 322-6883

Approved by Carol Jong

08/04/2021 12:24 PM PDT



California
Community
Colleges



SWP Local Share Produced: 08/04/2021 12:31 PM PDT Carol Jong

20-21 Fire Academy: Certified

Details

Plan Title

20-21 Fire Academy

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

Provide additional post-academy graduation and advanced in-service firefighter training courses including Firefighter Safety and Survival, Wildland Fire Safety and Tactics, Structural Live Fire Operations, Advanced Truck, and Engine Company operations, Wildland to Structural Firefighter, Structural to Wildland Firefighter GAP courses. The overall outcome is to increase firefighter structural and wildland firefighter safety and bridge the gap between that firefighting personnel whose role has previously been either "Structural" or "Wildland" firefighters, thus allowing them to be safe and comfortable operating in either of these arduous, dangerous and challenging firefighting environments.

What needs motivate this project?

Firefighting within the state of California has changed dramatically over recent years. Climate change has resulted in increased and more intense Wildland fires that pose a risk to Wildland firefighters and Structural firefighters who now regularly face the unfamiliar Wildland fire environment. This unfamiliarity has resulted in increased firefighter, both Structural and Wildland preventable injuries and deaths. This coupled with increased retirements of both Structural and Wildland Fire Managers has left a huge hole in the experience level of both fire personnel that can be partially filled with the aforementioned "real world" advanced training courses, which are currently not readily available. Additionally, both our California Governor and Legislature have expressed a desire and passed legislation to allow Inmate Wildland Firefighters to become Municipal Structural Firefighters upon release from incarceration. These advanced and "GAP" classes would assure such experienced Wildland Firefighters are fully trained to move into the Structural firefighting workforce in agencies throughout California.

What are the risks of this project?

The risks of this project are minimal, as advanced courses such as those mentioned above are difficult to find throughout California. The courses are highly sought out by members of the Wildland and Structural Firefighting community and it is highly likely that attendance will be high for all offerings. There is the risk that the efforts of the Governor and Legislature to secure a method for Inmate Wildland Firefighters to become Municipal Structural Firefighters fail to come to fruition. If that is the case, it may slightly decrease the attendance to these highly sought-after advanced fire training courses.

Disproportionately Impacted (DI) Groups**The DI Groups this plan targets (optional)**

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority**Institutional Signing Authority****College Signing Authority - Rio Hondo College**

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

Fire Science/Fire Fighting

Occupations

- 33-2011.00 Firefighters

Programs


Institution

Rio Hondo College

TOP Code

Fire Academy (213350)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 43203 Fire Science.pdf	LMI Library Reports Data	8/2/2021, 11:08:42 PM	EDD LMI

Metrics

Investment Plan

Investments

We will be investing in the appropriate personal safety equipment including firefighter protective clothing, breathing apparatus packs, masks, cylinders and refill equipment, wildland tools, and safety clothing, and various tools required to present these rarely offered firefighting safety and "Gap" classes. We will also send current instructional staff to the most current training seminars to assure we are providing the most up-to-date information available to our target audience.

Metrics: Vision for Success Goals and SWP Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Professional development

Objective Type

Address new industry priorities

Description of Objective

Provide additional post-academy graduation and advanced in-service firefighter training courses including Firefighter Safety and Survival, Wildland Fire Safety and Tactics, Structural Live Fire Operations, Advanced Truck, and Engine Company operations, Wildland to Structural Firefighter, Structural to Wildland Firefighter GAP courses. The overall outcome is to increase firefighter structural and wildland firefighter safety and bridge the gap between that firefighting personnel whose role has previously been either "Structural" or "Wildland" firefighters, thus allowing them to be safe and comfortable operating in either of these arduous, dangerous and challenging firefighting environments.

How will this Objective address the Regional Strategy plan

Alignment with employer requirements

Description of Alignment with Sector Strategy/Regional Priority

Alignment with employer requirements

Objective Name

Equipment

Objective Type

Curriculum development

Description of Objective

To align with new industry requirements

How will this Objective address the Regional Strategy plan

To align with new industry requirements

Description of Alignment with Sector Strategy/Regional Priority

Aligns with Public Safety regional priority

Workplan: Activities

Activity Name

Professional development

Objective that Applies to this Activity

Professional development

Brief Description of Activity

Attend a conference

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Public Safety

Dependencies

administrators, faculty, students and the community

Activity Name

Equipment

Objective that Applies to this Activity

Equipment

Brief Description of Activity

To purchase new equipment that aligns with industry standards

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Public Safety

Dependencies

administrators, faculty, students and the community

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
5000 - Other Operating Expenses and Services	2021-22	Professional development	Attend a conference	One-time	\$1,500
6000 - Capital Outlay	2021-22	Equipment	purchase equipment	One-time	\$48,500
Total					\$50,000

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$12,500	\$25,000	\$37,500	\$50,000

Success Story (Optional)

Story: Female Firefighters

Title

Female Firefighters

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Historically, for various reasons, including cultural, lack of knowledge of the availability of employment opportunities in the profession, and others, the fire service has lacked in the recruitment and retention of female firefighters.

Success Story

The Rio Hondo College Fire Technology and Fire Academy programs recognized the challenge and over several years worked to increase the number of female students within our fire technology programs. SWP funding obtained over the years has allowed us to actively recruit female students into our fire technology and academy programs. It has also allowed us to provide personal protective equipment to female academy cadets that have assured successful completion of both our Basic and Wildland Fire Academies.

Outcomes

The Rio Hondo Fire Basic and Wildland Fire Academies have graduated with eight fully structural and wildland firefighter trained females out of our last four academies. Of those 4 have been hired as full-time firefighters by local fire departments.

Certification

Certifying Authority

Mike Slavich
CTE/Instruction Dean
[mslavich@riohondo.edu](mailto:m Slavich@riohondo.edu)
(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:54 PM PDT

Regional Fund Monitor

Carol Jong
WEDD Specialist
cjong@cccco.edu

JC Mbomeda
Program Monitor/Perkins Accountability Lead
jmbomeda@cccco.edu
(916) 322-6883

Approved by Carol Jong

08/04/2021 12:31 PM PDT



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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/04/2021 12:31 PM PDT Carol Jong

20-21 Fitness Specialist: Certified

Details

Plan Title

20-21 Fitness Specialist

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

The programs KDA are high quality, engaging, and successful in training students to be effective employees. However, we have limited exposure in the community, college, and even with future students who are in high school. Implementing a marketing plan takes time, and we can strategize in a more effective way.

The project outcome is to increase awareness, marketing, enrollment, and employable graduates. The scope is threefold:

- 1) By utilizing high tech scoreboards that can display our programs, as well as local businesses at the soccer field/ track and the indoor basketball/volleyball court, we can increase our connection to the community, market our programs, and even generate revenue to support our programs and students.
- 2) Implementing weekly fitness and wellness education workshops to students and the community, called Wellness Warriors, would deepen the connection to movement, provide an inclusive and welcoming environment to create community, and increase the exposure of all our programs with the visual displays supporting this effort.
- 3) This supports our Fitness and Sport Management Certificate program demonstrating operational functions.

What needs motivate this project?

We need to increase enrollment, produce more quality employees, and enhance our connection to the community and market our programs to increase enrollment. Other colleges, such as Mt. Sac and Saddleback, have already implemented this marketing tool, resulting in program successes.

In addition, the labor market shows there is a growing need of fitness professionals.

What are the risks of this project?

There are very few risks to the project as we had previously done online wellness workshops during the pandemic. In addition, the digital scoreboards will not only display programs but can include local businesses and ads to generate revenue to support our programs and students.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccoco.edu)
- JC Mbomeda (jmbomeda@cccoco.edu)

Labor Market Information**Name**

Kinesiology

Occupations

- 29-9091.00 Athletic Trainers


Programs**Institution**

Rio Hondo College

TOP Code

Fitness Trainer (083520)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 OEP.pdf	LMI Library Reports Data	8/2/2021, 9:18:19 PM	EDD LMI

Metrics**Investment Plan****Investments**

We plan to increase our marketing to create more awareness of our programs, and thus enrollment, to the community, students, counselors, and other divisions. In addition, we will provide professional development, updated technology, and support to faculty to engage with students and promote our KDA programs.

Metrics: Vision for Success Goals and SWP Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Curriculum alignment

Objective Type

Curriculum development

Description of Objective

To align curriculum with new industry requirements.

How will this Objective address the Regional Strategy plan

This objective aligns with the "Aligning sector curriculum " part of the regional plan.

Description of Alignment with Sector Strategy/Regional Priority

This project is in the Kinesiology sector.

Objective Name

Professional development

Objective Type

Faculty professional development

Description of Objective

To improve pedagogy and align with industry advancements

How will this Objective address the Regional Strategy plan

This objective will address "aligning sector curriculum" in the regional plan

Description of Alignment with Sector Strategy/Regional Priority

This project will improve the CTE curriculum and pedagogy

Objective Name

Equipment and supplies

Objective Type

Address new industry priorities

Description of Objective

To purchase equipment and supplies that align with industry standards

How will this Objective address the Regional Strategy plan

This objective will address "aligning sector curriculum" in the regional plan

Description of Alignment with Sector Strategy/Regional Priority

This project will improve the "hands-on skill building " regional priority

Workplan: Activities

Activity Name

Professional Development

Objective that Applies to this Activity

Professional development

Brief Description of Activity

Attend industry conference

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Other

Dependencies

Administrators, faculty, students, and the community

Activity Name

Equipment and Supplies

Objective that Applies to this Activity

Equipment and supplies

Brief Description of Activity

purchase equipment and supplies

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Other

Dependencies

Administrators, faculty, students, and the community

Activity Name

Curriculum alignment

Objective that Applies to this Activity

Curriculum alignment

Brief Description of Activity

New course and certificate development

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)**Name**

Margaret Fernandez

Regional Priority Sector

Other

Dependencies

Administrators, faculty, students, and the community

Budget**Rio Hondo College: Budget**

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
1000 - Instructional Salaries	2021-22	Curriculum alignment	New course and certificate development	One-time	\$1,500
3000 - Employee Benefits	2021-22	Curriculum alignment	Benefits	One-time	\$450
4000 - Supplies and Materials	2021-22	Equipment and Supplies	Software and exercise equipment	One-time	\$2,900
5000 - Other Operating Expenses and Services	2021-22	Professional Development	Attend conference	One-time	\$1,500
Total					\$6,350

Forecast**2021-22 Expenditure Forecasts****Rio Hondo College Cumulative Quarterly Expenditure Forecast**

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$1,588	\$3,175	\$4,763	\$6,350

Success Story (Optional)

Story: Weight Room

Title

Weight Room

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Our prior weight room was outdated, unsafe, and inaccessible. We did not have district funds to buy the much-needed equipment for our students to use during our program classes. Our advisory committee suggested new equipment that would support our students and programs.

Success Story

We applied for funding and were successful. Having the funds for our new weight room has helped to engage students, increase access to some disabled students, make those in the program feel they are getting training to work in a high-tech gym, and even provides coaches with a recruiting tool (which increases enrollment) that shows our state-of-the-art training room. In addition, we wrote a Strength and Performance Certificate to support our other programs. When people come to visit KDA, and they see our weight room facilities, they are blown away at how nice the equipment is and how it serves our students.

Outcomes

- Engagement is increased during class training times
- Learning is enhanced due to the quality of the new state-of-the-art equipment
- Safety is greatly improved with even flooring and equipment that is functioning
- Development of students and quality employees is enhanced
- Connections with students, employers, advisory members, and faculty is improved as all are stakeholders in the state-of-the-art facility
- Demonstrates facility management for our Fitness and Sport Certificate

Certification

Certifying Authority

Mike Slavich

CTE/Instruction Dean
[mslavich@riohondo.edu](mailto:m Slavich@riohondo.edu)
(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:53 PM PDT

Regional Fund Monitor

Carol Jong

WEDD Specialist
cjong@cccco.edu

JC Mbomeda

Program Monitor/Perkins Accountability Lead
jmbomeda@cccco.edu
(916) 322-6883

Approved by Carol Jong

08/04/2021 12:31 PM PDT



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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/04/2021 12:30 PM PDT Carol Jong

20-21 Geographic Information Systems: Certified

Details

Plan Title

20-21 Geographic Information Systems

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

The GIS Program provides an industry-guided education curriculum to the local workforce at convenient hours to support works seeking job reclassification to lift low-wage to living-wage jobs using GIS or increasing marketability for unemployed students in a variety of industries using GIS. Furthermore, the new GIS AS Degree is reaching out to traditional students exploring careers with increase transfer to GIS at CSULB, CPP, CSULA, and other 4 year institutions.

What needs motivate this project?

Motivation is due to wider use of GIS and related technologies (i.e.: Mobile applications, survey mapping with drones, contact tracing, logistics, etc.) The opportunities for reclassification at the county further motivate in addition to the increased listing of positions using GIS <https://www.indeed.com/q-GIS-l-Los-Angeles,-CA-jobs.html?vjk=49f5481bd81e8cf9>

Most recently, survey mapping has proven a game-changer in various industries. More students from various industries are assigned additional tasks in surveying with drones and registering in our courses

What are the risks of this project?

There are no risks. The use of geospatial software (GIS/Remote Sensing, AI, etc) and technologies (mobile apps, drone mapping, etc) are increasingly depending on in many industries including surveying, ecology, environmental technology, marketing, public health (especially today), planning, geology, logistics, history, wildland fire, transportation, information research, public safety, utilities, etc.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccoco.edu)
- JC Mbomeda (jmbomeda@cccoco.edu)

Labor Market Information

Name

Geography

Occupations

- 11-9199.00 Managers, All Other

Programs


Institution

Rio Hondo College

TOP Code

Geographic Information Systems (220610)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 OEP.pdf	LMI Library Reports Data	8/2/2021, 11:21:52 PM	EDD LMI

Metrics

Investment Plan

Investments

Market AS Degree on campus and on social media to increase number of students completing the GIS AS Degree and promote the value and applications and continuation in transferring to local CSU programs with GIS offerings (minor or major). Furthermore, market the value of GIS in various fields to the Rio Hondo Counselors who will now find the Introduction to GIS (GIS120) as a general education course offering. Promote the GIS Certificate on social media and at events such as the Los Angeles County GIS Day on November 17th. Attend and present at industry events such as the CALGIS Conference, Interdrone, Pix4D and others. Update any required technology firmware, maintenance plans, purchase additional accessories to extend life and safety of hardware unless new updates require replacement. Software updates will be required to retain latest workflows for lessons to meet industry standards.

Metrics: Vision for Success Goals and SWP Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Equipment

Objective Type

Address new industry priorities

Description of Objective

Equipment to align with new industry requirements

How will this Objective address the Regional Strategy plan

Information technology is a regional priority

Description of Alignment with Sector Strategy/Regional Priority

Information technology is a regional priority

Workplan: Activities

Activity Name

Equipment

Objective that Applies to this Activity

Equipment

Brief Description of Activity

Alignment with industry standards

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Other

Dependencies

all stakeholders

Budget**Rio Hondo College: Budget**

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
4000 - Supplies and Materials	2021-22	Equipment	software	One-time	\$3,000
6000 - Capital Outlay	2021-22	Equipment	equipment purchase	One-time	\$9,000
Total					\$12,000

Forecast**2021-22 Expenditure Forecasts****Rio Hondo College Cumulative Quarterly Expenditure Forecast**

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$3,000	\$6,000	\$9,000	\$12,000

Success Story (Optional)

Story: Added Game changing technologies into Curriculum

Title

Added Game changing technologies into Curriculum

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Keeping up with game-changing technologies requires networking with industries, attending conferences, seminars and learning new workflows such as the survey mapping with drones.

Success Story

Rio Hondo started several years ago and has since integrated the use of drones in survey mapping in various courses. In the past few years, the industry is now embracing the technology and we have students applying the workflow in mapping parks to fires.

Outcomes

Students are obtaining the FAA 107 license to obtain commercial license to use drones and also completing the course with experience in performing the workflow to obtain survey grade orthomosaic, 6" contours and surface models.

Certification

Certifying Authority

Mike Slavich
 CTE/Instruction Dean
m Slavich@riohondo.edu
 (562) 463-7368

Approved by Mike Slavich

08/03/2021 12:53 PM PDT

Regional Fund Monitor

Carol Jong

WEDD Specialist

cjong@cccco.edu

JC Mbomeda

Program Monitor/Perkins Accountability Lead

jmbomeda@cccco.edu

(916) 322-6883

Approved by Carol Jong

08/04/2021 12:30 PM PDT



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Community
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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/04/2021 12:30 PM PDT Carol Jong

20-21 Graphic Design: Certified

Details

Plan Title

20-21 Graphic Design

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

Yes, this plan includes short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

This project will purchase and upgrade which will leverage technology, materials, professional development, and outreach resources to attract, retain and increase student success in the graphic design program.

What needs motivate this project?

The graphic design industry is dynamic and continues to require up-to-date, industry-relevant resources so faculty can supply students with equipment, materials, and training needed to compete and succeed in the industry.

What are the risks of this project?

Risks include the integration of these resources in an academic bureaucracy. We are working with low-staffed pandemic level departments, particularly our Information Technology department making it difficult to implement our resources in a timely manner.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Employer Partners

Workforce Training

Which type of training will be offered with options for credit, noncredit, and not-for-credit?

Career exploration: graphic design - non credit.

The Graphic Design Noncredit Certificate of Completion is designed to inform and deliver a general understanding to students about the Graphic Design profession. Completion of the sequence of courses will inform students about the profession’s general origins, basic processes, and possible academic and career pathways. To acquire the Noncredit Certificate of Completion in Career Exploration: Graphic Design, it is necessary to complete the following courses:

Required Courses Units NART 291 Career Exploration: Graphic Design I: History.....0 NART 292 Career Exploration: Graphic Design II: Process.....0 NART 293 Career Exploration: Graphic Design III: Academic Pathways.....0 NART 294 Career Exploration: Graphic Design IV: Career Paths0

Employer Partners (optional)

No Employer Partners have been added.

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (mslavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

Graphic Design

Occupations

- 27-1024.00 Graphic Designers

Programs


Institution

Rio Hondo College

TOP Code

Graphic Art and Design (103000)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 GDSN SWF laborMarket212 2.pdf	LMI Library Reports Data	8/2/2021, 10:15:13 PM	EDD LMI

Metrics

Investment Plan

Investments

Improvements to the program via technology, professional development, marketing, supplies, and other essential resources will continue to attract students, aid in retention and completion, increasing CTE units, and enable students to use graphic design skillsets, apply them across a variety of professional categories which will lead to an increase in earnings and wages across all student categories.

Metrics: Vision for Success Goals and SWP Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Outreach

Objective Type

Bridge Supply/Demand Gap

Description of Objective

Increase enrollment of students in the graphic design program

How will this Objective address the Regional Strategy plan

Increase enrollments

Description of Alignment with Sector Strategy/Regional Priority

Increase enrollments

Objective Name

Supplies and Equipment

Objective Type

Curriculum development

Description of Objective

Acquire digital materials (typefaces, visual collateral) for use in student projects and portfolio development

How will this Objective address the Regional Strategy plan

Align with industry requirements

Description of Alignment with Sector Strategy/Regional Priority

Align with industry requirements

Workplan: Activities

Activity Name

Instructional supplies

Objective that Applies to this Activity

Supplies and Equipment

Brief Description of Activity

purchase supplies to align with industry requirements and practice hands-on skill building

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Information & Communication Technologies (ICT)/Digital Media

Dependencies

administrators, faculty, students, and the community

Activity Name

Equipment

Objective that Applies to this Activity

Supplies and Equipment

Brief Description of Activity

Acquire digital materials (typefaces, visual collateral) for use in student projects and portfolio development

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Information & Communication Technologies (ICT)/Digital Media

Dependencies

administrators, faculty, students, and the community

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
4000 - Supplies and Materials	2021-22	Instructional supplies	instructional supplies to practice hands on application	One-time	\$7,400
6000 - Capital Outlay	2021-22	Equipment	Alignment with industry requirements	One-time	\$3,000
Total					\$10,400

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$2,600	\$5,200	\$7,800	\$10,400

Success Story (Optional)

Story: Increasing technology, materials and outreach access

Title

Increasing technology, materials and outreach access

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Our district budget does not cover the five-year costs of technology upgrades, graphic design class materials, and outreach. This threatens our ability to increase and grow our program and deliver instruction and maintain a professional-grade environment.

Success Story

Through SWF funding we have been able to reach out via social media marketing to attract students and grow our program and to supply our students with up-to-date iMac workstations and peripheral equipment and supplies allowing them to work in a professional-grade environment.

Outcomes

We find that since we have invested in outreach, graphic design class materials, and our technology, we have seen an increase in Certificates and Degrees and an increase in enrollment.

Certification

Certifying Authority

Mike Slavich
 CTE/Instruction Dean
m Slavich@riohondo.edu
 (562) 463-7368

Approved by Mike Slavich

08/03/2021 12:53 PM PDT

Regional Fund Monitor

Carol Jong

WEDD Specialist
cjong@cccco.edu

JC Mbomeda

Program Monitor/Perkins Accountability Lead
jmbomeda@cccco.edu
(916) 322-6883

Approved by Carol Jong

08/04/2021 12:29 PM PDT



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SWP Local Share Produced: 08/04/2021 12:29 PM PDT Carol Jong

20-21 Human Services: Certified

Details

Plan Title

20-21 Human Services

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

This project is to create a legal and ethics class to add to the overall drug studies program. The outcomes will be that students will be better prepared in their careers as alcohol and drug counselors and be able to more readily pass the alcohol and drug certification exam.

What needs motivate this project?

This project is necessary. In order for Rio Hondo drug studies students to fulfill requirements in their training to become certified as alcohol and drug counselors.

What are the risks of this project?

There are no risks for this project.

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccoco.edu)
- JC Mbomeda (jmbomeda@cccoco.edu)

Labor Market Information

Name

Human Services

Occupations

- 21-1093.00 Social and Human Service Assistants

Programs


Institution

Rio Hondo College

TOP Code

Human Services (210400)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 humanservicesdrug2021.pdf	LMI Library Reports Data	8/2/2021, 10:57:00 PM	EDD LMI

Metrics

Investment Plan

Investments

Faculty will be coordinating to create more information and knowledge in the field of legal and ethics .

Metrics: Vision for Success Goals and SWP Metrics

✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

New curriculum

Objective Type

Address new industry priorities

Description of Objective

This project is to create a legal and ethics class to add to the overall drug studies program. The outcomes will be that students will be better prepared in their careers as alcohol and drug counselors and be able to more readily pass the alcohol and drug

certification exam.

How will this Objective address the Regional Strategy plan

To align with industry requirements

Description of Alignment with Sector Strategy/Regional Priority

This is a sub-area of the health sector

Workplan: Activities

Activity Name

Faculty stipend

Objective that Applies to this Activity

New curriculum

Brief Description of Activity

This project is to create a legal and ethics class to add to the overall drug studies program. The outcomes will be that students will be better prepared in their careers as alcohol and drug counselors and be able to more readily pass the alcohol and drug certification exam.

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Other

Dependencies

Administrators, faculty, students, and the community

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
1000 - Instructional Salaries	2021-22	Faculty stipend	This project is to create a legal and ethics class to add to the overall drug studies program .The outcomes will be that students will be better prepared in their career as alcohol and drug counselors and be able to more readily pass the alcohol and drug certification exam .	One-time	\$1,000
3000 - Employee Benefits	2021-22	Faculty stipend	Benefits	One-time	\$300
Total					\$1,300

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$325	\$650	\$975	\$1,300

Success Story (Optional)

Story: Technology Funding

Title

Technology Funding

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Many students were faced with technological challenges in the expectation that they were fluent in completing professional documentation during the course of case management.

Success Story

SWP provided the Drug Studies/Human Services program with computer laptops and a cart carrier.

Outcomes

These laptops were brought into the classroom and the instructor was able to sit with students and guide them through the process of completing professional documentation. In particular, the students were instructed how to complete documentation based on the parameters of the Los Angeles County of Mental Health (LADMH).

Certification

Certifying Authority

Mike Slavich

CTE/Instruction Dean

m Slavich@riohondo.edu

(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:53 PM PDT

Regional Fund Monitor

Carol Jong

WEDD Specialist

cjong@cccoco.edu

JC Mbomeda

Program Monitor/Perkins Accountability Lead

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(916) 322-6883

Approved by Carol Jong

08/04/2021 12:29 PM PDT



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SWP Local Share Produced: 08/04/2021 12:29 PM PDT Carol Jong

20-21 Journalism: Certified

Details

Plan Title

20-21 Journalism

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

In an ideal world, we would establish a media center like other community colleges and universities, even high schools that would host an array of equipment, and provide students with 1:1 ratio to everything including facilities and rentals. However, we must begin small. The project is to establish a media program that will assist students in attaining entry-level positions by learning the skill set required in all mediums of TV, Radio, Film, and Journalism. Pre/post-production is also essential in entering media and some industries don't require a BA, some only require COA. Implementing training programs where students may enter the workforce in areas like broadcast technicians/technology, photojournalism, and some TV and radio are essential to the industry.

Outcomes:

- Students will be able to think critically and work independently.
- Students will learn to edit visually and create content to be used on their resumes (reel).
- Students will have access to industry-standard-based learning where they will meet hard deadlines, identify and resolve complex problems commonly found in the industry.
- Students will become active learners and communicate effectively.

What needs motivate this project?

The students wanting a media center where they have the facilities to film, produce, direct, podcast, anchor, write, edit, and much more.

What are the risks of this project?

The risks are cost and hiring people that have industry experience. Another risk is marketing the program and making the program known.

Disproportionately Impacted (DI) Groups**The DI Groups this plan targets (optional)**

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority**Institutional Signing Authority****College Signing Authority - Rio Hondo College**

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

Journalism

Occupations

- 27-3022.00 Reporters and Correspondents

Programs


Institution

Rio Hondo College

TOP Code

Journalism (060200)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 060200 Journalism.pdf	LMI Library Reports Data	8/2/2021, 8:53:35 PM	EDD LMI

Metrics

Investment Plan

Investments

Higher transfer rate because of the completion rate and unit accumulation, and equity by assisting students transfer and attain a living wage.

Metrics: Vision for Success Goals and SWP Metrics

- ✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Program improvements

Objective Type

Address new industry priorities

Description of Objective

Make improvements to align with industry standards

How will this Objective address the Regional Strategy plan

This objective address the "Aligning sector curriculum" in the LA regional strategy plan

Description of Alignment with Sector Strategy/Regional Priority

Journalism falls under the ICT digital media sector of the LA regional plan

Workplan: Activities

Activity Name

Align curriculum

Objective that Applies to this Activity

Program improvements

Brief Description of Activity

Make improvements to align with industry standards

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Information & Communication Technologies (ICT)/Digital Media

Dependencies

Administrators, faculty, students, community members

Activity Name

Professional development

Objective that Applies to this Activity

Program improvements

Brief Description of Activity

Improve pedagogy and further alignment with industry standards

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name

Margaret Fernandez

Regional Priority Sector

Information & Communication Technologies (ICT)/Digital Media

Dependencies

Administrators, faculty, students, community members

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
5000 - Other Operating Expenses and Services	2021-22	Professional development	Conference	One-time	\$1,500
6000 - Capital Outlay	2021-22	Align curriculum	purchase equipment	One-time	\$5,000
Total					\$6,500

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$1,625	\$3,250	\$4,875	\$6,500

Success Story (Optional)

Story: Students

Title

Students

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Margaret Fernandez	Strong Workforce Grant Manager	mfernandez@riohondo.edu	(562) 463-7045

Challenge

Lack of space, storage, equipment, instructors who know the industry and know how to use the technology. "One (wo)man band" running the entire show that besides teaching is active in associations and stays current in the field and makes sure her job duties are fulfilled like serving on committees, researching, and writing.

Success Story

Students on average transfer in two years or less.

Outcomes

Students are now working for places like iHeart, Netflix, Spectrum, CNN, MEGA, and The Daily Journal.

Certification

Certifying Authority

Mike Slavich
CTE/Instruction Dean
[mslavich@riohondo.edu](mailto:m Slavich@riohondo.edu)
(562) 463-7368

Approved by Mike Slavich

08/03/2021 12:53 PM PDT

Regional Fund Monitor

Carol Jong
WEDD Specialist
cjong@cccco.edu

JC Mbomeda
Program Monitor/Perkins Accountability Lead
jmbomeda@cccco.edu
(916) 322-6883

Approved by Carol Jong

08/04/2021 12:29 PM PDT



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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/05/2021 12:33 AM PDT JC Mbomeda

20-21 New Curriculum Across All Programs: Certified

I This plan's budget for "Across All Sectors" is over the 10% limit defined in program settings.

Details

Plan Title

20-21 New Curriculum Across All Programs

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

Develop a new curriculum that aligns with recent issues and trends of each CTE discipline to meet employer demand, student needs, skill-building, work-based learning, career pathways, and the current expectations of the field.

What needs motivate this project?

Curriculum design is an important part of our college process, however, in career and technical fields often the demand changes quickly requiring that we create a new curriculum often. Studies show that technology changes every three months and all of our CTE programs leverage technology. Therefore, we need to support faculty and employers by allowing for flexibility and innovation beyond our normal program review process.

What are the risks of this project?

There are not risks

Disproportionately Impacted (DI) Groups

The DI Groups this plan targets (optional)

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
- ✓ I certify that we are supplementing, not supplanting
- ✓ I have read and agree to the Student Success Metrics Agreement
- ✓ I certify that this plan complies with all SWP funding guidelines
- ✓ I certify and confirm that statements made in this plan about how funds will be used, and also accept that documentation will be required as part of reporting

Contacts: District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Margaret Fernandez	Project Lead Contact	n/a	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045
Margaret Fernandez	Institution Project Fiscal Reporter	Rio Hondo College	mfernandez@riohondo.edu	(562) 463-7045 ext: 7045

Approving Authority

Institutional Signing Authority

College Signing Authority - Rio Hondo College

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

Across all sectors

Occupations

- 11-1021.00 General and Operations Managers


Programs**Institution**

Rio Hondo College

TOP Code

Automotive Technology (094800)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 StrongWorkforceProgram ALLC TEPrograms RioHondoColleg e.xlsx	LMI Library Reports Data	8/3/2021, 6:23:51 PM	CalPlus LaunchBoard data

Metrics**Investment Plan****Investments**

We will invest in the process to establish clear goals for curriculum development, establish career mapping sequences both within and between levels and assure a coherent articulation/transfer or pathway to employment.

Metrics: Vision for Success Goals and SWP Metrics

- ✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

× **Transfer:** Increase the number of CCC students system-wide transferring annually to a UC or CSU.

× **Unit Accumulation:** Decrease the average number of units accumulated by CCC students earning associate degrees.

× **Workforce:** Increase the percent of exiting students who report being employed in their field of study.

× **Equity:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

SWP Metrics

SWP Metrics: Rio Hondo College

Metric	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2020-21 Target	2021-22 Target
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

New Curriculum

Objective Type

Curriculum development

Description of Objective

To develop new curriculum across CTE programs at Rio Hondo College.

How will this Objective address the Regional Strategy plan

To develop new curriculum across CTE programs at Rio Hondo College.

Description of Alignment with Sector Strategy/Regional Priority

To develop new curriculum across CTE programs at Rio Hondo College.

Workplan: Activities

Activity Name

New curriculum

Objective that Applies to this Activity

New Curriculum

Brief Description of Activity

Develop new curriculum

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Across All Sectors

Dependencies

Administrative, faculty, students, and the community

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
1000 - Instructional Salaries	2021-22	New curriculum	Faculty stipend	One-time	\$10,000
3000 - Employee Benefits	2021-22	New curriculum	Benefits	One-time	\$3,000
4000 - Supplies and Materials	2021-22	New curriculum	instructional supplies for new courses	One-time	\$93,021
6000 - Capital Outlay	2021-22	New curriculum	equipment align with industry demand	One-time	\$217,000
Total					\$323,021

Forecast**2021-22 Expenditure Forecasts****Rio Hondo College Cumulative Quarterly Expenditure Forecast**

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$80,755	\$161,511	\$242,266	\$323,021

Certification**Certifying Authority**

Mike Slavich
 CTE/Instruction Dean
m Slavich@riohondo.edu
 (562) 463-7368

Approved by Mike Slavich

08/03/2021 12:52 PM PDT

Regional Fund Monitor

Carol Jong
WEDD Specialist
cjong@cccco.edu

JC Mbomeda
Program Monitor/Perkins Accountability Lead
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(916) 322-6883

Approved by JC Mbomeda

08/05/2021 12:33 AM PDT



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NOVA Site Version: [4.35.9](#)

SWP Local Share Produced: 08/04/2021 12:28 PM PDT Carol Jong

20-21 Outreach Across All CTE: Certified

I This plan's budget for "Across All Sectors" is over the 10% limit defined in program settings.

Details

Plan Title

20-21 Outreach Across All CTE

The funding year for this plan

2020-21

The number of fiscal years the plan will span

2

Lead Institution

Rio Hondo College

Address

N/A

Website

N/A

Community College District

Rio Hondo CCD

Region within which work is being done

Los Angeles

Does this plan include short-term credit, noncredit, and not-for-credit workforce training?

No, this plan does not include short-term credit, noncredit, and not-for-credit workforce training.

Plan Rationale

Plan Description

CTE enrollment is down and experiencing similar declines as other community colleges across the nation. One reason is that many students choose to drop out of classes to help their families during Covid-19. Another reason is that many students prefer face-to-face classes over zoom and are experiencing varying degrees of zoom fatigue. Many of our students experience precarious finances and require greater support from administrators and faculty to complete online course requirements. This is further exacerbated by editing racial and socioeconomic gaps which tend to serve wealthier white populations and allow them to bounce back more quickly.

What needs motivate this project?

Increasing enrollments will enable more community members to enter a career and technical education field and obtain the skills needed to enter the job market. CTE gives learning a boost. It combines regular academic courses with career-focused courses, skill-building, mentoring, and work opportunities to give students extra preparation for college and careers. Students receive hands-on training, mentoring, and internships from employers in their community.

What are the risks of this project?

The most common project risks are cost, schedule, performance, operational, market, governance, strategic, legal, and hazard risks. We mitigate these risks with proper planning, implementation, data analysis, staff training, and communication with all levels of the college.

Disproportionately Impacted (DI) Groups**The DI Groups this plan targets (optional)**

Not Entered

Assurances

- ✓ I have read the [Strong Workforce Program legislation](#)
- ✓ This project meets the intention and requirements of the [Strong Workforce Program legislation](#)
- ✓ Informed by Labor Market Information and regional priorities
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Approving Authority**Institutional Signing Authority****College Signing Authority - Rio Hondo College**

- Mike Slavich (m Slavich@riohondo.edu)

Regional Fund Monitor

- Carol Jong (cjong@cccco.edu)
- JC Mbomeda (jmbomeda@cccco.edu)

Labor Market Information

Name

Across All CTE Programs

Occupations

- 11-1021.00 General and Operations Managers

Programs


Institution

Rio Hondo College

TOP Code

Automotive Technology (094800)

Supporting Evidence

Document Title	Type	Uploaded	Comment
 StrongWorkforceProgram ALLC TEPrograms RioHondoColleg e.xlsx	LMI Library Reports Data	8/3/2021, 6:10:13 PM	CalPlass Plus Launch Pad

Metrics

Investment Plan

Investments

We will purchase marketing with input from all CTE programs.

Metrics: Vision for Success Goals and SWP Metrics

- ✓ **Completion:** Increase the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job oriented skill sets.

SWP Metrics

- SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

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SWP Metrics

SWP Metrics: Rio Hondo College

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SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	14.5%	14.6%	15.5%	15.5%	15.5%

Workplan: Objectives

Objective Name

Marketing

Objective Type

Bridge Supply/Demand Gap

Description of Objective

Increase enrollments in CTE programs

How will this Objective address the Regional Strategy plan

Increase enrollments in CTE programs

Description of Alignment with Sector Strategy/Regional Priority

Increase enrollments in CTE programs

Workplan: Activities

Activity Name

Market CTE Programs

Objective that Applies to this Activity

Marketing

Brief Description of Activity

To market all CTE programs.

Proposed Completion Date

06/30/2022

Student Success Metrics and SWP Metrics

- Completion: SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Responsible person(s)

Name
Margaret Fernandez

Regional Priority Sector

Across All Sectors

Dependencies

Administration, faculty, students and the community

Budget

Rio Hondo College: Budget

Expenditure Type	Year	Related Activity	Description	One-time/Ongoing	Amount
5000 - Other Operating Expenses and Services	2021-22	Market CTE Programs	Market CTE programs	One-time	\$100,000
Total					\$100,000

Forecast

2021-22 Expenditure Forecasts

Rio Hondo College Cumulative Quarterly Expenditure Forecast

	Q1	Q2	Q3	Q4
Percentage	25%	50%	75%	100%
Dollars	\$25,000	\$50,000	\$75,000	\$100,000

Certification

Certifying Authority

Mike Slavich
 CTE/Instruction Dean
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 (562) 463-7368

Approved by Mike Slavich

08/03/2021 12:52 PM PDT

Regional Fund Monitor

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Approved by Carol Jong

08/04/2021 12:28 PM PDT



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