



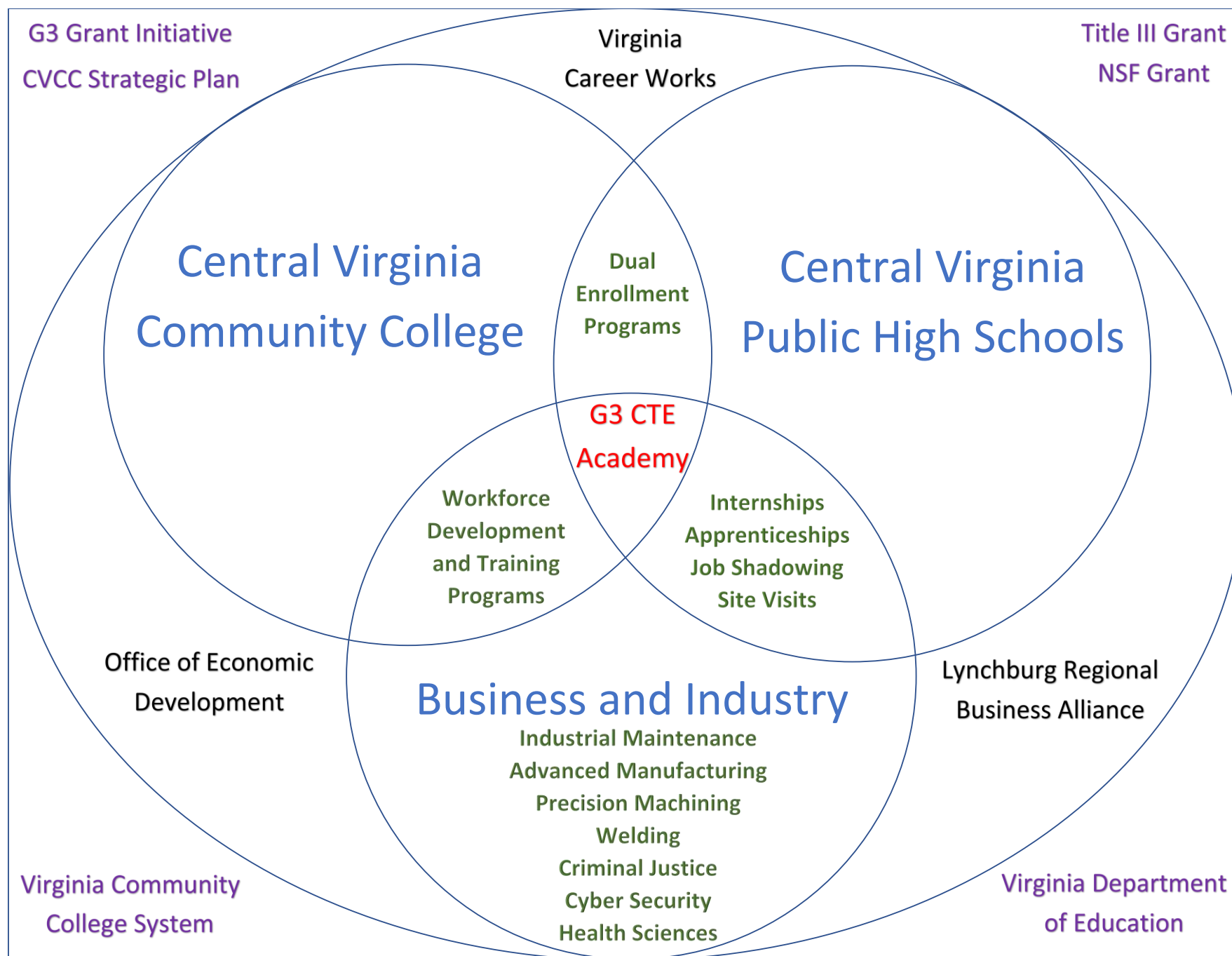
G3 CTE ACADEMY PROPOSAL

EXECUTIVE SUMMARY OF DELIVERABLES
NOVEMBER 19, 2019

Draft Executive Summary Report of the G3 CTE Academy Planning Grant Deliverables

Introduction

Central Virginia Community College (CVCC) was awarded a G3 Capacity Building Grant in the amount of \$267,181 to support planning efforts for a regional Career and Technical Education (CTE) Academy for dual-enrollment students, recent high school graduates, and unemployed or underemployed adults on the grounds of Central Virginia Community College. The G3 Initiative funding was also used to improve or create program pathways in the targeted industry sectors of Information Technology/Computer Science, Healthcare, Manufacturing and Trades, and Public Safety. Grant financed actions included compensation for a program director and qualified CTE faculty for program/pathway development; contractual services for marketing and research consultants; costs associated with hosting regional planning events; professional development; and employee travel for collaborative efforts within the region and the VCCS. All work was completed in partnership with Workforce Investment Boards along with Virginia CareerWorks, the Lynchburg Regional Business Alliance, and The Lynchburg City Office of Economic Development. Additional consultation was provided by regional industry partners, and by convening area stakeholders from K12, local government, economic development agencies, and key employers. These general activities are detailed in the following narrative with the completion of grant deliverables indicated in bold.





CVCC G3 program faculty prepared clearly articulated stackable program pathways that identified regional employment outcomes, documented credential standardization activities to include course and credential results, and itemized equipment needed to support program expansion. The table below includes a listing of CVCC G3 academic programs that were improved or developed during the grant award period. Each of these pathways includes a dual enrollment option based on existing programs offered to each of the five area public school divisions. Current curriculum offerings were reviewed and revised to meet the required G3 three-level framework. The new programs are in the shaded cells:

Program	Level 1	Level 2	Level 3	CVCC Offered WCG Programs that support Pathway
Advanced Manufacturing	Mechatronics Fundamentals	Mechatronics CSC	Mechatronics AAS	Manufacturing Specialist, Manufacturing Technician 1
Criminal Justice	Criminal Justice CSC	Administration of Justice CSC	Administration of Justice AAS	
Cyber Security	Cyber Security Fundamentals CSC	Cyber Security CSC	Cyber Security AAS	IT Helpdesk Technician, Network Technician
Emergency Medical Services - Paramedic	Emergency Medical Technician CSC	Emergency Medical Services Certificate	Emergency Medical Services Paramedic AAS	
Health Sciences	Health Sciences I	Health Sciences II	Health Sciences AAS	Clinical Medical Assistant, CPR
Industrial Maintenance with various specializations including: HVAC, electrical, plumbing, and construction/carpentry	Industrial Maintenance CSC	Industrial Maintenance Technology CSC	Industrial Maintenance AAS	Heavy Equipment Operator National Center for Construction Education and Research (NCCER)–Electrical 1
Machine Tool	Machine Technology Fundamentals CSC	Machine Technology Fundamentals CSC/Computer Numerical Controls CSC	Machine Tool Diploma	Manufacturing Specialist, Manufacturing Technician 1
Medical Laboratory Technology	Health Sciences I	Health Sciences II	Medical Laboratory Technology AAS	Phlebotomy Technician
Physical Therapy Assistant	Health Sciences I	Health Sciences II	Physical Therapy Assistant AAS	
Welding	Welding Fundamentals CSC	Welding CSC	Industrial Maintenance – Welding Specialization	

The CVCC G3 Program Director and Program Faculty communicated within peer groups and with other Virginia Community College System (VCCS) institutions to develop core content for the Level 1 pathways developed. The CVCC G3 team worked to standardize the content with other institutions with similar programs when it met the regional labor market demands. Numerous opportunities to collaborate with peer institutions at the VCCS office in Richmond, Virginia, permitted the CVCC team to develop G3 Levels in Advanced Manufacturing (Mechatronics), Administration of Justice, Cyber Security, Emergency Medical Services, Health Sciences, Industrial Maintenance, Physical Therapy Assistant, Machine Tool Technology, and Welding. The tables that follow are summary levels for each pathway:

¹Level 1 courses are taught in the Mechatronics Fundamentals XLR8 STEM Academy program, as well as in CVCC's Mechatronics program.

²Level 2 courses IND 195/295 & BLD 105 are taught in several area high school programs; CVCC awards academic credit toward a credential to students who have completed these courses in high school.

³We do not currently have a course in the Mechanical Systems category on the G3 Curricular Template. We will propose adding MEC 253 to acceptable courses in this category.

⁴Our current pathway structure contains all the necessary elements, but is not packaged in a manner that may be required if G3 is implemented.

CVCC Proposed G3 Administration of Justice Pathway										
Level 1				Level 2				Level 3		
Course Number	Course Name	Credit Hours		Course Number	Course Name	Credit Hours		Course Number	Course Name	Credit Hours
ADJ 100	Survey of Criminal Justice	3		ADJ 105	Juvenile Justice System	3		HLT/PED	Health or Physical Education	1
ADJ 107	Survey of Criminology	3		ADJ 128	Patrol Administration and Operations	3		ENG 131 (2)	Technical Report Writing	3
ADJ 133	Ethics and the Criminal Justice Professional	3		ADJ 140	Introductions to Corrections	3		MTH 130	Fundamentals of Reasoning	3
ADJ 211	Criminal Law, Evidence & Procedures I	3		ADJ 212	Criminal Law, Evidence & Procedures II	3		PSY 215 (3)	Abnormal Psychology	3
ENG 111	College Composition I	3		ADJ 229	Community Policing	3		ADJ 237	Advanced Criminal Investigation	3
ITE 115/119	Computer Elective	3		ADJ 236	Principles of Criminal Investigations	3		ELE (4)	Approved Electives	12
SDV 100 (1)	College Success Skills	1			Total	18		HUM ELE (5)	Humanities Elective	3
	Total	19							Total	28
Notes:								Completion of Levels 1, 2 and 3 results in Administration of Justice AAS		
(1) SDV 101 may be substituted										
(2) ENG 112 may be substituted										
(3) Students may substitute other PSY elective										
(3) Students choose ADJ or other electives to meet requirement										
(4) Students choose approved humanities elective.										
CPL for Corrections certification: ADJ 100, ADJ 140, ADJ 196 (elective), HLT/PED										
CPL for Law Enforcement certification: ADJ 100, ADJ 211, ADJ 128, ADJ 236, ADJ 196 (elective), HLT/PED										

CVCC Proposed G3 Cyber Security Pathway									
Level 1			Level 2			Level 3			
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	
ITE 221	PC Hardware and OS Architecture	3	ITN 261	Network Attacks, Computer Crime and Hacking	3	ITN 298	Seminar and Project	3	
ITN 101	Introduction to Network Concepts	3	ITN 266	Network Security Layers	3	ENG 131	Technical Report Writing	3	
ITP 100	Software Design	3	ITN 267	Legal Topics in Network Security	3	ITN 262	Network Communication, Security and Authentication	3	
ITN 260	Network Security Basics	3	ITN 275	Forensics and Incident Response	3	ITN 263	Internet/Intranet Firewalls and E-Commerce Security	3	
ENG 101	College Composition I	3	MTH 130	Fundamentals of Reasoning	3				
SDV 101	Orientation to Cybersecurity	1	ITN 290	Coordinated Internship	3				
Total		16	Total		18	Total	Expect 20-34	12	
CVCC Career Studies Certificate			CVCC Career Studies Certificate						
			CompTIA Security+ Certification						

CVCC Proposed G3 Emergency Medical Services						Attachment #4b		
Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
EMS 100	CPR for Healthcare Providers	1	BIO 145 (4)	Human Anatomy & Physiology	4	EMS 139	Special Populations	1
EMS 111 (1)	Emergency Medical Technician	7	EMS 121	Preparatory Foundations	2	EMS 140	Special Populations Lab	1
EMS 120	EMT-Basic Clinical	1	EMS 123	EMS Clinical Preparation	1	EMS 141	Cardiovascular Care	2
ENG 111	College Composition I	3	EMS 125	Basic Pharmacology	1	EMS 142	Cardiovascular Care Lab	1
PSY 230 (2)	Developmental Psychology	3	EMS 126	Basic Pharmacology Lab	1	EMS 175*	Paramedic Clinical Experience I	1
SDV 100 (3)	College Success Skills	1	EMS 127	Airway, Shock and Resuscitation	1	EMS 202	Paramedic Pharmacology	2
	Total	16	EMS 128	Airway, Shock and Resuscitation Lab	1	EMS 203	Advanced Patient Care	2
			EMS 135	Emergency Medical Care	2	EMS 204	Advanced Patient Care Lab	2
			EMS 136	Emergency Medical Care Lab	1	EMS 206	Pathophysiology for Health Professions	3
			EMS 137	Trauma Care	1	EMS 247	Paramedic Clinical Experience II	1
			EMS 138	Trauma Care Lab	1	EMS 248	Paramedic Comprehensive Field Experience	2
			EMS 170	ALS Internship I	1	EMS 210	EMS Operations	1
			PHI 220 (5)	Ethics	3	EMS 212	Leadership and Professional Development	1
				Total	20	EMS 165	Advanced Cardiac Life Support	1
Notes: (1) EMS 112 and 113 may be substituted for EMS 111 (2) Other PSY courses may be substituted (3) SDV 101 may be substituted (4) BIO 141 or 142 may be substituted (5) Other humanities courses may be substituted (6) Must be communications, humanities/fine arts, social/behavioral sciences, other natural or 142 in Level 2 must take the remaining sequence course to completed both BIO 141 and 142 by the end * Currently EMS 175 is 2 credits. The EMS Peer Group will seek to add EMS 170 to the curriculum and reduce EMS 175 to 1 credit.						EMS 163	Prehospital Trauma Life Support	1
						EMS 167	Emergency Pediatric Care	1
						EMS 164	Advanced Medical Life Support	1
						EMS 216	Paramedic Review	1
						EMS 249	Paramedic Capstone Internship	2
						Gen Ed Elective (6)	General Education Elective	3
							Total	30
						Completion of Levels 1, 2 and 3 results in EMS-Paramedic AAS		

CVCC Proposed G3 Health Sciences Phlebotomy Technician Pathway

Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
SDV 100	College Success Skills	1	ENG 112	College Composition II	3		Humanities Elective	3
ENG 111	College Composition I	3		Social Science Elective	3		Humanities Elective	3
	Social Science Elective	3	BIO 142	Human Anatomy & Physiology II	4	MTH	Mathematics Elective	3
HLT 230	Principles of Nutrition & Human Development	3	PSY 230	Developmental Psychology	3	MTH	Mathematics Elective	3
BIO 141	Human Anatomy & Physiology I	4	BUS 226/ITE 115 or 119	Computer Elective	3	ENG	Literature I	3
HLT 143	Medical Terminology I	3		Phlebotomy Technician Program*	145 Hours	ENG	Literature II	3
						CST 100	Public Speaking	3
Total		17	Total		16	HIS	History Elective	3
						HIS	History Elective	3
Notes:						HLT/PED	Health / PE Elective	1
*Selection process required								
						Total		28

CVCC Proposed G3 Health Science CMA Pathway

Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
SDV 100	College Success Skills	1	ENG 112	College Composition II	3		Humanities Elective	3
ENG 111	College Composition I	3		Social Science Elective	3		Humanities Elective	3
	Social Science Elective	3	BIO 142	Human Anatomy & Physiology II	4	MTH	Mathematics Elective	3
HLT 230	Principles of Nutrition & Human Development	3	PSY 230	Developmental Psychology	3	MTH	Mathematics Elective	3
BIO 141	Human Anatomy & Physiology I	4	BUS 226/ITE 115 or 119	Computer Elective	3	ENG	Literature I	3
HLT 143	Medical Terminology I	3		Clinical Medical Assistant Program*	228 Hours	ENG	Literature II	3
HLT 100	First Aid & CPR	2				CST 100	Public Speaking	3
						HIS	History Elective	3
Total		19	Total		16	HIS	History Elective	3
Notes:						Total		27
*Selection process required								
CPR and AED Certificates awarded for successful completion of training.								

CVCC Proposed G3 Machine Maintenance Program Pathway

Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
SAF 126	Industrial Safety	3						
ELE 140	Basic Electricity and Machinery	4						
MEC 154	Industrial Maintenance I	3						
WEL 100	Fundamentals of Welding	3						
MEC 266	Fluid Mechanics	3						
Total		16	Total			Total		

Notes:

NCCER Core, NCCER Electrical Level I, and NCCER Industrial Maintenance Level I can be awarded for successful completion of this Machine Maintenance Level I pathway.

CVCC G3 Proposed Industrial Maintenance Pathway

Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
SAF 126	Industrial Safety	3	ELE 156	Electrical Control Systems	3		TBD	
ELE 140	Basic Electricity & Machinery	4	MEC 205	Piping & Auxiliary Systems	3			
MEC 154	Industrial Maintenance I	3	IND 101	Quality Assurance Technology	3			
WEL 100	Fundamentals of Welding	3	ITE 119	Information literacy	3			
MTH 111	Basic Technical Math	3	HLT 105	CPR	1			
SDV 100	College Success Skills	1	ENG 111	College Composition I	3			
Total		17	Total		16	Total		

Notes:

NCCER Core, NCCER Electrical Level I, NCCER Industrial Maintenance Level I and Level II can be awarded for successful completion of this Industrial Maintenance pathway.

CPR and AED Certificates awarded for successful completion of training.

CVCC Proposed G3 Precision Machining Pathway						Attachment #4b		
Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
MAC 146	Metals/Heat Treatment	2	SDV 100	College Success Skills	1	MAC 122	Numerical Control II	3
MAC 161	Machine Shop Practices I	3	DRF 128	Geometric Dimensioning & Tolerance	2	MAC 123	Numerical Control III	3
MAC 162	Machine Shop Practices II	3	ENG 100	Basic Occupational Communication 2	3	ECO 120	Survey of Economics	3
MAC 181	Machine Blueprint Reading	3	SAF 126	Principles of Industrial Safety	3	MAC 231	Advanced Precision Machining	3
MTH 111	Basic Technical Mathematics I 1	3	MAC 116	Machinist Handbook	2	MAC 232	Advanced Precision Machining	3
MAC 163	Machine Shop Practices III	3	MAC 121	Numerical Control I	3	IND 140	Quality Control	2
MAC 164	Machine Shop Practices IV	3	MAC 241	Advanced Machinery Procedures I	3	WEL 120	Introduction to Welding	3
	Total	20	MAC 242	Advanced Machinery Procedures II	3		Total	20
Machine Technology Fundamentals Career Studies Certificate Completed				Total	20	Machine Tool Diploma Completed		
			Machine Shop Certificate Completed					
CVCC G3 Proposed Machine Tool & Quality Pathway								
Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
MAC 146	Metals/Heat Treatment	2	SDV 100	College Success Skills	1	ECO 120	Survey of Economics	3
MAC 161	Machine Shop Practices I	3	DRF 128	Geometric Dimensioning & Tolerance	2	IND 140	Quality Control	2
MAC 162	Machine Shop Practices II	3	ENG 100	Basic Occupational Communication 2	3	WEL 120	Introduction to Welding	3
MAC 181	Machine Blueprint Reading	3	SAF 126	Principles of Industrial Safety	3	IND 235	Statistical Quality Control	3
MTH 111	Basic Technical Mathematics I	3	MAC 116	Machinist Handbook	2	IND 145	Introduction to Metrology	3
MAC 163	Machine Shop Practices III	3	MAC 121	Numerical Control I	3	MAC 252	Surface Table Inspection	3
MAC 164	Machine Shop Practices IV	3	MAC 241	Advanced Machinery Procedures I	3	IND 105	Non-Destructive Inspection & Testing	3
	Total	20	MAC 242	Advanced Machinery Procedures II	3		Total	20
				Total	20			
Machine Technology Fundamentals Career Studies Certificate Completed			Machine Shop Certificate Completed			Machine Tool & Quality Diploma Completed		

Level 1			Level 2			Level 3		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
BIO 141	Human Anatomy and Physiology I	4	PTH 105	Intro to Physical Therapy Assisting	3	PTH 122	Therapeutic Procedures II	5
BIO 142	Human Anatomy and Physiology II	4	PTH 121	Therapeutic Procedures I	5	PTH 131	Clinical Education	2
ENG 111	College Composition	3	PTH 151	Musculoskeletal Structure & Functioning	5	PTH 226	Therapeutic Exercise	4
HLT 130	Nutrition and Diet Therapy	1	PTH 110	Medical Reporting	1	PTH 227	Pathological Conditions	3
PSY 230	Developmental Psychology	3	PTH 115	Kinesiology for the Physical Therapy Assistant	4	PTH 251	Clinical Practicum	3
SDV 101	Orientation to Health Care	1				PTH 225	Rehabilitation Procedures	5
HLT 141	Intro to Medical Terminology	1				PTH 252	Clinical Practicum II	4
	Total	17		Total	18	PTH 255	Seminar in Physical Therapy	2
						PTH 210	Psychosocial Aspects of Therapy	2
						PHI 220	Ethics	3
						PED 111 or 107	Weight Training or Exercise & Nutrition	1
							Total	34
Notes:								
Level I and II have a minimum of 16 and a maximum of 20 credits. Level III can have up to 34 credits to equal an AAS.								

Level 1 CSC Fundamentals (Basic)			Level 2 CSC Welding/Technology			Welding Technology Certificate		
Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours	Course Number	Course Name	Credit Hours
Wel 120	Introduction to Welding	3	Wel 124	Shielded Metal Arc Welding II	3	SDV 100	College Success Skills	1
Wel 123	Shielded Metal Arc Welding	3	Wel 141	Welder Qualifications Test I	3	MTH 111	Basic Technical Math	3
Wel 150/Drf 166	Welding Print reading	2	Wel 145	Welding Metallurgy	3	Eng 100/111	Basic Occupational Communication	3
Wel 160	Gas Metal Arc Welding	3	Mac 146	Metal/Heat Treatment	2	TBD		
Wel 161/175	Flux Cored Arc Welding	3	IND 137	Team Concepts & Problem Solving	3			
Wel 164	Gas Metal Arc Welding (TIG)	3	WEL126/166	Pipe or Advanced GTA Welding	3			
	Total	17		Total	17		Total	7
Notes:								
We also have a four-class Fundamentals Certificate for dual enrolled high schoolers: Wel 120, 123, 124 & 160								
Students can earn AWS Certification in Flux Cored Welding after completing Level 1								
Students can earn AWS Certification in Shielded Metal Arc Welding after completing Level 2								
We currently do not offer a Level 3								

CVCC currently has strong relationships and existing agreements with each of our regional school divisions. CTE courses are offered both on campus and at local high schools for various programs. For each of the G3 program pathways every effort has been made to promote and offer Level 1 or FastForward credentials to any interested high school student. All regional K12 partners have indicated support for G3 program development. Dual enrollment agreements are signed by the local school division superintendents (or designee) and the CVCC president on an annual basis.

Agreements *specific to the CVCC CTE Academy* dual enrollment options with each school division have been drafted by the G3 Program Director.

DRAFT**MEMORANDUM OF UNDERSTANDING**

Between

Central VA Community College and Campbell County Public Schools

THIS MEMORANDUM OF UNDERSTANDING (hereinafter referred to as "MOU") is made and entered into by and between Central Virginia Community College (hereinafter referred to as "CVCC"), and Campbell County Public Schools, (hereinafter "CCPS").

WHEREAS, the parties to this MOU desire to establish a G3 (Get Skilled, Get a Job, Give back) Career and Technical Education (CTE) Academy by the Fall 2020 academic year, serving grades 9–12, and provide for Dual Enrollment Credit college courses for high school students in accordance with Code of Virginia § 23.1-2906.1. Dual enrollment; high school equivalency; workforce training.

WHEREAS, under this MOU, CTE Academy students will be allowed to earn both a high school diploma as well as a post-secondary credential simultaneously. The student will be able to earn a stackable credential that includes Level I, II, and III certificates; credit hours toward an Associate of Applied Science (AAS) degree; or an AAS degree; and

WHEREAS CTE Academy Pathways will prepare high school students for successful career and educational futures through integration of high school, college, and the world of work; improve academic performance and self-concept; and increase high school and college/university completion rates;

WHEREAS: CVCC and CCPS are authorized by state law to establish and enter into agreements for dual enrollment credit programs;

NOW, THEREFORE, the parties to this MOU mutually agree to the following:

1. Guiding Principles:

The CVCC and CCPS alliance will function on the following principles:

- a) Establishment of a mutually beneficial partnership between CVCC and CCPS that allows a flexible and creative response to the organizational, mission, and fiscal needs of both institutions.
- b) Collaboration in planning, implementation, and continuous improvement of CTE Academy programs including the provision for faculty, staff, and administration, curriculum development; training and student services.
- c) Provision of rigorous college readiness, dual enrollment credit, and technical training courses.
- d) Financial collaboration that addresses costs of both partners and assists each in obtaining necessary funds from local, state, federal and private/foundation sources to operate the CTE Academy successfully.

- e) Classes and activities of the CTE Academy held on the CVCC grounds have students integrated on an age-appropriate basis in campus facilities and college co-curricular activities.
- f) Shared use of facilities including classrooms, labs, offices and libraries that reduces operating costs and promotes collaboration of students, faculty, staff, and community members in program success.
- g) Selection of students based on the intent of the program and those that reflect the diversity of the region serviced by the CTE Academy.

2. Scope of Agreement and Limitations of Authority:

The Scope of the Agreement and the parties agree as follows:

A. Governance:

(1). The CTE Academy will:

- a. be governed by CVCC and subject to CVCC's state and federal policies; and
- b. have the autonomy to operate as a separate entity; and
- c. operate within the normal operating hours of the College during a regular school day.

(2). The Principal/Program Director:

- a. Will have the authority to implement:
 - [1]. governance
 - [2]. staffing
 - [3]. budget
 - [4]. student assessment, curriculum and scheduling;
 - [5]. professional development;
 - [6]. access to school and student data for CTE Academy college students with permission of CVCC; and,
 - [7]. parent and community involvement consistent with the mission and needs of the school.
- b. Will report to the CVCC President;
- c. Will be the primary contact of and spokesman for the CTE Academy with the community and CVCC partners.

(3). CTE Academy Steering Committee:

- a. Serves as an advisory committee to the Principal/Director in establishing policies and developing a coherent program across participating institutions.
- b. Membership on the Steering Committee will include, but not be limited to, representatives of the Local School Divisions, CVCC, the CVCC boards of trustees, local workforce board representatives, and business and industry representatives. The specific membership of the Committee will be determined by the CVCC President.
- c. The Steering Committee will have a composite of no more than 20 members.

(4). CTE Academy Advisory Committee:

The CTE Academy Advisory Committee will be a community-based advisory committee selected by the Principal/Director:

- a. To meet at least quarterly to provide assistance:
 - [1]. in assessment of instructional and programmatic activities;

- [2]. to identify problems, issues and challenges; and,
 - [3]. to make recommendations to the Principal/Director for effective coordination and collaboration in the planning and continual development of the CTE Academy program.
 - b. Will be comprised of a maximum 20-member Improvement Team to include:
 - [1]. Public school administrators;
 - [2]. CVCC faculty
 - [3]. Community members;
 - [4]. Business/industry representatives; and
 - [5]. Parents/Academy Stakeholders
- B. Awarding Credit for Courses. CVCC will award credit for courses which have been agreed upon and have been approved. These courses shall have been evaluated and approved through the official College curriculum approval process in accordance with Virginia Community College System requirements and shall be at a more advanced level than courses taught at the high school level.
- C. Duties of Central Virginia Community College. The College shall have the following duties:
 - (1). Involve full-time faculty who are teaching in the appropriate disciplines in overseeing CVCC course selection and implementation in the high schools and CTE Academy;
 - (2). Ensure that course guidelines are followed;
 - (3). Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
 - (4). Ensure the program pathway curriculum includes the required minimum 16 and maximum 20 credits per G3 Level I, II, and III;
 - (5). Designate personnel to monitor the quality of instruction in order to assure compliance with the agreed upon course outline and based on the standards established by the State, applicable Accrediting Body, the College and Local School Divisions;
 - (6). Pay salaries of instructors who teach college courses;
 - (7). Secure the selection of the CTE Academy Administrator(s); and
 - (8). Provide vertical and horizontal articulation support for the CTE Academy Steering Committee, Advisory Committee, faculty and students.
- D. Duties of CCPS. CCPS shall have the following duties:
 - (1). Involve College Faculty who teach dual credit courses in design and implementation of these courses to assure that course goals enable students to master the Virginia Standards of Learning.
 - (2). Pay the salaries of instructors employed by CCPS who teach in the high school; and
 - (3). Ensure that all CCPS high school courses are in the students' Individual Graduation Plan for Dual Enrollment Credit.
- E. Faculty. Faculty will be provided by CVCC and CCPS.

- (1). Faculty provided by the College:
 - a) must meet the College's academic requirements;
 - b) will teach College Dual Enrollment Credit courses.
- (2). Faculty provided by CCPS:
 - a) must be designated by the Chief Academic Officer as a College Adjunct faculty;
 - b) will teach College Dual Credit courses.

F. Classroom and Office Facilities.

- (1). Courses will be conducted at CVCC and within the Campbell County Public Schools.
- (2). High school CTE courses will be conducted at the Campbell County Technical Education Center.
- (3). CCPS shall provide office space for a college liaison if requested.
- (4). CVCC shall provide office space for use by CTE Academy faculty and staff.
- (5). High School students, faculty, and staff shall have access to instructional and non-instructional resources available on the campus of the College, in keeping with the guiding principles enumerated earlier.

G. Tuition and Fees. The College will receive tuition and fees for high school students enrolled in College courses based on the courses agreed upon.

H. Books and Supplemental Materials.

- (1). Only College approved textbooks, syllabi, and course outlines, applicable to the same courses taught by the College or other instructional venues, shall apply to the courses available under this MOU.
- (2). All textbooks and supplemental materials required for CTE Academy classes, as determined by the agreed upon courses, shall be provided in accordance with previous dual enrollment agreements.
- (3). College approved textbooks purchased by CCPS may be used for the time period consistent with CVCC practices.

I. Recruitment and Enrollment of Students.

- (1). Student recruitment of eighth graders will occur annually.
- (2). CVCC will assist with recruitment, enrollment and retention, upon request, for all students who are qualified and wish to register for the CTE Academy.

J. Instructional Calendar. CVCC and CCPS will establish an instructional calendar that is consistent with the needs and requirements of both parties. The College calendar and operational hours shall take precedence over the CCPS calendar and operational hours.

K. Student Code of Conduct. CTE Academy students, faculty and staff shall adhere to:

- (1). Policies of CCPS;
- (2). Policies of the College;

- (3). Policies in the CCPS Board of Education Policies and Administrative Procedures Manual; and
 - (4). Security measures and procedures in the same manner as those required of and provided for other CVCC on-campus students.
- L. Media and Public Relations. Media and public relations regarding the CTE Academy will be managed according to CVCC and CCPS protocols.
- 3. Indemnification. To the extent permitted under Virginia law and without waiving any defenses including governmental immunity, each party to this MOU agrees to be responsible for its own acts of negligence, which may arise in connection with any all claims for damages, costs and expenses to person or persons and property that may arise out of or be occasioned by this MOU or any of its activities or from any act or omission of any employee or invitee of the parties of this MOU. The provisions in this paragraph are solely for the benefit of the parties to this MOU and are not intended to create or grant any rights, contractually or otherwise to any third party.
- 4. Term: Subject to prior termination or revocation of this MOU as provided in section 5 of this MOU, the initial term of this MOU is in full force and effect for a period of one (1) year. This MOU begins on the date of signature by both parties and continues through the initial term and any subsequent renewal terms. It may be renewed for (2) one-year terms. At least one hundred twenty (120) days before the expiration of the initial term and any subsequent renewal terms, CVCC shall review this MOU and CCPS may renew this MOU on approval of the College.
- 5. Right of Revocation: Either party may terminate this MOU on 120 days' written notice to the other party. Termination may occur upon the breach of this MOU by one of the parties. A breach of this MOU includes, but is not limited to, a violation of the policies and rules of the College, the making of a misrepresentation or false statement by one of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party has 30 days to cure the breach. If this MOU is terminated during an academic term, students enrolled in classes under this MOU will be allowed to finish their coursework and receive appropriate course credit.
- 6. Assignment: Neither party may assign their interest in this MOU without the written permission of the other party.
- 7. Limitations of Authority:
 - A. Neither party has authority on behalf of the other except as provided in this MOU. No other authority, power, partnerships, use of rights are granted or implied.
 - B. This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between CVCC and CCPS. Any representations, promises, or guarantees made but not stated in the body of this Agreement are null and void and of no effect.
 - C. Neither party may make, revise, alter or otherwise diverge from the terms, conditions or policies which are subject to this Agreement without a written amendment to this Agreement.

- D. Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.
8. Waiver: The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.
9. Applicable Law: This Agreement and all materials and/or issues collateral thereto shall be governed by the laws of the State of Virginia applicable to contracts made and performed entirely therein.
10. Venue: Venue to enforce this Agreement shall lie exclusively in Lynchburg, VA.
11. Miscellaneous Provisions:
- A. Neither party shall have control over the other party with respect to its hours, times, employment, etc. However, CVCC operational hours and calendar shall take precedence.
 - B. The parties warrant that their mutual obligations shall be performed with due diligence in a safe and professional manner and in compliance with any and all applicable statutes, rules and regulations. Parties to this MOU shall comply with all Federal, State, and local laws.
 - C. If the Virginia Community College System or CVCC accrediting body adopts new guidelines or CTE Academy programs during the term of this MOU, the new guidelines shall prevail.
12. Notice: Notices given pursuant to this Agreement shall be sufficient if actually received and sent by certified or registered mail, postage fully prepaid to:

CENTRAL VIRGINIA COMMUNITY COLLEGE

CAMPBELL COUNTY PUBLIC SCHOOLS

President

Superintendent

Date

Date

DRAFT**AGREEMENT FOR THE DEVELOPMENT AND SUPPORT OF
A G3 CAREER-TECHNICAL EDUCATION ACADEMY**

This Agreement ("Agreement") for the development, support, and operation of the G3 Career-Technical Education Academy is effective as of [date], by and between the [Local School Division Partner], with principal offices located at [location/address]; Central Virginia Community College (CVCC), with its principal office located at 3506 Wards Road, Lynchburg, VA; and [Employer] with its principal office located at [location/address]. Each CTE Academy Partner is referred to herein individually as a "Party" and collectively as the "Parties".

WHEREAS, [School Local School Division Partner], [CVCC], and [Employer] wish to enter into an agreement to set forth their continuing rights and obligations with respect to the development, support, and operation of the G3 Career-Technical Education Academy;

NOW THEREFORE, in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

I. OVERALL ACADEMY MODEL

The Parties agree to collaborate in developing, supporting, and operating the CTE Academy. The Academy's mission is to provide students with an education that begins in grade 11; continues through high school completion with a high school diploma; and culminates in attainment of an associate degree; thus, preparing students to succeed in college and career. The program also includes authentic work experiences designed to prepare students for entry level and skilled positions in the pathways offered.

The Academy's curriculum and support program is designed to assist a wide range of students in earning a high school diploma; completing skills training; pursuing an associate degree; and gaining the work experience needed for career-track employment in the designated pathways.

The Parties will work cooperatively to periodically develop, evaluate, and revise a G3 Curriculum Plan, which will identify specific high School and college courses and work experiences that students will participate in each year as part of their regular Academy program. This plan will serve as a blueprint for curriculum development and programming for students and staff.

II. GOVERNANCE

The CTE Academy will be serving public school students and, as such, must follow all policies and procedures outlined in the [Local School Division] regulations. The Director of the Academy is responsible for day-to-day decisions regarding the operation and management of the Academy. The Director is a CVCC employee, and the selection of the director is governed by CVCC regulations. For the duration of this Agreement, [Local School Division] and [Selected Employers] shall also have input in the Director selection process. According to CVCC policy, the director will be supervised by the president of the college.

The Academy must follow all CVCC policies governing the college courses in the established curriculum, including, but not limited to, selection of courses and faculty, awarding of credit, student eligibility for courses, and discipline of students and faculty in connection with the courses.

A Steering Committee consisting of representatives from all the Parties shall oversee the development and ongoing support of the Academy. In matters to be decided by the Steering Committee, members shall each have a single vote.

The Steering Committee shall meet at least four times a year and as often as needed to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise, and make recommendations regarding more effective coordination and collaboration. The Steering Committee shall address the G3 Curriculum Plan, the overall quality and outcomes from the college courses and other aspects of the Academy, the budget, and other issues related to relationship between the Parties. The Steering Committee is empowered to suggest revisions to this Agreement on matters of the Academy's program focus. In cases where the Steering Committee is unable to resolve issues pertaining to the Academy, it will escalate issues in writing to the CVCC Board of Trustees.

III. ROLES AND RESPONSIBILITIES

A. [Employer] Responsibilities:

1. [Employer] will be committed to the full implementation of Overall Academy Model as outlined in Section I.
2. [Employer] will ensure that every participating student receives mentoring from an industry professional, including an opportunity to communicate in writing or online and face-to-face interaction on at least two occasions per year.
3. [Employer] will make available line supervisors and Human Resources managers to identify the appropriate entry-level positions students at the Academy may qualify for upon graduation; work with the other Parties to map the key skills needed to succeed in those positions; and strongly consider students at the Academy for those employment opportunities.
4. [Employer] will identify a dedicated staff person to manage [Employer]'s responsibilities. This staff person will, among other duties, coordinate site visits to [Employer] facilities, recruit and match mentors to students, identify appropriate internship opportunities, and support teachers and faculty in developing appropriate curricula.
5. [Employer] will help define and provide opportunities for appropriate workplace experiences (e.g., design projects, visits, speakers, internships, and apprenticeships) to prepare students for the world of work based on the Curriculum Plan. It is anticipated that each student in the Academy will participate in one to three internship experiences during his or her enrollment period. [Employer] will provide a minimum of ten (10) internship opportunities each year to students from the Academy. [Employer] will assist the Academy staff in identifying additional organizations in the [X] field to ensure that each student has the opportunity to participate in multiple internships during the course of the program.
6. [Employer] will work with staff and the other Parties to develop a coherent plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. [Employer] will help identify high-quality occupation- related projects and curriculum that may be incorporated into the academic program.
7. [Employer] will allow CVCC, [Local School Division], and the CTE Academy staff and students appropriate access to [Employer] facilities in support of program activities, including, but not limited to, internships, job shadowing, mentoring, and other "real- life" work experiences for students.

B. CVCC Responsibilities:

1. CVCC will be committed to the full implementation of the Overall Academy Model as outlined in Section I.
2. CVCC will allow the Academy staff and students access to college facilities relevant to the academic success of the students.

3. CVCC will work with the Academy staff and the other Parties to develop a coherent plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. CVCC will identify specific courses needed to meet G3 Levels with credentials, earn a CVCC Career Studies Certificate, and/or obtain an associate degree including opportunities for credit-bearing courses no later than 11th grade. CVCC will also ensure that those courses are available at a time and place that is accessible to students in the Academy, and work cooperatively with other parties to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two.

4. CVCC faculty will collaborate with the Academy teachers to ensure alignment and appropriate supports between high school and college-level courses. CVCC faculty will work with [Employer] to ensure that coursework is aligned to relevant technical skills and competencies.

5. CVCC will be responsible for ensuring college credit-bearing courses meet the rigor and standards of the college. As such, college courses offered to students at the Academy will be governed by the following:

- All courses offered for college credit must be regular CVCC courses, developed and approved by CVCC faculty, approved through CVCC governance, and listed in the CVCC course catalogue. The course syllabus determines course content, required textbooks, assessments, and policies on attendance and grading.
- All instructors of college-level courses must meet CVCC's academic requirements and are subject to the approval of the relevant CVCC department chairperson in consultation with the Academy Director. In some instances, high school Academy teachers (who are [Local School Division Partner] employees) may meet the requirements for college-level instruction. If [Local School Division Partner] employees teach college level courses as part of their regular teaching load, they are not eligible for additional compensation.

6. CVCC will work with the Academy to collect data on college course-taking and experiences for submission to the proper database. CVCC course registration must be entered in all suitable college systems using appropriate program codes.

7. CVCC will provide dedicated staff to work on the initiative, including a college liaison who has the authority to coordinate with the Academy on their behalf.

8. CVCC will coordinate with the Steering Committee to assure that the relevant degree is accessible to students and their families, developing a financial plan to cover the cost of instruction (which may be less than published tuition rates), to access all available sources of financial aid and to cover fees, textbooks and all other costs from public funding, grants, scholarships, etc.

C. [Local School Division Partner] Responsibilities:

1. [Local School Division Partner] will be committed to the full implementation of the Overall Academy Model as outlined in Section I.

2. [Local School Division Partner] will work with the Academy staff and the other Parties to develop a seamless and coherent plan of courses and workplace experiences that enables students to successfully meet the goals outlined in the program model. [Local School Division Partner] will work to develop a rigorous and engaging curriculum that prepares students for college-level coursework and workplace experiences.

3. [Local School Division Partner] will establish a workplace readiness culture for all students at the Academy, which requires engaging students in instruction on key academic and personal behaviors such as time management, collaboration, problem-solving, leadership, study skills, communication, and work ethic.

4. [Local School Division Partner] will help define appropriate workplace experiences (e.g., design projects, job shadowing, internships, and clinical practice) that will support students gaining key skills needed in the [X] field.
5. [Local School Division Partner] will allow CVCC and [Employer] faculty and staff appropriate access to the Academy to support program activities, along with other appropriate [X] industry leaders and members of leading nonprofit organizations.
6. [Local School Division Partner] will ensure that students of all backgrounds and abilities are eligible to attend the Academy. [Local School Division Partner] will ensure that prior academic performance shall not be considered a barrier during the admissions process.
7. [Local School Division Partner] will provide regular operating funds to the Academy in the same manner as other [city] public Academies. [Local School Division Partner] will identify additional funding streams that may be available to the Academy, including but not limited to federal Perkins program funding.
8. [Local School Division Partner] will support the Academy Director in identifying qualified staff to teach in the Academy.
9. [Local School Division Partner] will provide appropriate and relevant ongoing professional development for the Academy Director and staff. [Local School Division Partner] will share best practices from other [city] public Academies that effectively serve a wide range of high school students in achieving college and career readiness.

IV. TERM AND TERMINATION

A. The Term shall begin as of [date] and end on [date]. This Agreement may be renewed by written agreement of the Parties.

B. Termination:

1. This Agreement may be terminated by agreement of [Local School Division Partner] and CVCC upon not less than ninety (90) days' prior written notice to [Employer]
2. [Employer] may terminate its participation in this Agreement upon not less than six (6) months' prior written notice to [Local School Division Partner] and CVCC.
3. In the event of a material breach of this Agreement by [Employer], [Local School Division Partner] and CVCC may jointly provide [Employer] written notice of such breach, and [Employer] shall have a period of thirty (30) days to cure the breach. If [Employer] fails to cure the breach within the cure period, [Local School Division Partner] and CVCC may jointly terminate [Employer]'s participation in this Agreement upon not less than thirty (30) days' prior written notice to [Employer].

DATE: _____

SIGNATURE OF CVCC REPRESENTATIVE

PRINTED NAME

SIGNATURE OF EMPLOYER REPRESENTATIVE

PRINTED NAME

SIGNATURE OF LOCAL SCHOOL DIVISION REPRESENTATIVE

PRINTED NAME

DRAFT**MEMORANDUM OF UNDERSTANDING**

Between
Central Virginia Community College
Lynchburg, VA, USA

And

(Insert Entity Name, City and Country)

This Document is executed in recognition of the cooperation between **Central Virginia Community College (CVCC)** and **(Entity)**

WHEREAS, **CVCC** and **(Entity)** recognize the benefits to be gained through further cooperative programs that promote sustainable educational activities and employment opportunities, and

WHEREAS, this MOU is intended to stimulate and facilitate the intellectual, educational and skill development of both institutions, and

WHEREAS, it is the objective that the G3 (Get Skilled, Get a Job, Give back) Career-Technical Education (CTE) Academy is a strategic priority and both institutions shall take steps to ensure that students and faculty, employers and employees are well prepared for the challenges and opportunities of an increasingly interconnected world, which shall include faculty/employee in-service training opportunities, student engagement activities, collaborative research and projects, and other mutually agreed upon educational programs.

NOW THEREFORE, in consideration of the premises and the mutual promises herein contained, and the intending to be legally bound thereby, the Parties agree as follows:

1. RELATIONSHIP OF THE PARTIES

At all times under this Agreement, the Participant institutions shall be considered independent contractors. Nothing contained herein, nor any course of action or failure to act shall be construed to create a partnership, joint venture, common business association, or any other similar entity: nor shall any such action or failure to act be deemed to create an employer-employee or agent-servant relationship between the Parties. The parties and those within its employ shall not be considered employees of **CVCC** for any purpose whatsoever.

2. SCOPE OF WORK – This agreement or MOU covers the following:

2.1 Each participant entity shall identify a contact person to co-ordinate the development and execution of any joint activities.

At (name of entity) this person will be: **(Insert name and title)**

At **CVCC** this person will be **(Insert name and title)**

- 2.2 Should the specific individuals named above change, the institution shall immediately notify the other institution of such change and provide an alternative contact individual.
- 2.3 Either party may initiate proposals for activities under this MOU. No proposal shall be instituted without the full approval of the other participant which shall be in writing. Specific details of any activity shall be set forth in Supplemental Amendments to this MOU which shall become addendums to this MOU upon signing by the authorized signatory at each institution. These documents will include details of the planned activities, budgets and sources of funding, the responsibilities of each party for the agreed upon activity, and other items necessary for the efficient achievement of the activity. All Amendments will be negotiated, mutually agreed to, and formalized in writing, prior to the commencement of a particular program or activity.
- 2.4 Both institutions will conduct an ongoing evaluation of the activities outlined in this MOU and its addendums. Results of the evaluation will be shared by the two institutions and will be used to propose improvements to the terms of the agreement or extensions to those terms. Any changes to the terms must be approved or ratified by each institution in writing.
- 2.5 Each participating entity shall be responsible for providing adequate resources necessary to carry out the approved activities.
- 2.6 Each participating entity/individual shall be instructed to have the valid credentials necessary to comply with the regulations and requirements of the proposed program or activity.
- 2.7 Each participating entity shall perform the work or activity under this Agreement or any amendment to this MOU with a degree of care, skill, and competence that, at a minimum, is ordinarily exercised by other professionals who perform the same or similar services.
- 2.8 Activities shall be provided and performed in a timely manner in accordance with the schedule that is relevant to the particular activity.

3 COMMENCEMENT, DURATION, RENEWAL, AMENDMENT AND TERMINATION

- 3.1 This MOU shall become effective on the date that it is signed by both parties and shall be valid for a period of two (2) years unless terminated, revoked or modified by mutual agreement between the parties, or terminated for cause by one or both of the parties. This agreement shall not be automatically renewed or extended and can only be renewed or extended by the mutual consent of each party upon the specific terms and conditions that the parties agree upon at the time. Any such modification, extension, or renewal shall be in writing.

- 3.2 This MOU may be terminated for convenience at any time, provided that the terminating party gives written notice of its intention to terminate the MOU at least sixty days prior to the termination. All activity under any other amendment to this MOU may also be terminated in the same manner or certain activities may continue upon the mutual consent of each party if other activities are terminated and shall so be described in writing how such activities will continue.

4 ETHICS

To the best of each participant's knowledge and belief, no part of this agreement has been made as a part of a payment by either participant directly or indirectly to any employee of **Central Virginia Community College**, any person who is a member of the **CVCC** Board of Trustees, or to any person who is a family member or business affiliate of any of the foregoing. No person has received or solicited anything of value from the other participant or any third party in return for influencing or exercising his or her discretion in a particular way with respect to undertaking this MOU.

5 DIVERSITY POLICY

It is the policy of **CVCC** to provide an environment for its students, faculty and administrative employees that is free from illegal discrimination, intrusion, intimidation, or exploitation. **CVCC** will not tolerate any invidious or inequitable treatment of a member of the College Community that is based on race, color, religion, national origin, sex, including sexual harassment, sexual orientation, age, marital status, personal appearance, disability, political affiliation, or on any other classification that is prohibited by law or by **CVCC** policy.

6 INTELLECTUAL PROPERTY RIGHTS

All inventions, discoveries, research results, reports, notes, drawings, designs, technical data, computer software and other copyrightable works created by employees of **CVCC** during the term of this Agreement, MOU or any Activity generated by this MOU shall be the exclusive property of **CVCC**, as work for hire. The College shall have the right, title and interest in all such work products regardless of the medium in which it is stored or prepared.

6.1 Intellectual Property Ownership

6.1.1 Unless otherwise agreed by the parties in writing:

- 6.1.2 Intellectual Property created solely by personnel or students of one party shall be owned in accordance with the policies and procedures of that party;
- 6.1.2 Intellectual Property created jointly by personnel or students of more than one party shall be owned jointly, subject to the policies and procedures of the relevant parties; and,
- 6.1.3 In the case of joint ownership of Intellectual Property, the relevant parties will in good faith endeavor to establish a joint ownership agreement regarding the allocation and terms of exercising that joint ownership, taking into account the relevant contributions of the parties.
- 6.1.4 All terms shall be negotiated on a mutual basis prior to the start of the collaborative project in question and in accordance with the policies of each institution.

7 PUBLIC RELATIONS

All public relations or publicity activities and announcements about the existence of this MOU, the scope of work, or any activities or the subject matter of this Agreement shall be subject to the sole management and control of **Central Virginia Community College**, however, no information shall be publicly shared by **CVCC** without first notifying the other participant to this agreement.

8 CONFIDENTIALITY OF INFORMATION

Central Virginia Community College is a public institution of higher education in the United States of America and is subject to certain public information laws which compel it to release upon request documents or other written information that documents the business of this institution. Some or all of the information generated by this MOU and any activity undertaken with other participants may be subject to disclosure to the general public if requested and it is not otherwise exempted from being public information.

9 TAXES

Participants to this MOU agree that each shall be responsible for their own tax liability, if any that is relevant to the activities undertaken by students, faculty or staff under this MOU or any activity agreement.

10 INTERPRETATION

There is nothing in this MOU that should be construed to hold the parties to be legally bound to the other parties' jurisdiction, or governmental forum. The parties shall seek to support and promote the spirit of this MOU to encourage external collaboration, and to facilitate as much as possible the academic progress, skill development, and employment potential for participating students, faculty, employers and employees.

11 SIGNATURES

Signed on behalf of
Central Virginia Community College

1. (Authorized **CVCC** Administrator)

Signature:

(President)

Date:

Signed on behalf of
(Insert name of entity)

1. **TBD**

Signature:

(President)

Date:

CVCC secured an external researcher, Public Policy Associates (PPA), Inc., for the G3 Capacity Building Grant. PPA engaged with regional stakeholders to identify CTE academy program demand. The summary report begins below:

Prepared for
Central Virginia Community College

Central Virginia Community College Employer Needs Assessment



Public Policy Associates, Incorporated is a public policy research, development, and evaluation firm headquartered in Lansing, Michigan. We serve clients in the public, private, and nonprofit sectors at the national, state, and local levels by conducting research, analysis, and evaluation that supports informed strategic decision-making.

119 Pere Marquette Drive, Suite 1C, Lansing, MI 48912-1231,
(517) 485-4477, Fax 485-4488, www.publicpolicy.com

Introduction

As part of Governor Northam's Get Skilled, Get a Job, Give Back (G3) initiative, Central Virginia Community College (CVCC) and the G3 Career-Technical Education Academy Planners worked with Public Policy Associates, Inc. to develop and field a training and skills needs survey with local employers. The survey was designed to gather information that would allow the CVCC team to better understand the skills and training that are needed for employment within local industries and better prepare students entering the workforce.

Over five hundred and eighty businesses in the CVCC service area as well as contacts from local workforce boards, education, and local government were invited to share their perspectives through an online survey. Invitations to the survey were also sent out by the Lynchburg Regional Society for Human Resource Management (LRSHRM) and the Lynchburg Regional Business Alliance. In all, 196 employers (approximately 33% of those invited) provided information through the survey.

Demographics

Businesses and contacts that were surveyed surround the CVCC service area, as shown by the area outlined in red in Figure 1. The darker areas of the map represent higher densities of respondents. The area with the highest response rate was around the City of Lynchburg. While some of the respondents provided a zip code from outside the CVCC service area, these responses are still included as respondents may represent businesses located within the service area.

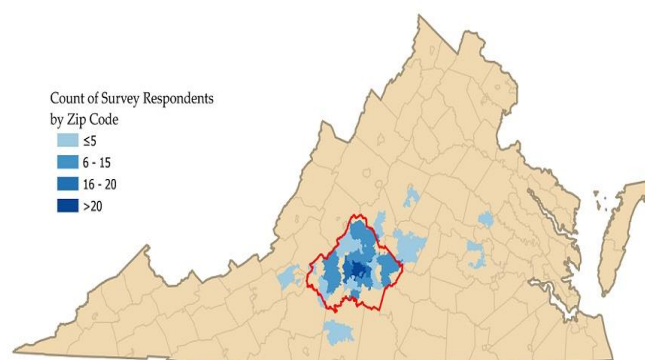


Figure 1. Survey Response by Zip Code

A majority of the respondents are employed in the engineering and manufacturing industry (26%). As shown in Table 1, the sectors with the next greatest representation in the survey came from the health care sector (12%) and federal, state, and local government positions (11%). Construction, public safety, and education all contributed approximately 10% of responses each.

Table 1: Participant Industry Sectors

Industry Sector*	Percentage
Engineering/Manufacturing	26%
Health Care	12%
Government (Federal, State, Local)	11%
Building/Construction Trades (Carpentry, HVAC, Plumbing, Electrical, Etc.)	10%
Public Safety (Law Enforcement, Corrections, Fire, EMS)	9%
Education (K-12 and Postsecondary)	9%
Financial Services/Insurance	7%
Business (Administration, HR, Sales, Marketing, Advertising)	6%
Food & Beverage/Hospitality	6%
Social Services	4%
Information Technology	1.5%

*Percentage does not equal 100% due to rounding.

As seen in Figure 2 below, more than half of the respondents indicated that they currently are in supervision or managerial roles (32%) or a human resources director/personnel manager position (26%). Other roles described by survey respondents included specialists, assistants, faculty, recruiters and trainers, and coordinators (25%).

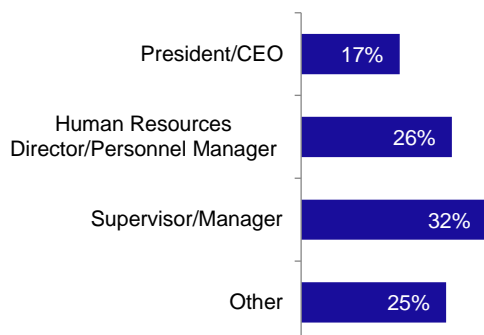


Figure 2. Role in Organization

The pool of respondents leans heavily toward larger companies, with nearly 60% reporting that they work in companies with a capacity of 100 or more employees. As seen in Figure 3, the next largest representation comes from small organizations, with 15% reporting that they are working in a company that has between 1 and 25 employees.

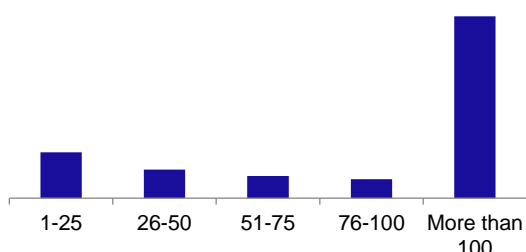


Figure 3. Employment Level of Respondent Firms

Projected Hiring Needs

Industry Testing and Credentials

Although many respondents indicated that taking an industry-specific test prior to employment is dependent on the type of position, 30% indicated that at least some prospective employees are required to take an industry-specific test for employment. Some of the specific industry testing mentioned included:

- Safety, security, and industrial technology
- Welding, mechanics, HVAC, backflow, plumbing, soldering, and construction
- Phlebotomy, lab technology, nursing, radiology, pharmacy technician, and medical coding
- Teaching, law enforcement, and EMT

Some respondents noted that while their organization does not necessarily require industry-specific testing, the company does conduct in-house testing to assess the abilities of the potential employee. Examples of such testing included personality assessments, skilled-trades demonstrations, basic knowledge in math, computers and social media platforms, as well as writing and verbal assessments.

Half of respondents (50%) indicated their organization requires an industry-recognized certification or credential as a condition of their employment. This need was most common within the skilled trades (carpentry, HVAC, plumbing, electrical, building and construction) and health care industries. Among those industries, the following certifications or credentials were listed:

- Journeyman license, HVAC Technician, backflow, and welding certifications
- CPA, CDL, DOT, ACI, NICET and AutoCAD certifications
- EMT and Paramedic, AEMT, ACLS, CPR, and EVOC
- MLT certification, LPN and RN credentials

Education Levels and Skills

Regardless of industry, respondents suggested that finding qualified applicants with an academic associate degree or a CTE diploma or certificate can be difficult. As shown in Figure 4, the weighted averages of the responses—where “a lot of difficulty” =3 and “no difficulty” = 1—indicate that most respondents feel there is only some difficulty finding qualified applicants with the given credentials, with the most difficult being those with an academic associates degree and those with a CTE diploma or certificate.

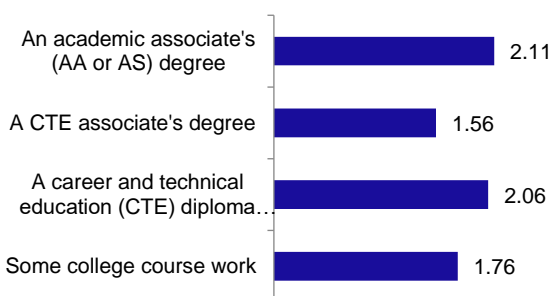


Figure 4. Difficulty Finding Credentialed Candidates in Last 12 Months

Looking two years into the future, a large proportion of respondents (47%) indicated the need for applicants with a CTE diploma or certificate will stay relatively similar to their need now. In fact, across all industries respondents indicated the need for qualified applicants with any level of education will stay about the same in two years as the need for them today.

Respondents were also asked about challenges finding candidates with certain employability, or soft, skills. Table 2 shows the combined responses for those who reported having a lot of difficulty or some difficulty finding qualified applicants with these skills. Across all industries, respondents indicated that it is most difficult to find employees that have problem-solving skills, occupational knowledge related to the job, the ability to apply their occupational knowledge, and applicants who demonstrate good work ethic. It appears that reading, writing, and computer skills are less of a concern for these employers, but responses indicate that there is room for substantial upskilling of the workforce in most of these areas.

Table 2: Skills Difficult for Organizations to Find Among Applicants (A lot and Some Difficulty)

Skill	Percentage
Problem-solving skills	59%
Application of occupational knowledge related to job	58%
Occupational knowledge related to job	56%
Demonstrates good work ethic	56%
Seeks to continuously improve performance	54%
Accepts advice, supervision, and constructive criticism	54%
Completes work in accordance with quality standards	52%
Organizational skills	49%
Interpersonal skills (one-on-one)	49%
Works effectively within a team or group	49%
Use/operation of equipment, tools, and material (other than computer)	47%
Listening and speaking skills	46%
Customer focused	45%
Math skills	40%
Professional appearance	38%
Computer skills	34%
Reading and writing skills	28%

Training

The majority of respondents (63%) indicated that they primarily utilize in-house staff training to meet their needs for employee training. While it is often a necessity for companies to train new hires in-house on procedures and processes unique to their company, it is costly and time consuming and can negatively impact productivity. The heavy reliance on in-house training among the respondent companies indicates an opportunity for CVCC to develop training that will help companies defray those costs and free up internal staff for other tasks.

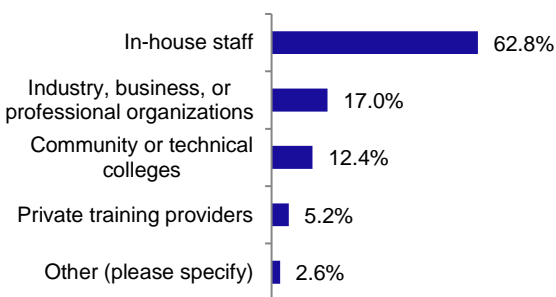


Figure 5. Approaches to Employee Training

In-house training was the most common approach in the Engineering and Manufacturing, Building/Construction Trades, Health Care and Public Safety sectors. Respondents in these sectors also suggested multiple courses and certifications for CVCC to offer. Such courses include the following:

Engineering and Manufacturing

- Electrical Control Engineering
- Software Engineering
- More in-depth electronics courses
- Mechatronics, Industrial troubleshooting, 5Y, 5S

Building/Construction Trades

- Journeyman certification and CTE programs in welding, plumbing, HVAC, and electrical
- Commercial Construction and other construction-related programs
- NCCER trade programs
- AutoCAD, 3D CAD, plan reading, DOT certification

Health Care

- More fast track programs
- Larger respiratory therapy program
- Medical coding and medical entry programs as well as higher-level medical skills programs
- Paramedic, AAS degree in Paramedic

Public Safety

- Criminal justice degrees and DCJS classes

Among the responses, there were also many soft skills and leadership training needs suggested. These may be skills that CVCC might consider for integration into current workforce and academic programming. Some of the needs included were:

- Customer service, professionalism in the workplace, working as a team (being a team player), understanding and responding to leadership
- Time management, fundamentals of business, business communications
- Interpersonal skills, job readiness, and professional appearance
- Leadership skills, public speaking, and communications

Perceptions of CVCC

Overall, respondents are positive about the presence of CVCC and what the college currently offers. As shown in Figure 6, the employers within the service area feel strongly that CVCC is an asset to the region and respondents strongly agreed that their organization would hire graduates from the college. Respondents mostly agreed that the training and education programs available are meeting their needs and more than half of the employers indicated that they have an interest in hosting interns or apprentices from programs at CVCC.

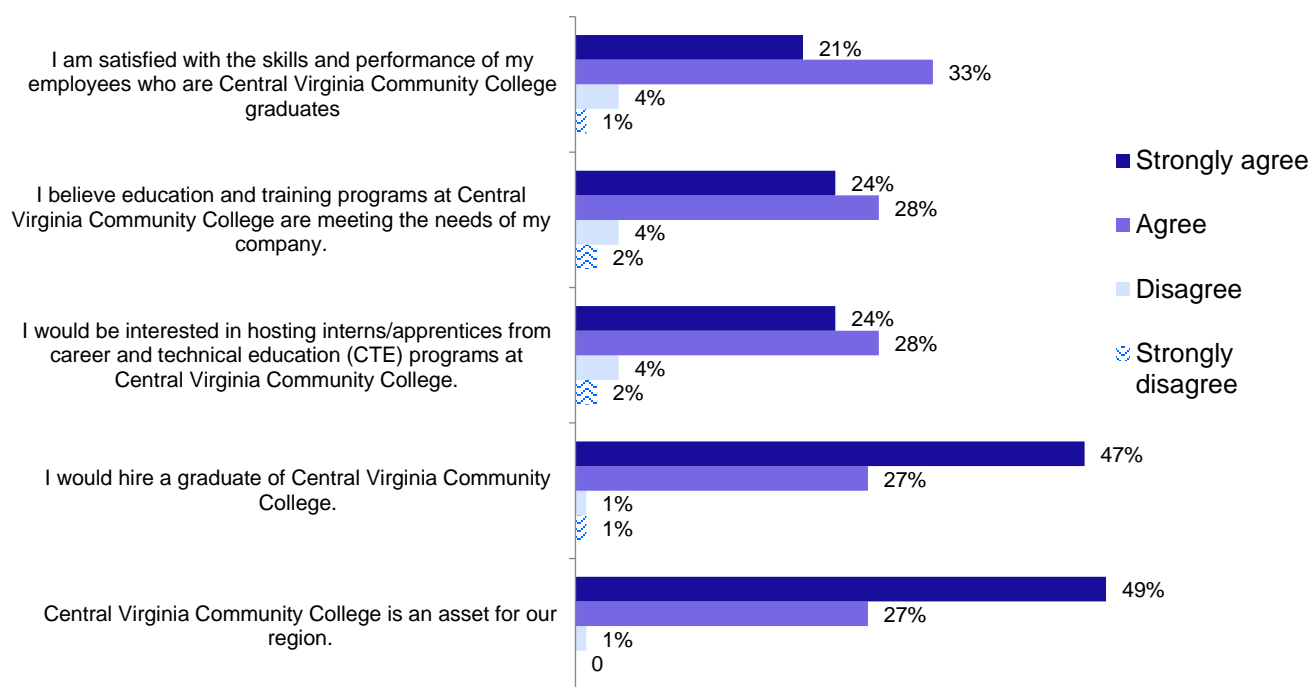


Figure 6. Employer Perceptions of CVCC

Appendix A: Survey Tables

Table A-1: Participant Characteristics

Industry Sector*	Number	Percentage
Engineering/Manufacturing	50	26%
Health Care	23	12%
Government (Federal, State, Local)	21	11%
Building/Construction Trades (Carpentry, HVAC, Plumbing, Electrical, Etc.)	21	10%
Public Safety (Law Enforcement, Corrections, Fire, EMS)	17	9%
Education (K-12 and Postsecondary)	18	9%
Financial Services/Insurance	13	7%
Business (Administration, HR, Sales, Marketing, Advertising)	11	6%
Food & Beverage/Hospitality	11	6%
Social Services	8	4%
Information Technology	3	1.5%
Total	196	100%
Role	Number	Percentage
President/CEO	34	17%
Human Resources Director/Personnel Manager	51	26%
Supervisor/Manager	62	32%
Other	49	25%
Total	196	100%
Size of Company (Number of full-time and part-time employees)	Number	Percentage
1 to 25 Employee	29	15%
26 to 50 Employees	18	9%
51 to 75 Employees	14	7%
76 to 100 Employees	12	6%
More than 100 Employees	115	59%
Not reported	8	4%
Total	196	100%

*Percentages may not equal 100% due to rounding.

Table A-2: Survey Responses

Which of the following represents your greatest hiring need within the next two years? *	Number	Percentage
Entry-level positions requiring no training	5	3%
Entry-level positions requiring short-term (1-5 day) training	20	10%
Entry-level positions requiring less than one year of training	60	31%
Entry- or mid-level positions requiring one to two years of training	72	37%
Other	31	16%
Not reported	8	4%
Total	196	100%
Are prospective employees of your organization required to take an industry-specific test?	Number	Percentage
Yes	60	31%
No	116	59%
Not reported	20	10%
Total	196	100%
Does your organization require any of its staff positions to hold an industry-recognized credential or certification as a condition of employment?	Number	Percentage
Yes	98	50%
No	78	40%
Not reported	20	10%
Total	196	100%
In the last 12 months, did your organization have any difficulty finding qualified applicants for any of the jobs you were trying to fill? *	Number	Percentage
Yes	144	73%
No	32	16%
Not reported	20	10%
Total	196	100%

*Percentages do not equal 100% due to rounding.

Table A-3: How much difficulty has your organization experienced in the last 12 months finding qualified applicants with the different education levels?

Some college course work*	Number	Percentage
A lot of difficulty	10	5%
Some difficulty	38	19%
No difficulty	34	17%
Not applicable	44	22%
Not reported	70	36%
Total	196	100%
A career and technical education (CTE) diploma or certificate	Number	Percentage
A lot of difficulty	26	13%
Some difficulty	43	22%
No difficulty	13	7%
Not applicable	44	22%
Not reported	70	36%
Total	196	100%
A CTE associate degree*	Number	Percentage
A lot of difficulty	23	12%
Some difficulty	26	13%
No difficulty	13	7%
Not applicable	64	33%
Not reported	70	36%
Total	196	100%
An academic associate (AA or AS) degree*	Number	Percentage
A lot of difficulty	17	9%
Some difficulty	54	28%
No difficulty	18	9%
Not applicable	37	19%
Not reported	70	36%
Total	196	100%

*Percentages do not equal 100% due to rounding.

Table A-4: How much difficulty has your organization had finding employees with the following skills?

Occupational knowledge related to job	Number	Percentage
A lot of difficulty	44	22%
Some difficulty	67	34%
No difficulty	9	5%
Not applicable	5	3%
Not reported	70	36%
Total	196	100%
Application of occupational knowledge related to job*	Number	Percentage
A lot of difficulty	38	19%
Some difficulty	76	39%
No difficulty	7	4%
Not applicable	5	3%
Not reported	70	36%
Total	196	100%
Use/operation of equipment, tools, and materials (other than computers) *	Number	Percentage
A lot of difficulty	27	14%
Some difficulty	64	33%
No difficulty	13	7%
Not applicable	22	11%
Not reported	70	36%
Total	196	100%
Reading and writing skills	Number	Percentage
A lot of difficulty	8	4%
Some difficulty	48	24%
No difficulty	54	28%
Not applicable	16	8%
Not reported	70	36%
Total	196	100%
Math skills*	Number	Percentage
A lot of difficulty	15	8%
Some difficulty	62	32%
No difficulty	31	16%
Not applicable	18	9%
Not reported	70	36%
Total	196	100%
Computer skills	Number	Percentage
A lot of difficulty	13	6%
Some difficulty	54	28%
No difficulty	43	22%

Table A-4: How much difficulty has your organization had finding employees with the following skills?

Not applicable	16	8%
Not reported	70	36%
Total	196	100%
Organizational skills	Number	Percentage
A lot of difficulty	16	8%
Some difficulty	81	41%
No difficulty	20	10%
Not applicable	9	5%
Not reported	70	36%
Total	196	100%
Problem-solving skills	Number	Percentage
A lot of difficulty	34	17%
Some difficulty	82	42%
No difficulty	8	4%
Not applicable	2	1%
Not reported	70	36%
Total	196	100%
Completes work in accordance with quality standards	Number	Percentage
A lot of difficulty	14	7%
Some difficulty	89	45%
No difficulty	17	9%
Not applicable	6	3%
Not reported	70	36%
Total	196	100%
Listening and speaking skills*	Number	Percentage
A lot of difficulty	18	9%
Some difficulty	72	37%
No difficulty	27	14%
Not applicable	9	5%
Not reported	70	36%
Total	196	100%
Interpersonal skills (one-on-one)	Number	Percentage
A lot of difficulty	17	9%
Some difficulty	79	40%
No difficulty	26	13%
Not applicable	4	2%
Not reported	70	36%
Total	196	100%

Table A-4: How much difficulty has your organization had finding employees with the following skills?

Works effectively within a team or group	Number	Percentage
A lot of difficulty	10	5%
Some difficulty	87	44%
No difficulty	25	13%
Not applicable	4	2%
Not reported	70	36%
Total	196	100%
Customer-focused	Number	Percentage
A lot of difficulty	20	10%
Some difficulty	69	35%
No difficulty	28	14%
Not applicable	9	5%
Not reported	70	36%
Total	196	100%
Seeks to continuously improve performance*	Number	Percentage
A lot of difficulty	31	16%
Some difficulty	74	38%
No difficulty	17	9%
Not applicable	4	2%
Not reported	70	36%
Total	196	100%
Demonstrates good work ethic*	Number	Percentage
A lot of difficulty	40	20%
Some difficulty	70	36%
No difficulty	13	7%
Not applicable	3	2%
Not reported	70	36%
Total	196	100%
Accepts advice, supervision, and constructive criticism*	Number	Percentage
A lot of difficulty	25	13%
Some difficulty	81	41%
No difficulty	17	9%
Not applicable	3	2%
Not reported	70	36%
Total	196	100%
Professional appearance*	Number	Percentage
A lot of difficulty	17	9%
Some difficulty	57	29%
No difficulty	45	23%
Not applicable	7	4%

Table A-4: How much difficulty has your organization had finding employees with the following skills?

Not reported	70	36%
Total	196	100%

*Percentages do not equal 100% due to rounding.

Table A-5: To what extent will your organization's needs for employees with each type of education listed below change in the next two years?

Some college course work beyond high school*	Number	Percentage
Increase	52	27%
Stay about the same	94	48%
Decrease	7	4%
Not reported	43	22%
Total	196	100%
A career and technical education (CTE) diploma or certificate*	Number	Percentage
Increase	57	30%
Stay about the same	92	47%
Decrease	4	2%
Not reported	43	22%
Total	196	100%
A CTE associate's degree*	Number	Percentage
Increase	46	23%
Stay about the same	95	48%
Decrease	12	6%
Not reported	43	22%
Total	196	100%
An academic associate's (AA or AS) degree	Number	Percentage
Increase	46	23%
Stay about the same	101	52%
Decrease	6	3%
Not reported	43	22%
Total	196	100%

*Percentages do not equal 100% due to rounding.

Table A-6: To meet your employee training needs, do you primarily utilize:

Responses	Number	Percentage
In-house staff	96	49%
Industry, business, or professional organizations	26	13%
Private training providers	8	4%
Community or technical colleges	19	10%
Other	4	2%

Table A-6: To meet your employee training needs, do you primarily utilize:

Responses	Number	Percentage
Not reported	43	22%
Total	196	100%

Table A-7: To what extent do you agree with the following statements?

Central Virginia Community College is an asset for our region.	Number	Percentage
Strongly disagree	0	0
Disagree	2	1%
Agree	53	27%
Strongly agree	96	49%
Not applicable	1	1%
Not reported	44	22%
Total	196	100%
I would hire a graduate of Central Virginia Community College.	Number	Percentage
Strongly disagree	2	1%
Disagree	2	1%
Agree	53	27%
Strongly agree	92	47%
Not applicable	3	2%
Not reported	44	22%
Total	196	100%
I would be interested in hosting interns/apprentices from career and technical education (CTE) programs at Central Virginia Community College.	Number	Percentage
Strongly disagree	3	2%
Disagree	8	4%
Agree	54	28%
Strongly agree	48	24%
Not applicable	39	20%
Not reported	44	22%
Total	196	100%
I believe education and training programs at Central Virginia Community College are meeting the needs of my company.	Number	Percentage
Strongly disagree	4	2%
Disagree	19	4%
Agree	74	28%
Strongly agree	37	24%
Not applicable	18	9%
Not reported	44	22%

Table A-7: To what extent do you agree with the following statements?

Total	196	100%
I am satisfied with the skills and performance of my employees who are Central Virginia Community College graduates*	Number	Percentage
Strongly disagree	1	1%
Disagree	7	4%
Agree	64	33%
Strongly agree	41	21%
Not applicable	39	20%
Not reported	44	22%
Total	196	100%

*Percentages do not equal 100% due to rounding.

The program director and CVCC faculty engaged regional industry stakeholders in the development of the CTE educational pathways. The team identified industry certifications that align to curriculum competencies and disclosed them within the programs. Course credit for prior learning is aligned to industry credentials. Work-based learning opportunities will continue to be developed and incorporated into the Academy programs where feasible.

Employers were also included in the CVCC CTE Academy Summit where the G3 Program Director secured formal, documented endorsements and commitments to provide work-based learning opportunities along with job placement consideration for graduates. See sample letter below:



G3 Career-Technical Education Academy Planning Grant
Central Virginia Community College
3506 Wards Road
Lynchburg, VA 24502-2498

Business/Organization/Institution Name:

Company Representative:

The Central Virginia Community College (CVCC) G3 Career-Technical Education (CTE) Academy Grant Proposal that was accepted by the Virginia Community College System (VCCS) requires written letters of support from area businesses, organizations, and/or institutions in order to meet one or more of the deliverables outlined in the submitted document. Specifically, that section of the proposal reads:

Strategies to incorporate and expand work-based learning opportunities.

The program director and program faculty will engage regional industry stakeholders in the development of the CTE educational pathways. They will identify industry certifications that align to curriculum competencies and disclose them within the programs. Collaboratively, course credit for prior learning will also be aligned to industry credentials. Work-based learning opportunities will be developed and incorporated into programs when possible.

Employers will also be included in the CVCC CTE Academy (Roundtable) Summit where the G3 Program Director will secure formal, documented endorsements and commitments to provide work-based learning opportunities along with job placement consideration for graduates.

Therefore, the company and representative listed above support the establishment of a regional G3 CTE Academy on the grounds of the CVCC campus to serve both adults and dual enrolled students from the surrounding area. In support of this effort; we will explore opportunities for collaboration in one or more of the following areas:

Offer Unpaid Internships	<input type="checkbox"/>
Offer Paid Internships	<input type="checkbox"/>
Offer Cooperative Education Opportunities	<input type="checkbox"/>
Sponsor Apprenticeship(s)	<input type="checkbox"/>
Commitment to Interview Graduates	<input type="checkbox"/>
Commitment to Hire Graduates	<input type="checkbox"/>
Provide Mentors for Student	<input type="checkbox"/>
Provide Facility Tours	<input type="checkbox"/>
Support Mock Interview Events	<input type="checkbox"/>
Provide Classroom Presentations	<input type="checkbox"/>
Provide Faculty Professional Development Opportunities	<input type="checkbox"/>
Serve on Advisory Committees	<input type="checkbox"/>
Approve G3 Programs for Individual Training Accounts	<input type="checkbox"/>
Recruit Clients for G3 Programs	<input type="checkbox"/>
Collaborate on Regional Initiatives	<input type="checkbox"/>
Other:	

Date Submitted: Click or tap to enter a date.

Marketing during the award period included promoting the CVCC CTE Academy and programs to the public using print and broadcast media, including social media. **Grant funds were used to secure a marketing consultant, Access Advertising, Inc., who developed a marketing plan to advertise the CVCC CTE Academy and related CTE programs. The marketing plan will inform marketing activities upon G3 implementation.**



CTE Academy Marketing Plan

PREPARED FOR:
Central Virginia Community College |
3506 Wards Road
Lynchburg, VA 24502

October 30, 2019

Marketing Plan Overview

Central Virginia Community College is engaged in the planning for a regional Career and Technical Education (CTE) Academy for dual-enrollment students, recent high school graduates, as well as unemployed or underemployed adults to earn credentials in targeted industry employment sectors. As part of the CVCC's marketing efforts to promote the CTE Academy, it is important to keep in mind the following critical elements for strategic marketing:

1. There is significant work still to be done to change the conversation around alternative options to a 4-year degree, placing emphasis on educating parents about the values surrounding skills-based training. A misperception and lack of understanding still exists regarding jobs that do not require a bachelor's degree as holding less value in the community and offering limited career and salary options.
2. A long-term effort must be made to reach students earlier in high school in order to build an interest in learning more about career options that require unique training skill sets – reaching parents early is critical.
3. Visualizing outcomes is a critical component for closing the gap between student/parent awareness of the options and creating enough interest to actually pursue the application process. Students must be able to clearly see and anticipate likely outcomes that stem from the practical (what will my salary be?) to the inspirational (what type of work can I create? What impact can I make?).
4. Great opportunity exists for CVCC to leverage its relationships with employers and schools in the community to extend the reach of its marketing and messaging by developing sharable content and engaging its partners to share in the promotion of CTE programs.
5. Emphasis should be placed on leveraging digital tactics as cost-effective, extremely targeted measures to stretch marketing budgets and provide extremely strong ROI. Online channels are the preferred communications source for audiences that CVCC aims to reach for marketing its CTE Academy – particularly Google, Facebook, and YouTube.

The following marketing plan outlines recommended tactics, assuming a \$30,000 budget for creation of any deliverables, as well as execution of media buys. Costs are outlined for media spend and will be outlined upon request for specific management, creation, and execution of tactics based upon CVCC's timeline for promotion but will fall within the approved budget. Specific media schedules are not included pending a formal timeline of the development and launch of the CTE academy sometime in 2020. The following plan assumes a significant focus on pursuing fall enrollment messaging and therefore the majority of tactics are expected to take place in the spring and summer months.

Goal

Implement a multi-pronged marketing plan to create awareness of, and support enrollment efforts for Central Virginia Community College's new regional Career and Technical Education (CTE) Academy.

Deliverables

- Messaging Overview, Target Audiences, and Key Channels
- Strategic Objectives and Supporting Tactics
- Social Media and Content Strategy
- Advertising Campaign including Print, Broadcast, and Digital

Primary Message

Localize G3 messaging to the Lynchburg marketplace: Get Skilled, Get a Job, Give Back (Get Back) *Supportive Messages:*

- The CTE Academy offers opportunity to take advantage of job opportunities in growing local employment sectors – IT, Computer Science, Healthcare, Manufacturing, and Trades.

- There are well-paying career opportunities that do not require a 4-year degree. Communities are strengthened by, and rely upon, many different kinds of work.
- CTE Academy offers fast, affordable educations to get you on a fast-track to a career that suits your skills.

Value Propositions

1. Through CVCC, the CTE Academy has established relationships with local employers and can connect students to job opportunities.
2. Strong collaboration with local high schools and CTE programs introduces students early to a world of possibilities, putting students on the career path that is best suited for them.
3. CVCC is the only community college to host a STEM Academy.

Target Audiences

Audience	Influencers	Channels
High-School Students	Parents, Peers, Teachers, School Administrators, Boss	Instagram, SnapChat, YouTube, TikTok, Outdoor
Parents	School Administrators, Friends/Family, Colleagues	Google, YouTube, Facebook, Local Media
School Counselors/Administrators	Employers, Higher Ed Administration,	Email, Peer Groups, Local Media, Direct Mail, Facebook
Recent HS Graduates	Parents, Peers, Boss	Google, YouTube, Instagram, Facebook, Local Media, Outdoor
Under/Unemployed Adults	Colleagues/Peers, Family, Friends, Employer (where applicable)	Google, YouTube, Instagram, Facebook, Local Media, Outdoor
Local Employers	Professional Networks, Higher Education Administration, Workforce/Economic Partnerships	Google, Email, Facebook, Local Media, Outdoor, Direct Mail

Strategic Objectives

1. Generate interest in CTE programs and build brand awareness
2. Support enrollment efforts to increase applications for credential-based programs by 10 percent
3. Leverage CVCC partnerships with local employers and schools to extend reach of marketing messages
4. Position the CTE Academy as the exclusive source of fast, affordable, quality work training
5. Drive user traffic to CVCC's website for credential-based training information

Tactics

COLLATERAL

Design and produce a brochure that articulates the CTE Academy mission, highlighting specific newly created programming to meet local employer needs, and including testimonials from both students, alumni, and employers in the region.

Distribute at schools, chamber events, professional networking associations, churches, and other community gathering spaces. Supply brochures to all employer and school partners for distribution.

SPECIAL EVENTS

Host a minimum of three events, with at least one occurring off-campus, to allow students, parents, and adults an opportunity for face-to-face discussion and learning.

- On Campus Program Fair
- Career Awareness Events

Pursue sponsorships of and manned tables at key community and professional events:

- High School Football Games
- Contractors Association Social Events
- Chamber Events

SOCIAL MEDIA

Create a planned, programmatic approach to content generation and social media engagement based upon the following core message pillars.

Distribution channels should include Facebook, Instagram, and YouTube. SnapChat and/or TikTok are heavily used by the under-18 crowd and should be considered for future use but will require additional planning and budget allocation to execute possible strategies.

Visualization	WIFM	Outcomes	Personalization
Visually demonstrate/illustrate various work environments and actual work involved.	Focus messaging on clearly articulating the “What’s in it for me” by audience: salary, career path, time to complete, etc.	Bring careers to life by showcasing employee and employer testimonials.	Emphasize the many options available based upon student skills and interest to add credibility to CTE as an alternative to a 4-year degree.

Content recommendations include:

- **Content Calendar:** Develop bi-weekly Facebook posts to promote CTE events, deadlines, and opportunity. Create and distribute tailored versions of the content plan to key employer and school partners
- **Instagram Stories:** Employer takeovers showing a day in the life of specific jobs in the area including showcasing job shadowing programs developed in conjunction with CTE
- **Infographics:** Create graphically inspired displays of salary comparisons and career readiness
- **Blog Content:** Create unique content (minimum 2x per month) to highlight program news

- **Video:** Create short :06, :15, and :30 video ads (see below) to share across all social channels that dispel myths regarding key areas of student interest: on-the-job activity, career opportunity, and salary – target video content to focus on outcomes messaging

Key Performance Indicators:

- **Engagement:** Likes, Shares, Comments, Views
- **Video Call to Action:** Action taken by viewers to click through video content to CVCC's website

ADVERTISING

Radio

30-day radio buy with iHeartRadio to include 10-15 spots per week for four weeks. Secure value-add deliverables including on-air interview and two Facebook posts.

Cost: \$5,000

Pandora/Spotify

Three-month streaming radio buy on targeted Pandora and/or Spotify stations.

Cost: \$950 per month for three months

Print

Four 1-week inserts in Lynchburg News & Advance including one Sunday front page banner ad and one midweek display ads. Run in March, April, May, June.

Cost: \$6,000

Digital

A three-month campaign will allow for time to test and optimize creatives, conversion techniques, landing pages, audiences, and messaging targeted for fall enrollment messaging.

Banner Advertising

Digital display ads will be advertised on the Google Advertising network. Access will also provide the creatives for this campaign as needed.

Access will work with CVCC in order to target specific audiences and demographics. We will target the following audiences:

- Students and parents
- Adults who want a career change
- Employers – making them aware of the academy

CTA link: To Be Determined **Big**

Push Date: Spring 2020

Total Campaign: 3 Months

COSTS	PROJECTIONS
\$805 one-time setup (includes banner design)	Estimated impressions per month: 650,000 - 850,000
\$460* monthly maintenance and optimization	Estimated cost per click: \$0.40
\$1,200 monthly ad spend	Estimated clicks per month: 2,200 – 3,500
Three-month total: \$5,785	

Retargeting Display Advertising

Retargeting involves showing ads to visitors who have visited a specific website, page, or product without converting into a lead. Ads are shown on other websites the visitor visits providing an opportunity for the visitor to re-visit the website, page, or product to convert into a lead. Access will retarget all traffic that visits the website.

COSTS	PROJECTIONS
\$460 one-time setup	Estimated impressions per month: 1,000 – 2,500
\$330* monthly maintenance and optimization	Estimated cost per click: \$1.75
\$425 monthly ad spend	Estimated clicks per month: 100 - 200
Three-month total: \$2,725	

**If more than one campaign is selected, Access will re-estimate a single, streamlined monthly optimization cost.*

Video Advertising

In-stream ads play before, during, or after a viewer initiates a YouTube partner video. Unlike other formats, these ads are not skippable. Ads can be a maximum of :30 seconds and as short as :06 seconds.

Access can provide :06, :15, or :30 second video ads to use at an additional cost and we can provide a separate proposal. The demographics would be to focus on:

- Ages 18-44
- Some college or no college at all
- Upper-level high school students
- Lower income levels (\$40,000 and below)

CTA link: To Be Determined

<u>COSTS</u>	<u>PROJECTIONS</u>
\$460 one-time setup	Estimated views per month: 12,000 – 25,000
\$460 *monthly maintenance and optimization	
\$706 monthly ad spend	
Two-month total: \$3.958	

CVCC staff worked with the VCCS to establish a standard, system wide G3 student onboarding process that begins with a “One Door” advising model and includes eligibility determination, FAFSA completion, domicile establishment, program orientation, community service commitment tracking, and needed student support services. These services will be aided by the recent implementation of enterprise technology platforms such as EAB Navigate and Ad Astra, which support student onboarding and retention. **A draft communication plan for student advisement and institutional procedures for G3 student onboarding has been established by the Office of Enrollment Management.**

CVCC G3 CTE Academy Onboarding Framework		
Options	College Activities	Actions Taken During Grant Performance Period
Physical Space	A campus renovation steering committee has been formed including the addition of a one-stop center for student services.	Meetings have been held with all departments on campus to do an extensive renovation of Amherst and Campbell Halls on the campus of CVCC.
Web Presence	Academic and non-credit programs presented together on website	Redesigned "Programs" landing page to offer selection by career pathway
Professional Development	Developmental Learning Workshop by Dr. Hunter Boylan	A workshop facilitated by Dr. Hunter Boylan was hosted Spring 2019 and invited both workforce and student services professionals to explore better serving the developmental learner population at CVCC.
Staffing Changes	Altered job descriptions for 5 staffing positions	Drafted new job description for First Year Programs Coordinator and College Navigators to include knowledge and responsibility for advising students on both credit and non-credit offerings at the college.
Communication Plan - Internal & External	Faculty, staff, and community educated on One Door strategy	"One Door" added to Daily Bulletin early 2019; Marketing and outreach incorporating One Door language began Spring 2019 including commercial, flyers, and on college monitors
Other	Bridging workforce completers with complementary academic pathways	Workforce credential completers are receiving surveys regarding continuing their education at CVCC in academic programming. This information is now being compiled and shared with the Academic First Year Programs Team to initiate proactive recruiting strategies for students to continue their education at CVCC.
Web	Academic and non-credit programs online (XAP & WES)	Due to the different systems of enrollment the application process has continued to remain separate. The website presentation of both academic and non-credit training programs provides specific steps on how student should complete either process.

Options	College Activities	Actions Taken During Grant Performance Period
In-Person	College services provided to support in-person applications	Applications are still managed separately, but academic and non-credit staff have continued to enhance the referral and application submission process for interested students.
Email	Email sent to student informing them of next step as the acceptance letter	
Phone Call	Interviews are scheduled via phone call for non-credit programs with a screening process.	
In-Person	As new or returning students meet with a College Navigator or Counselor they are informed on all college programs both credit and noncredit.	
Text Message	College Navigators text new students to introduce themselves and encourage them to make an appointment to meet with them and help with their next steps.	
Other	Review EAB and XAP tools to support process changes	
Mandatory In-Person	Advising is currently optional but is highly recommended. Students can complete advising either in-person, online, or by phone. Academic Student Advising - Review career goals and program requirements; review course requirements, as appropriate; placement documents demonstrating college readiness recorded including previous high school coursework and SAT/ACT scores; review prior college coursework for possible transfer and prior nonacademic experiences that may result in credit for prior learning (military, industry certification, etc.); assist or refer for Financial Planning; Non-Credit Student Advising - Review career goals and minimum program requirements such as a high school diploma, career readiness exam, or TABE scores; as appropriate; provide detailed program information; retrieve student IDs, as needed; review required course materials.	
Mandatory Virtual/Phone		
Voluntary In-Person		
Voluntary Online		
Program Placed	All students confirm credit or non-credit program placement during initial advising. <i>(Critical milestone if G3 scholarships are funded)</i>	
Follow-up Plan	Next advising contact for students who did not complete course registration at initial appointment	

Options	College Activities	Actions Taken During Grant Performance Period
Technology Tools	Review new student checklist with all first-year students and report in Navigate	
In-Person	Financial aid application processes - FAFSA (mandatory for all G3 students), FANTIC, FastForward, G3 scholarships, state grants, local scholarships	College Navigators since October 2018 have been assisting all new program placed students with financial planning either through email, phone, or in person. Workforce Program Specialists support students through FANTIC application and award, applying workforce credential grant funding, and specialized scholarships.
Virtual/Phone		
Placement tests taken	Student schedules and takes required placement tests based on multiple measures results and program requirements reviewed prior to or at initial advising session.	NA
Placement tests not taken	Placement tests not required based on multiple measures results and program requirements reviewed during initial advising session.	NA
Prerequisites met for non-credit course	Record documentation for any required prerequisite experience, license, etc. for non-credit course	
During Initial Advising Session	College Navigators and Counselors help assist students with course registration.	
Self-Enroll Online	Students can self-enroll online for credit courses using Navigate and PeopleSoft.	Established training material for students to know how to plan and register using Navigate.
Mandatory In-Person	Orientations are currently being marketed as mandatory. During orientations students receive information on first year processes, use of campus technology and resources, Student IDs, and campus tours. Currently orientations are only held on campus.	Plans are in place to incorporate an online version of Orientation.
Mandatory Online		
Voluntary In-Person		
Voluntary Online		
		NA
Mandatory In-Person	Academic students meet with Navigators or Counselors to schedule future advising appointments for credit classes. Students are equipped with the knowledge and training to register online as well. Advising is not mandatory.	
Mandatory Online		
Voluntary In-Person		
Voluntary Online		
Technology Tools	Navigate and PeopleSoft (SIS)	

Deliverables submitted electronically to the Virginia Community College System by October 31, 2019 included:

- Required Excel File Templates:
 - G3 Common Onboarding Framework (1 worksheet)
 - G3 Planning Grant Outcomes Credit for Prior Learning (CPL) (1 worksheet)
 - G3 Planning Grant Outcomes-Curriculum: (1 worksheet) Newly approved or draft curriculum guide(s) were provided with final deliverable documents.
 - G3 Planning Grant Outcomes Partnerships and Outreach: (2 worksheets) Documentation included draft MOUs, and 38 completed employer support letters. For the Marketing & Outreach Tab documentation was provided for grant products (e.g., website screenshot, print material files, social media posting examples, links to produced videos, etc.)
 - Itemized list of additional equipment needed to support G3 Pathway: Template was not provided so an Excel document was created for CVCC staff to use. The form identified the name of the college, G3 pathway impacted, name of equipment, and estimated cost of equipment.
 - A one-page summary describing the positive accomplishments CVCC made through the G3 Planning Grant. It addressed the following question: How was the G3 investment beneficial to your college? This could be presented as a written narrative or in bullet points. See submission text below:

Through the work supported by the G3 Planning Grant, CVCC was able to:

- Strengthen, reestablish or create new relationships with local businesses and industry interested in building a workforce pipeline.
- Strengthen, reestablish or create new partnerships with local education agencies to provide new and expanded dual enrollment opportunities for area high school students.
- Strengthen, reestablish or create new collaborative ventures with local workforce organizations such as Virginia CareerWorks, Lynchburg Regional Business Alliance, and Offices of Economic Development.
- Allow for an examination of current and future equipment needs in each G3 pathway program area.
- Review current course offerings and modify/modernize them for the G3 CTE Academy pathways.
- Reestablish Central Virginia Community College as a hub for workforce development and training opportunities in our service area.
- Establish collaborative relationships among other Community Colleges in the state.
- Work more closely on common goals with Virginia Community College System administration officials.
- Examine and refine current practices in the student onboarding process and our “one door” policy.
- Provide an opportunity for CVCC to listen to area employers and learn first-hand what their needs and challenges are. Our G3 planning survey was sent to over 600 businesses and industries. The resultant “roundtable discussions” attracted approximately 100 representatives to attend and participate in the dialog.
- Secure approximately 38 letters of support with methods of participation indicated.
- Add new members to program area advisory committees.
- Explore opportunities to offer “Credit for Prior Learning” in the proposed G3 pathways and existing programs.
- Investigate new program areas and pathways such as Industrial Maintenance Technician and Physical Therapy Assistant.
- Begin the process of certifying more programs through recognized bodies such as NCCER, AWS, NOCTI, and NIMS.
- Develop a marketing plan for the proposed G3 CTE Academy program pathways.
- Draft new Memorandum of Understanding templates for use with business partnerships; including a new agreement framework crafted specifically for CTE Academy dual enrollment opportunities with area public school divisions.