# FIPSE-SP Program
# FY 2025 Awards: Supporting Capacity-Building for High-Quality Short-Term Programs

| PR Award | Applicant | State | Award Amount | Abstract Page |
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| P116J250143 | Alaska Marine Safety Education Association | AK | $2,850,104 | 2 |
| P116J250133 | West Valley College | CA | $3,850,188 | 4 |
| P116J251913 | California Baptist University | CA | $1,896,660 | 5 |
| P116J251343 | Colorado Mesa University | CO | $2,456,746 | 6 |
| P116J251337 | Community College District 502 (College of DuPage) | IL | $4,000,000 | 7 |
| P116J250520 | Bluegrass Community and Technical College | KY | $1,138,245 | 8 |
| P116J250780 | Michigan State University | MI | $2,359,829 | 9 |
| P116J250503 | Southeast Michigan Community Alliance | MI | $3,658,169 | 10 |
| P116J251624 | The Curators of the University of Missouri | MO | $1,892,886 | 11 |
| P116J250053 | The Curators of the University of Missouri-UMKC | MO | $3,822,671 | 12 |
| P116J250140 | Mississippi State University | MS | $2,574,927 | 14 |
| P116J251517 | UNIVERSITY OF NORTH DAKOTA | ND | $1,555,848 | 15 |
| P116J251806 | Doane University | NE | $2,027,724 | 16 |
| P116J251511 | Truckee Meadows Community College | NV | $1,760,278 | 17 |
| P116J251630 | Research Foundation of CUNY obo LaGuardia Community College | NY | $1,998,451 | 18 |
| P116J250219 | Central Oregon Community College | OR | $2,187,923 | 19 |
| P116J251633 | Meharry Medical College | TN | $2,000,000 | 20 |
| P116J251700 | Temple College | TX | $2,093,856 | 21 |
| P116J250115 | University of Texas Permian Basin | TX | $2,000,000 | 22 |
| P116J251558 | J. Sargeant Reynolds Community College | VA | $2,357,086 | 23 |
| P116J251527 | South Seattle College | WA | $1,571,728 | 24 |
| P116J250184 | University of Wisconsin System, University of WI - Stout | WI | $2,031,578 | 25 |
| **Total** | | | **$52,084,897** | |

# ED ABSTRACT FORM

1. **Lead Applicant Institution:** Alaska Marine Safety Education Association (AMSEA)

2. **Partner Entities:** California Sea Grant, Washington Sea Grant, Oregon Sea Grant, Alaska Sea Grant, Texas Sea Grant, Louisiana Sea Grant, Alabama Sea Grant, Florida Sea Grant, Georgia Sea Grant, and South Carolina Sea Grant. USCG District Safety Coordinators, vessel examiners, and auxiliary in USCG Districts: Arctic, Southwest, Northwest, Heartland, Atlantic Area, Oceania and Southeast. Fishing Partnership Support Services. Northeast Center for Occupational Health and Safety. Alaska Office of Boating Safety. Trident Seafoods. Alaska Native Tribal Health Consortium.

3. **Project Title:** *Capacity Building for High-Quality Commercial Fishing Safety Training*

4. **Area of National Need:** This project addresses capacity building for training in the Arctic, Southwest, Northwest, Heartland, Atlantic Area, Oceania and Southeast USCG Districts of the United States. Classes will be conducted in Alaska, the West Coast, the Gulf Coast, and the Southeastern U.S.

5. **Absolute Priority Addressed:** This project addresses Absolute Priority 7: Expansion of Existing High-Quality Short-Term Programs, supporting the development and scalability of high-quality training programs aligned with 46 U.S.C. 4502 Safety Standards. The proposed project expands AMSEA's nationally recognized safety training network to meet urgent occupational injury trends through hands-on, evidence-based instruction and targeted educational outreach.

6. **Target Population:** Commercial fishing industry workers including fishermen and fish processors will be trained in this project including the training of marine safety instructors who are qualified to deliver training to commercial fish workers.

7. **Proposed Activities:**

1. Train at least 16 Marine Safety Instructors per year through two USCG-accepted, 5-day Marine Safety Instructor Trainings (MSIT).
2. Train at least 225 commercial fish workers annually in 22+ USCG-required Drill Conductor Courses and related U.S. Code-required fishing vessel safety courses.
3. Train at least 200 fish workers per year in 20+ hands-on Mariner's First Aid & CPR with opioid overdose response, distributing overdose response kits to students.
4. Train at least 100 fish workers per year using AMSEA's Fishing Industry Ergonomics Course.

5. Publish and distribute 12+ marine safety educational materials through print, radio, online media, and AMSEA's website to promote evidence-based safety practices. Promote training to reach 541 students.

8. **Anticipated Results:**

Intermediate Outcomes

6. Increased instructor skills, knowledge, and confidence
7. Increased fish worker preparedness for vessel emergencies
8. Increased first aid and overdose response competency
9. Increased ergonomics injury prevention practices
10. Increased adoption of safety culture and best practices

End Outcomes

- Reduction in fishing-related fatalities and injuries in the East Coast, Alaska, West Coast, and Gulf Coast
- Increased survival after emergencies
- Reduced musculoskeletal injuries among U.S. fish workers
- Increased national implementation of NIOSH-recommended safety practices

**WVC FAAST Workface - Foundations for Advancing America's Semiconductor Technician Workforce**

## ABSTRACT

**1. Lead Applicant Institution:** West Valley College

**2. Partner Entities**: Stanford Nanofabrication Laboratory, Campbell Unified School District, Shinwa Controls, ASML

**3. Project Title:** Foundations for Advancing America's Semiconductor Technician (FAAST)

The FAAST project will develop and implement an accredited, Workforce Pell Grant-eligible, industry-aligned Semiconductor Technician Certificate (STC) designed to rapidly prepare and certify at least 120 workers per year for immediate entry into high-skill, in-demand jobs

**4. Area of National Need**: 4) supporting capacity-building for high-quality short-term programs.

**5. Absolute Priority/ies Addressed**: Absolute Priority 6: Creation of New High-Quality Short-Term Programs.

The FAAST project will develop and implement an accredited, Workforce Pell Grant-eligible, industry-aligned Semiconductor Technician Certificate (STC) designed to rapidly prepare and certify at least 120 workers per year for immediate entry into high-skill, in-demand jobs. The project creates a Semiconductor Education Advisory Council (SEAC) that collaborates on course content, student learning outcomes and industry integration that can be widely replicated.

6. Competitive Preference Priority/ies Addressed: Not Applicable.

**7. Target Population:** K-12 students, students, faculty, incumbent and service industry workers.

**8. Proposed Activities:**

Activity 1: Create a BACCC recommended Workforce Pell Grant-eligible Semiconductor Technician Certificate of Completion with capacity to enroll 120 students per year in training courses.

Activity 2: Create a fully operational on-campus semiconductor fabrication laboratory that delivers hands-on experiential learning to prepare students for clean room and fabrication employment.

Activity 3: Implement a rigorous internal and external evaluation and continuous quality-assurance system to monitor outcomes, drive iterative improvement, document effectiveness, and generate transferable evidence to support long-term institutionalization and sustainability of the FAAST model.

**9. Anticipated Results:** 1) Replicable Semiconductor Technician Certificate (STC) of Completion; 2) WVC Fab Lab; 3) >80% student completion rate; 4) Demonstrated wage increases ($5,000–$7,000 within two years) for graduates entering the semiconductor workforce.

## CBU Academic Readiness and Retention Expansion Project

## Abstract

California Baptist University (CBU) is applying as the lead institution to expand a set of short-term academic preparation and retention programs that support student progress in areas aligned with national workforce needs, particularly in nursing and allied health. The project addresses a national need for academically prepared students entering high-demand health professions and meets **Absolute Priority 7** by expanding high-quality academic support programs that have already demonstrated improvements in student readiness, gateway course performance, and graduate writing and research development.

The project serves pre-nursing students, health science majors, and graduate students across multiple disciplines who benefit from early academic preparation, targeted course support, and structured guidance for advanced writing and research. Planned activities include expanding the Pre-Nursing Foundations program, increasing peer mentoring through Lancer Connect, providing additional assistance in Anatomy and Physiology laboratories, extending supplemental instruction for gateway English courses, and continuing early-alert assessments through the College Student Inventory (CSI) and Mid-Year Student Assessment (MYSA). The project also strengthens academic recovery through the GST060 Academic Success Seminar, maintains short-term laptop access for students experiencing technology interruptions, and enhances graduate-level support through the doctoral writing retreat and continued access to the Cumulative Index to Nursing and Allied Health Literature (CINAHL) Complete database.

These coordinated activities are expected to improve performance in gateway STEM and English courses, reduce D-F-withdrawal outcomes, strengthen retention, and support more consistent progress toward degree completion. The project will also help students prepare for timely entry into nursing and allied health programs, contributing to workforce needs in California. All activities will be carried out by CBU faculty, staff, and trained peer leaders.

## COLORADO MESA UNIVERSITY TECH FIPSE PROJECT ABSTRACT

**1. Lead Applicant Institution:** Colorado Mesa University Tech (CMU Tech)

**2. Partner Entities:** Mesa County Workforce Center (workforce development agency), Community Hospital (healthcare provider for Sterilization Technician training), Primary Care Partners (medical provider for Medical Scribe training), Mesa County Valley School District 51 (local education agency).

**3. Project Title:** Advancing High-Quality Short-Term Programs at CMU Tech

**4. Area of National Need Addressed:** 4) Supporting capacity building for high-quality short-term programs.

**5. Absolute Priority Addressed:** 7. The project strengthens institutional capacity to plan, develop, implement, and expand short-term training programs that respond to documented workforce needs in healthcare, technology, and transportation.

**6. Competitive Preference Priorities Addressed:** Not applicable.

**7. Target Population:** Workers pursuing new and expanded career opportunities through short-term certificate or workforce training programs in high-demand industries, including high school students preparing to enter the regional labor market and industry partners seeking workers through structured training and apprenticeship pathways.

**8. Proposed Activities:** The project aims to expand CMU Tech's capacity for short-term workforce training across several high-demand sectors. Key activities include updating the curriculum for programs, including Commercial Driver License (CDL), Patient Care Technician, Ultrasound Technician, Surgical Technician, Medical Scribe, Sterilization Technician, Bookkeeping and Accounting, and Computer Science Specialist. CMU Tech will strengthen partnerships with employers to ensure that the training programs meet workforce expectations. The project will enhance recruitment efforts, advising services, and learner support systems to boost enrollment and improve program completion rates.

**9. Anticipated Results:** The project will increase enrollment in short-term training programs and improve completion rates across participating fields. Students will earn industry-recognized workforce credentials that align with employer expectations. Graduates will be better prepared to secure employment in healthcare, technology, and transportation sectors. Employer partnerships will deepen, resulting in improved job placement and expanded advisory involvement. CMU Tech will increase institutional capacity to offer and scale high-quality short-term programs by strengthening staffing, updating equipment, and improving instructional infrastructure. The project will support the development of a stronger regional talent pipeline and increase the supply of qualified workers in critical occupations.

## PROJECT ABSTRACT

**FIPSE – Aviation Short-Term Credit Project Grant**
**Project Title:** *COD Aviation Management & UAS Short-Term Workforce Certificate Expansion*
**Lead Institution:** College of DuPage (COD), Glen Ellyn, Illinois
**Area of National Need:** *Aviation and Unmanned Aerial Systems (UAS) Workforce Shortages*

College of DuPage (COD) submits this proposal to address the national shortage of aviation operations, dispatch, airport management, flight-instruction, and UAS technical personnel. The project directly responds to Absolute Priority 6 (Development of New High-Quality Short-Term Programs) and Absolute Priority 7 (Expansion and Enhancement of Existing Short-Term Programs) by developing new employer-validated certificates and strengthening COD's current aviation and UAS academic programs. All proposed certificates will meet Workforce Pell requirements, be for-credit, 8–15 weeks, stackable, and aligned with FAA standards and employer hiring needs. (No competitive preference priorities apply.)

**Potential and Current Consortium and Employer Partners:** DuPage Airport Authority; WorkNet DuPage; Innovation DuPage; regional airlines at Midway and O'Hare airports; logistics and aerospace employers (e.g., AAR Corp., Boeing, UPS/Amazon Air); public-safety agencies; and UAS-sector partners such as ComEd, Nicor, and regional engineering/inspection firms.

**Target Populations:** Degree-seeking aviation students; adult learners and career changers; incumbent airport, airline, logistics, and public-safety workers; small-business operators; military veterans; Continuing Education learners; dual-credit and dual-enrollment high school students; and faculty participating in curriculum development and employer engagement.

**Major Activities (48 Months):**
• Develop and launch new short-term, Workforce Pell–eligible certificates in aviation and UAS.
• Expand enrollment capacity in existing certificates and the Aviation Management AAS.
• Launch the new AAS in Unmanned Aerial Systems (UAS).
• Hire full-time Aviation and UAS faculty and a grant-funded Aviation Project Manager.
• Acquire a Jet Transition Device simulator and commercial-grade drones.
• Remodel labs and integrate VR/simulation technologies.
• Convene the Aviation Workforce & Education Advisory Council (AWEAC).
• Expand internship and apprenticeship pipelines via Career Services and Project Hire-Ed.
• Strengthen employer hiring pathways and job-placement systems.

**Anticipated Results:**
The initiative is expected to triple COD's aviation short-term workforce output annually, but the end of grant term within 48 months; increase certificate and degree completion; expand access to high-wage aviation and UAS careers; and create a scalable, equitable regional model for short-term aviation training aligned with employer needs and federal workforce priorities.

**Lead Applicant Institution:** Bluegrass Community and Technical College (BCTC)

**Partner Entities:** Signature HealthCARE (nursing home services), Winchester Fire Department (local emergency services), UK HealthCare (hospital), Kentucky Career Center (state workforce agency)

**Project Title:** BCTC High-Quality Short-Term Program Modification and Expansion

**Area of National Need:** Supporting Capacity-Building for High-Quality Short-Term Programs

**Main Absolute Priority Addressed:** Absolute Priority 7: Expanding access to high-quality, short-term programs that lead to in-demand credentials (EMT and CDL).

**Secondary Absolute Priority Addressed:** Absolute Priority 6: Creation of New High-Quality Short-Term Programs (NAA+Phlebotomy+CPR and others).

**Target Population:** Community college students seeking rapid entry into high-demand fields, incumbent workers pursuing upskilling, and faculty engaged in competency-based instructional redesign.

**Proposed Activities:** Launch integrated credential pathways; convert non-credit courses to Pell-eligible status; implement a talent marketplace system; train faculty in competency-based instruction; deploy EMT simulation equipment and CDL vehicles; establish and expand employer advisory boards for continuous feedback. The project creates stackable credential pathways in EMT, CDL, and allied health fields, converts non-credit courses to Pell-eligible offerings, and embeds employer-validated competencies.

**Anticipated Results:** By Year 4, at least 150 students enrolled annually, 80% completing one credential and 50% earning two or more; 100% of students with online competency profiles; a 20% increase in job placement rates; improved teaching practices through competency-based curriculum redesign; and a replicable model for workforce-aligned education.

**Project Abstract**

1. **Lead Applicant Institution:** Michigan State University (MSU)
2. **Partner Entities:** Nine community college partners (two-year IHEs serving regional/rural areas); Michigan Department of Agriculture and Rural Development (State workforce development agency); MI Labor and Economic Opportunity (MiLEO); multiple food processing industry partners (private employers).
3. **Project Title:** *Scaling Michigan's Food Processing Workforce: Expanding MSU's Food Processing, Technology & Safety Certificate Program*.
4. **Area of National Need:** Supporting capacity-building for high-quality short-term programs
5. **Absolute Priority Addressed:** Absolute Priority 7 is addressed by expanding an existing high-quality postsecondary certificate program in food processing technology. The project will add program capacity (faculty, equipment, and a new food processing mobile lab), strengthen employer partnerships, integrate work-based learning, and ensure the program meets Workforce Pell Grant eligibility requirements.
6. **Competitive Preference Priorities Addressed:** N/A
7. **Target Population:** The program will serve students from rural and economically disadvantaged communities in Michigan, including adult learners, career changers, veterans, and individuals seeking credentials for family-sustaining employment in food processing. Community college partners will recruit students locally, with emphasis on expanding access to high-quality short-term credentials that lead directly to employment in a high-demand industry sector.
8. **Proposed Activities:** The project will scale MSU's Institute of Agricultural Technology (IAT) Food Processing, Technology & Safety certificate program—a two-year credential with demonstrated outcomes—into nine partner community colleges across Michigan. Key activities include: (1) deploying a new mobile processing laboratory to provide hands-on training at partner sites and employer locations; (2) supporting academic specialists at each partner institution to deliver instruction, coordinate work-based learning, and support students; (3) creating stackable microcredentials aligned with industry needs; (4) expanding employer partnerships to provide internships, apprenticeships, and job placement; (5) developing enhanced curriculum in meat processing, food safety, and advanced processing technologies; and (6) establishing pathways for credential completion and workforce entry.
9. **Anticipated Results:**
    - Award 180 FPTS certificate completions across partner sites
    - Award 500stackable microcredentials
    - Achieve 70% job placement rate in food processing occupations
    - Demonstrate 25% average wage increase for program completers
    - Expand training capacity to underserved rural and regional communities
    - Build sustainable partnerships with 15+ food processing employers
    - Meet Workforce Pell Grant eligibility standards to improve student access

The **Michigan Workforce Pell Quality & Innovation Initiative (MI-WPQII)**, led by the Workforce Intelligence Network (WIN), in partnership with Henry Ford College, Jackson College, Macomb Community College, Monroe County Community College, Oakland Community College, Schoolcraft College, and Washtenaw Community College—along with supporting, non-funded regional Michigan Works! agencies and employer collaboratives will redesign and create high-quality short-term workforce programs aligned with new Workforce Pell requirements. The project responds to persistent regional shortages in healthcare, advanced manufacturing, mobility, skilled trades, and IT—industries, generating more than 62,500 annual openings—and expands access for unemployed and underemployed adults who have historically been unable to enroll in short-term programs due to cost, schedule, and applied-learning limitations.

The initiative fully addresses **Absolute Priority 6** by redesigning **21 existing** programs and developing **14 new 8–15-week** programs using employer-validated competencies, measurable learning outcomes, and performance-based assessment. It advances **Absolute Priority 7** through integration of hybrid and online delivery, simulation and XR environments, AI-enabled adaptive learning tools, portable applied-learning kits, and digital assessment and tracking systems.

WIN will coordinate colleges, Michigan Works! agencies, and more than 50 employer partners to ensure Workforce Pell compliance, consistent implementation, and employment alignment. Expected outcomes include redesigned and new programs ready for Workforce Pell approval, expanded technology-enabled applied-learning capacity, and strengthened regional pipelines leading to in-demand employment.

# PROJECT ABSTRACT

**1. Lead Applicant Institution:** University of Missouri (MU)
**2. Partner Entities:** None
**3. Project Title:** Missouri Construction Pathways Initiative
**4. Area of National Need:** (4) Capacity-Building for High-Quality Short-Term Programs
**5. Targeted Priority:** Absolute Priority 6: Creation of New High-Quality Short-Term Programs
Missouri's construction and infrastructure sectors are experiencing an unprecedented workforce shortage, with employers across the state reporting persistent challenges in hiring supervisors, equipment operators, survey technicians, and digital construction specialists. At the same time, many adults seeking to advance or change careers need training options that are shorter, affordable, and closely connected to real job opportunities. The *Missouri Construction Pathways Initiative* addresses these needs by developing and delivering eleven new, short-term, credit-bearing programs that prepare learners for high-demand occupations identified under WIOA §3(23). The initiative is designed for working adults, incumbent workers seeking advancement, veterans, rural learners, community college students, and individuals participating in Missouri's workforce development systems. All programs can be completed in 8–15 weeks, carry transcripted academic credit, and stack into MU's certificates and forthcoming Bachelor of Science in Construction Management.
**6. Competitive Preference Priority/ies Addressed (if applicable):** Not applicable
**7. Target Population:** Working adults; unemployed and underemployed individuals; incumbent workers seeking advancement; veterans; rural learners; community college students; and participants in Missouri's workforce development systems.
**8. Proposed Activities:**
• Create and launch eleven Workforce Pell–eligible short-term programs that align with Missouri's high-demand construction occupations.
• Integrate work-based learning, employer-designed projects, and hands-on experiences into every program.
• Develop a digital Talent Marketplace that uses AI-supported tools and digital credentials to connect learners with statewide job opportunities.
• Build clear, stackable pathways that transition learners from short-term training into certificate and degree programs.
• Develop curriculum with industry partners and create Augmented and Virtual Reality (AR/VR) immersive training modules for safe and realistic skill practice.
• Deliver hybrid instruction through MU Extension's statewide network and provide advising and job placement support through the MU Career Accelerator.
• Conduct rigorous evaluation using quasi-experimental comparison groups and dashboards.
**9. Anticipated Results:**
• Enrollment of at least 300 learners in short-term construction programs.
• At least 85% program completion across all eleven programs.
• At least 75% job placement in related occupations.
• At least 30% of participants continuing into higher-level certificates or degrees.
• Evidence on the effectiveness of AR/VR in construction training.
• A scalable model for Workforce Pell implementation.
• Strengthened statewide workforce pipeline for construction supervisors, technicians, and skilled tradespeople.

# ED Abstract Form – APEX: AI-Prepared Experiential Credential

Lead Applicant Institution: University of Missouri–Kansas City (UMKC)

Partner Entities
- University of Missouri–Columbia – institution of higher education (IHE)
- Missouri University of Science and Technology – institution of higher education (IHE)
- University of Missouri–St. Louis – institution of higher education (IHE)
- NEURE (Company)
- RADaR – Research, Analytics, Data & Results (Company)
- Syncrostore (Company)
- Truemedia (Company)
- VictoryStore (Company)
- VictoryXR (Company)

Project Title: APEX: AI-Prepared Experiential Credential

Area of National Need: Area of National Need 4: Supporting capacity-building for high-quality short-term programs.

Absolute Priority/ies Addressed: Absolute Priority 7: Expansion of Existing High-Quality Short-Term Programs.

The project expands a proven, high-quality micro-credential and internship model in artificial intelligence (AI) and advanced data science, originally developed through the U.S. Department of Education–funded Center of Excellence in Spatial Computing (COESC). APEX will scale this short-term, industry-aligned program across all four campuses of the University of Missouri System.

Competitive Preference Priority/ies Addressed: Not applicable. This application is submitted under Area of National Need 4 / Absolute Priority 7, which does not include competitive preference priorities.

## Target Population

APEX will primarily serve domestic undergraduate computing majors and near-completers at UMKC and partner campuses, with a strong focus on adult and working learners who need flexible, weekend-based instruction and structured on-ramps into AI-aligned roles. The project will also engage regional employers seeking to upskill incumbent workers in applied AI and data science.

## Proposed Activities

APEX will expand and refine a two-phase, 364-clock-hour short-term program that integrates intensive AI coursework with paid work-based learning. Phase 1 provides approximately 244 hours of instructor-guided, weekend coursework in Generative AI, machine learning, data analytics, and AI agents, delivered in in-person and hybrid formats. Phase 2 consists of a structured, 120-hour, competency-based internship with regional technology and data-driven employers. The program is co-designed with industry partners and supported by proactive advising, tutoring, workplace-readiness seminars, and e-portfolio development. An “earn-and-sponsor” employer model, in which companies enroll employees in APEX and sponsor paid internship slots for UM System students, will be built out to support long-term scalability of the internship program and employer network. Over four years, the consortium will increase cohort capacity at each campus, deepen employer partnerships, and strengthen the instructional and data infrastructure needed to sustain the program beyond the life of the grant.

## Anticipated Results

- Increased enrollment and completion of the APEX short-term AI micro-credential among domestic undergraduate and adult learners at UMKC and partner campuses.
- Higher rates of placement into high-quality, paid AI and data internships, with at least half of interns transitioning into related employment or advanced study within six months of completion.
- Growth in the number and depth of employer partnerships, including implementation of a sustainable earn-and-sponsor model that funds ongoing internship slots.
- Improved student career readiness, demonstrated by gains in AI competency assessments, quality of e-portfolios, and employer evaluations of workplace performance.
- Enhanced institutional capacity across the UM System to deliver and evaluate short-term, work-based AI training programs, generating evidence and tools to support replication by other institutions.

## Abstract

**1. Lead Applicant Institution:** Mississippi State University

**2. Partner Entities:** Ergon, Inc. - Private employer (construction/manufacturing/energy); CPCS Advisory Council – Volunteer Council (various industries)

**3. Project Title:** Skilled Trades Empowerment Program (STEP)

**4. Area of National Need:** Supporting Capacity-Building for High-Quality Short-Term Programs

**5. Absolute Priority Addressed:** Absolute Priority 6: Creation of New High-Quality Short-Term Programs. STEP creates a 170-clock-hour, 10-week Workforce Pell-eligible certificate by: engaging employers in design/delivery and work-based capstones; aligning with in-demand sectors (construction, manufacturing, energy); developing talent marketplaces; and building institutional capacity through faculty, curriculum, partnerships, and support services.

**6. Competitive Preference Priorities:** Not applicable.

**7. Target Population:** Early- to mid-career skilled tradesmen in construction, manufacturing, and energy seeking supervisory advancement.

**8. Proposed Activities:** Develop 170-hour hybrid curriculum integrating OSHA 30, MindEdge Project Management, and leadership training; provide wraparound supports; establish three-credit bachelor's articulation; conduct mixed-methods evaluation; disseminate implementation toolkit; develop sustainable revenue model.

**9. Anticipated Results:** >240 completers earn STEP credential with 35-40% competency gains; 60% advance to supervisory roles within six months; 30% matriculate into bachelor's programs within two years; Replicable model with implementation toolkit advances Workforce Pell implementation nationally.

**1. Lead Applicant Institution:** University of North Dakota (UND) [IHE]

**2. Partner Entities:** Fargo Jet Center (for-profit [FP]), Vaisala [FP], TruWeather Solutions [FP], Open Science Associates [FP]

**3. Project Title:** Building Capacity for High-Quality Short-Term Programs: Undergraduate Experiential Learning and Data Skills Pathway

**4. Area of National Need:** Area of National Need 4: Capacity-Building for High-Quality Short-Term Programs

**5. Absolute Priority/ies Addressed:** Absolute Priority 6: Creation of New High-Quality Short-Term Programs. The project designs, implements, and institutionalizes a Data Skills Pathway anchored in the existing Department of Atmospheric Sciences. The pathway is an active learning experience that meets key structural expectations for future Workforce Pell eligibility, including a defined length, delivery by an accredited institution, and alignment with high-skill, high-wage, in-demand occupations.

**6. Competitive Preference Priority/ies Addressed:** Not applicable.

**7. Target Population:** The target population for the Data Skills Pathways are undergraduates from multiple disciplines. While many of the program's 80–100 students are expected to come from atmospheric sciences, most participants will likely come from other disciplines, including engineering, aerospace, aviation, physics, chemistry, biology, and business.

**8. Proposed Activities:** The Data Skills Pathway is open to all undergraduate students who want a structured experiential learning experience that focuses on addressing real-world problems. Students work with data from their specific field, which includes completing an orientation course that explains the program and expectations, covers data-intensive careers, and provides computer account access. After orientation, students apply for 6 hour-per-week paid research positions. As Pathway Participants, students are provided with clear professional expectations including setting and maintaining work schedules and documenting activities. Activities include conducting data quality-checks and communicating evidence-based results. Meeting expectations results in advancement opportunities: continued employment for the next semester, additional hours, full-time summer internships, and referrals to work-based learning opportunities.

**9. Anticipated Results:** The Data Skills Pathway focuses on occupations of data analyst, operations analyst, and data technician which require both technical skills (statistical analysis, visualization, and programming) and soft skills (critical thinking, problem-solving, communication, and business acumen). Providing paid research positions ensures that students can support themselves financially while gaining experience that advances their professional careers. The program tracks each student's individual achievements for use in detailed letters of reference that would enable the student to obtain highly selective positions.

## FIPSE-SE Grant Abstract

**1. Lead Applicant Institution:** Doane University

**2. Partner Entities:** There are no partner entities proposed for this project.

**3. Project Title:** PIVOT: Paraprofessional Intensive Vocational Onramp to Teaching

**4. Area of National Need:** (4) Supporting Capacity-Building for High-Quality Short-Term Programs.

**5. Absolute Priority/ies Addressed**: Absolute Priority 6: *Creation of New High-Quality Short-Term Programs*. Doane will address this Absolute Priority by developing two new high-quality short-term programs to increase the supply of skilled paraprofessionals and teachers who are trained to effectively use artificial intelligence ("AI") in the classroom.

**6. Competitive Preference Priority/ies Addressed**: N/A

**7. Target Population:** K-12 teachers and aspiring paraprofessionals.

**8. Proposed Activities**: The University proposes four primary activities: (1) the Project Team will develop a high-quality short-term program to train paraprofessionals to work in the nation's K-12 schools, (2) the Project Team will develop a high-quality short-term program to enable teachers to earn a credential in "Artificial Intelligence (AI) for K-12 Teaching," (3) the Project Team will support and monitor districts' use of AI-powered marketing and screening tools to identify candidates for the paraprofessional training program Doane (candidates for the AI in Teaching program will be selected by district employers from incumbent teachers), and (4) the Project Team will design and pilot the programs in close consultation with an Employer Advisor Council composed of district employers.

**9. Anticipated Results:** We anticipate that the project will create a nationally-replicable model for universities to offer two distinct but interrelated short-term programs. The first program will increase the supply of highly-qualified paraprofessionals who can initially support classroom teachers and ultimately enroll in an AI-powered, job-embedded bachelor's degree program to become certified teachers themselves. This creates a sustainable pipeline of well-trained talent for the nation's school districts. The second program will increase the supply of teachers who are prepared to use AI for effective K-12 teaching. Together, these programs will increase the future supply of both paraprofessionals and qualified teachers to improve educational outcomes for students in Nebraska and across the country.

## ABSTRACT

### Truckee Meadows Community College Industrial Operations Skills Certificate

Truckee Meadows Community College (TMCC) proposes to establish an **Industrial Operations Skills Certificate**, a Workforce Pell–aligned High-Quality Short-Term Program (HQSTP) designed to expand technician training in the advanced manufacturing, automation, and battery production sectors. These sectors are nationally recognized as critical to U.S. economic competitiveness, domestic supply chain resilience, and clean-energy leadership, aligning directly with federal priorities for strengthening postsecondary workforce capacity.

**Project Summary:** The 8–15 week (150–300 clock hour) program prepares individuals with little or no prior manufacturing experience for immediate employment in high-wage technician roles. The curriculum, comprised of three courses (MPT 101, 110, 111), provides hands-on training in manufacturing processes, industrial safety, precision measurement, troubleshooting, and introductory automation. Students earn a portable credential that is fully stackable into TMCC's Certificate of Achievement and Associate of Applied Science in Advanced Manufacturing, both of which are recognized by the NWCCU accrediting body.

**Alignment with Absolute Priority 6**: The project meets Absolute Priority 6 by:

• addressing a documented national shortage of skilled manufacturing and automation technicians;
• offering a Workforce Pell–eligible, employer-validated short-term credential;
• integrating work-based learning with industry-standard equipment; and
• demonstrating strong employer demand and clear hiring pathways tied to wage progression.

**Collaborating Employer and Support Entities**: Tesla will serve as the primary employer collaborator for validation of competencies, work-based learning, and direct hiring pipelines. Additional entities providing letters of support - Dragonfly Energy, Manufacture Nevada, EDAWN, and the Nevada Office of the Governor - will contribute advisory input, regional workforce alignment, and recruitment support.

**Target Population**: The program will serve new workforce entrants, adult learners, unemployed and underemployed individuals, recent high school graduates, and incumbent workers seeking advancement into high-wage technician careers.

**Major Activities (4-Year Period):** Renovation and modernization of instructional space; Procurement and installation of Skill Boss and other advanced manufacturing equipment; Hiring and onboarding of faculty and a grant-funded Program Grant Coordinator; Delivery of multiple annual training cohorts; Implementation of Workforce Pell–compliant data systems; and Ongoing employer engagement and curriculum validation.

**Goals**

Across four years, TMCC anticipates serving approximately 2000 total learners, with annual outcomes including:

• ≥450 program completions;
• ≥350 verified job placements; and
• documented earnings gains (e.g., Tesla wage progression from ~$21/hour during training to ~$22.44/hour upon credential completion).

## ABSTRACT

**1. Lead Applicant Institution:** The Research Foundation of The City University of New York (RFCUNY) on behalf of LaGuardia Community College. LaGuardia, located in Western Queens, NY, serves approximately 24,000 students in pre-college, associate degree, and continuing education programs.

**2. Partner Entities:** (1) CareerWise New York is a nonprofit intermediary that partners with employers to deliver competency-based youth apprenticeships and advising for high-demand fields. (2) The CEO Jobs Council is a nonprofit coalition of 27 major employers promoting skills-first hiring, career-connected learning, and alignment of education with employer-validated skills. (3) The CUNY Office of Careers and Industry Partnerships (OCIP) is a state-run department connecting students to careers through business and organizational partnerships. (4) Per Scholas is a national nonprofit providing tuition-free technology training and job placement.

**3. Project Title:** LaGuardia Workforce Success Engine for Pell-Eligible Pathways

**4. Area of National Need:** The proposed initiative addresses Area of Need 4 by strengthening LaGuardia's capacity to design, validate, deliver, and scale high-quality short-term workforce programs that meet Workforce Pell requirements and employer skill needs.

**5. Absolute Priority/ies Addressed:** The project advances (1) Priority 6 by building LaGuardia's capacity to create new Workforce Pell–eligible programs through data-driven identification of employer demand, employer co-design of competencies and work-based learning, clear processes to ensure Pell compliance, and expanding access for low-income, immigrant, and adult learners. It advances (2) Priority 7 by expanding existing programs through systematic evaluation and redesign, stronger employer validation and alignment with credit pathways, improved reporting, and greater capacity to enroll and support more learners as programs become affordable and scalable under Workforce Pell.

**6. Competitive Preference Priority/ies Addressed:** N/A

**7. Target Population:** The initiative will serve students—particularly low-income adults, working parents, and first-generation college students.

**8. Proposed Activities:** LaGuardia will implement a coordinated set of activities to strengthen credit–noncredit integration, expand CPL, and deepen employer-aligned learning, including a full inventory of noncredit programs, development of CPL crosswalks and assessments, deployment of flexible course formats, multilingual advising, enhanced digital platforms, and expanded employer engagement through advisory input and work-based learning.

**9. Anticipated Results:** The project's outcomes include creating high-quality, Pell-eligible, employer-validated pathways, aligning curriculum with sector needs, strengthening credit–noncredit connections, and improving data systems. These outcomes make short-term training accessible to low-income adults, immigrants, and working parents, increasing completion, placement, and earnings, expanding talent pipelines, and turning programs into launch points for sustained employment and long-term advancement.

## Project Abstract

**1. Lead Applicant Institution:** Central Oregon Community College

**2. Partner Entities:** Economic Development of Central Oregon (regional economic development non-profit), Redmond Economic Development Incorporated (local economic development non-profit), Outback Manufacturing (manufacturing employer), Nosler (manufacturing employer), and Basx Solutions (manufacturing employer).

**3. Project Title:** Developing Industry-Aligned Short-Term Credentials and Work-Based Learning Opportunities for Manufacturing in Rural Central Oregon

**4. Area of National Need:** Capacity-Building for High-Quality Short-Term Programs

**5. Absolute Priority Addressed:** Absolute Priority 6 - Creation of New High-Quality Short-Term Programs**.** This project addresses this Absolute Priority by creating seven new short-term manufacturing certificates at Central Oregon Community College (COCC). Each certificate meets Workforce Pell Grant eligibility requirements—12 weeks in duration, 300 hours, and aligned with Oregon's high-skill, high-wage manufacturing sector. Certificates will be developed in partnership with local employers. FIPSE funds will support hiring faculty and staff, purchasing equipment and technology, strengthening employer partnerships, and improving data systems for Pell eligibility and student outcome tracking, ensuring programs meet local industry needs.

**6. Competitive Preference Priority Addressed:** Not Applicable

**7. Target Population:** Students, Employers

**8. Proposed Activities:** The three main activities this project proposes are 1) Develop and launch new stackable short-term certificate pathways aligned with regional market demand; 2) Implement an integrated student support model that provides academic coaching, career counseling, financial aid navigation, and job placement assistance; and 3) Embed employer engagement throughout the project, including curriculum design, talent marketplaces, work-based learning (internships), and competency validation.

**9. Anticipated Results:** By the end of the grant period, COCC will develop seven short-term manufacturing certificates and enroll 250 students in the new certificates, with at least 85% of students completing one certificate, 30% completing multiple certificates, 75% of completers entering manufacturing jobs, and 34 students completing industry internships with 7 industry employers.

**FIPSE ED Abstract – Project Summary**

1. **Lead Applicant Institution:** Meharry Medical College, School of Applied Computational Sciences (HBCU).
2. **Partner Entities** (non-funded regional outreach and workforce collaboration partner)
    - **Fisk University** – institution of higher education (HBCU).
    - **Tennessee State University** – institution of higher education (HBCU).
3. **Project Title:** Meharry FutureTech: Short-Term, High-Impact Credentials for AI, Cybersecurity, and Bioinformatics
4. **Area of National Need:** Area of National Need 4: Capacity-Building for High-Quality Short-Term Programs.
5. **Absolute Priority/ies Addressed: Absolute Priority 6: Creation of New High-Quality Short-Term Programs.** The project creates three new Workforce Pell–eligible, credit-bearing short-term certificates (8–15 weeks; 150–600 hours) in AI & Data Analytics for Health Systems, Cybersecurity for Health & Medical Data, and Bioinformatics & Genomics Data Foundations, each aligned with high-skill, high-wage, in-demand occupations and fully stackable into SACS master's and PhD pathways.
6. **Competitive Preference Priority/ies Addressed:** Not applicable. The application does not respond to Absolute Priority 3 or its competitive preference priorities.
7. **Target Population:** The proposed project aims to serve working adults eligible for PELL grants, early career professionals, and those interested in making a career change and looking to advance in health technology sectors. Special attention will be given to individuals living in rural areas and those who meet federal need-based aid criteria, along with learners connected to Meharry Medical College, Fisk University, Tennessee State University, and other partner institutions in the region.
8. **Proposed Activities:** Meharry will develop, approve, and launch three 12-15 week, 9-credit hour graduate certificates in AI & Data Analytics for Health Systems, Cybersecurity for Health and Medical Data, and Bioinformatics and Genomics Data Foundations within a four-year period. Meharry will provide multiple fully online cohorts of this initiative that include advising, tutoring, and job outcomes in addition to supporting employer co-design of work-based learning and promoting capstone, simulation, or project-based work that is employer-mentored for each participant within this initiative and will secure formal articulation agreements that allow credits to be counted toward at least one SACS-accredited Master's level programs and will prepare students for associated PhD programs. Meharry will develop Skills Graphs and FutureTech Skills Record systems that map courses and capstones to very specific skill clusters and connect those skill clusters to the Unmudl talent marketplace systems of the state of Tennessee. The evaluation of this project will be completed by an external evaluator using a mixed-methods evaluation in relation to completion and employment rates, earnings, and further education.
9. **Anticipated Results:** Over four years, the project will directly serve at least 150 learners in the three certificates, reaching an 80% or higher completion rate. By Year 3, more than 100 learners will be enrolled, and at least half of those completing the programs will progress to employment or further education. In addition, 20-30% will be encouraged to continue in Meharry's graduate programs. Employers' specific skill sets will be captured in the FutureTech Skills Record as Meharry develops long-term capacity to deliver Workforce Pell-eligible, employer-specific short-term certificates funded by Workforce Pell Grants, employer sponsorship, and institutional support. A replication package will also be included for HBCUs/MSIs and workforce partners.

**Abstract—Drive Forward: Accelerated CDL and Refrigerated Logistics Training for Central Texas**

Founded in 1926, Temple College will soon celebrate its 100th birthday. Located in the small city of Temple, Texas. Temple College is a comprehensive community college with a Fall 2024 enrollment of 5,568 credit students

**Project Title**: Driving Forward: Accelerated CDL and Refrigerated Logistics Training for Central Texas

**Project Goal**: To implement truck driving short-term certifications for Central Texas students

**Populations to be Served**: U. S. citizens over 21 who have passed background checks and a drug test. Particular focus on recruiting veterans transitioning to civilian status.

**Project's Objectives and activities**: (1) Launch and grow Driving Forward short-term certifications for heavy truck driving and (2) Support instructors and students in successful completion of the certifications and retention in employment after certificate completion. Three certificates will be the focus o the project: CDL, CDL with refrigerated trucks, and HVAC installation and repair of refrigerated trucks with an average 80% completion rate. Support from grant staff, instructors, prospective employers and other college staff to successfully obtain CDL. Support for obtaining employment through partner Workforce Solutions of Central Texas with expectation of 80% employment of completers. This employment in the field will be followed by support for newly employed program completers to be retained in employment for at least the first 90 days, which research has shown to be the most difficult period of adjustment.

**Outcomes:** Outcomes include increased enrollment in short-term credentials and increased partnerships with WFSCT and employers as well as increased support services for students in the program. Medium-term outcomes include 80% job placement rate within 3 months of program completion, increased professional development for instructors and other college staff on providing support to students to increase completion, employment, and increased employment longevity. Long-term outcomes include a 25% reduction in 90-day CDL turnover and a sustainable CDL and reefer training model.

**Subrecipients**: Workforce Solutions of Central Texas

***Project BCBC*** **Abstract** **University of Texas Permian Basin**

The University of Texas Permian Basin, a public four-year Hispanic Serving Institution located in the Midland-Odessa metropolitan area, proposes **Project BCBC: Building Credit-Bearing Short-Term Credentialing Programs** at UTPB under the FIPSE Special Projects Program. Project BCBC is designed to address a critical national need: expanding access to high-quality, credit-bearing, short-term, Workforce Pell eligible programs to address talent shortages in high-demand occupations.

The need for this project is significant. According to the U.S. Census, post-secondary attainment levels are low in the Permian Basin with 33.2% of Ector County residents obtaining post-secondary credentials while Texas and U.S levels sit above 40% for those who obtain post-secondary credentials. Additionally, the Permian Basin sits as the Nation's most economically dynamic region and drives the globe as an energy hub creating rapid growth in the energy sector. By 2030, the Permian Basin will transition to a resident-based workforce which will create demand for more than 50,000 additional workers – approximately half of those in the energy industry. Due to this growth in the region, skilled workers in the energy, education, healthcare, and technology sectors are in extremely high demand.

This project addresses Absolute Priorities 6 & 7 by proposing activities that directly support: 1) The development of new short-term, credit-bearing programs; 2) The expansion of existing programs to be high-quality, short-term, and credit-bearing. All developed or reformed programs will meet Workforce Pell Grants eligibility; 3) The increased enrollment in and completion of qualifying credentialing programs; and 4) increasing University-Employer partnerships and collaboration to improve the employability of certificate participants and strengthen workforce pipelines within high demand fields.

Project BCBC will serve non-traditional undergraduate students, adult learners, and post-baccalaureate non-degree seekers who desire accelerated, career-focused pathways. Faculty and staff engaged in curriculum development and employer partners providing work-based learning opportunities and curriculum feedback are also key stakeholders.

By September 30, 2030, Project BCBC will achieve measurable outcomes, including approval of six new and six reformed programs, enrollment of at least *250* students, 125 certification completers, and a rise in employability rates of credential completers to 74%. These efforts will strengthen workforce pipelines in energy, healthcare, education, technology, and business sectors, improve economic mobility, and build sustainable institutional capacity for short-term credentialing.

Reasonable, allocable, and necessary costs requested to support the goals and objectives of the project total: $2,000,000.

## ABSTRACT

1. **Lead Applicant Institution:** J. Sargeant Reynolds Community College

**2. Partner Entities:**

a. Community College Workforce Alliance (under fiduciary of Reynolds)
b. Virginia Commonwealth University Health System (non-profit/state agency – healthcare provider)

**3. Project Title:** Healthcare Education for Accelerated Learning (HEAL)

4. **Area of National Need:** Supporting capacity-building for high-quality short-term programs.

5. **Absolute Priority Addressed:** Absolute Priority 7: Expansion of Existing High-Quality Short-Term Programs.

6. **Competitive Priority Addressed:** N/A

**7. Target Population:** Adult Learners, Job Seekers/Unemployed, Incumbent Workers, Career Switchers.

8. **Proposed Activities:** Project HEAL is designed as a comprehensive, evidence-informed initiative that expands and strengthens two critical short-term workforce programs, Clinical Medical Assistant (CMA) and Certified Nurse Aide (CNA), to address persistent shortages of front-line healthcare workers in the Richmond (Virginia) region. The project design integrates employer partnerships, work-based learning, expanded instructional capacity, and structured career development services to improve student learning outcomes, expand program capacity, and boost an employer-aligned talent pipeline. Key activities are:

- **Activity 1:** Expansion of Physical Capacity: Renovation and Equipping of New Training Labs and Classrooms
- **Activity 2**: Expansion of Human Capacity: Hiring Faculty and Program Support Staff.
- **Activity 3:** Strengthen and Expand Work-Based Learning (WBL) Opportunities for Additional CMA Participants
- **Activity 4:** Test and Scale WBL for CCWA's CNA Program.
- **Activity 5:** Create Career Pathways that Promote Advancement and Strengthen Retention in Critical Healthcare Roles.

**9. Anticipated Results:** Through its coordinated and employer-aligned design, Project HEAL is expected to:

- Double current CMA and CNA enrollment (300 additional participants each year) by year four.
- Improve job readiness by expanding CMA work-based learning opportunities and integrating tested WBL strategies in CNA clinicals.
- Improve employee retention among nurse aid and medical assistant staff by integrating career pathways and increasing coaching and mentoring to participants.

## Abstract for 2025 FIPSE - SP Grant Competition

South Seattle College (SSC) is one of three comprehensive public community colleges in the Seattle Colleges District and is accredited by the Northwest Commission on Colleges and Universities. SSC's service area spans South King County, the region of King County that demonstrates a high need for services due to disparities in income, education levels and job opportunities.

The rapid growth of electric and hybrid vehicles across Washington State and the Pacific Northwest has accelerated demand for automotive technicians who are trained to diagnose, service, and repair advanced electric propulsion systems. While many incumbent technicians possess strong foundational skills in internal combustion engine vehicles, most lack the specialized training required to work safely and effectively with high-voltage systems, battery packs, power electronics, and charging equipment.

The proposed **EV & Hybrid Service Technician Certificate Program** is a 10-week upskilling initiative designed for working automotive technicians with at least two years of professional experience as well as for current students in the SSC Automotive program who are close to completion or have completed their 2-year degree. The program combines online and in-person instruction, hands-on labs, and industry-aligned safety certification to prepare participants for immediate application in the workplace and for advanced credentials.

The curriculum is built around four core learning areas: (1) EV and hybrid fundamentals; (2) electrical and diagnostic skills; (3) high-voltage safety following NFPA 70E, SAE, and OEM standards; and (4) EV/hybrid powertrain components such as battery systems, motors, inverters, and charging infrastructure. The following objectives will be addressed:

- Meet initial enrollment targets and increase access to EV training
- Expand industry engagement to strengthen real-world learning
- Build Faculty capacity to sustain and scale EV instruction
- Implement a robust system to track student outcomes and industry impact

This project will be led by faculty with master-level EV/hybrid credentials, supported by a Program Manager and a Technical Advisory Committee representing local dealerships, EV repair shops, and public fleet agencies. Grant funding will support curriculum finalization, instructor training, the purchase of high-voltage tools and PPE, acquisition of hybrid and EV training vehicles, and implementation of the first program cohort.

By establishing a high-quality, industry-responsive training pathway, this project will expand the regional supply of qualified EV/hybrid service technicians, strengthen local employer capacity, reduce workplace risks associated with high-voltage systems, and support statewide climate and workforce development priorities.

ABSTRACT


1. **Lead Applicant Institution**: University of Wisconsin-Stout (UW-Stout)
2. **Partner Entities**:
    - Industry Partners: regional employers spanning the six high demand sectors (manufacturing, childcare, IT/cybersecurity, transportation/logistics, hospitality); will participate as advisory committee members for competency validation and work-based learning
    - Regional Workforce Agency: West Central Wisconsin Workforce Development Board
3. **Project Title**: UW-Stout FUSE (Fast Upskilling for Skills and Employment)
4. **Area of National Need**: Supporting Capacity-Building for High-Quality Short-Term Programs
5. **Absolute Priority**: Absolute Priority 6: Creation of New High-Quality Short-Term Programs.
6. **Competitive Preference Priority(ies) Addressed**: Not applicable.
7. **Target Population**:
    - Adult learners, including rural, low-income, and first-generation students
    - Underemployed workers seeking new skills or career transition
    - Incumbent workers in partner organizations
    - Community college transfer-intent students
    - Employers seeking skilled entry-level talent
8. **Proposed Activities**: Over the four-year performance period, the project will engage employers for *competency validation* and *labor-market analysis* in *six employment sectors* to develop and implement Workforce Pell-eligible, modular, hybrid curricula aligned with industry competencies and licensure/certification standards. *Wraparound supports* (advising, digital literacy, childcare navigation, career services) will be integrated into programming design to *support completion and employment*. Articulations will be developed to *stack short-term programs into degree pathways* within the institution. Completion of the project will produce *public-facing replication toolkit*, including *competency maps, curriculum templates, and implementation guides*; with *findings disseminated* across state workforce systems, regional partners, and national polytechnic networks.
9. **Anticipated Results**: The project is anticipated to result in the creation and implementation of six high-quality, Workforce Pell-eligible short-term programs that expand access to in-demand career pathways. Expected outcomes include strong learner success indicators—*80% completion, 75% credential attainment, 70% job placement within six months*, and measurable gains in competency mastery and transition into degree programs. Employer partners will benefit from strengthened talent pipelines, reduced vacancies, and improved retention in critical sectors.