WestEd
WestEd.org

WestEd. Center for
Economic Mobility

Understanding K12 Strong Workforce Program (SWP) in California, Rounds 3-5

A descriptive analysis by WestEd's Center for Economic Mobility on behalf of the Los Angeles Regional Consortium

Key Inquiries

Background of K12 Strong Workforce Program (K12 SWP)

How is K12 SWP serving the needs of communities? Regional Characteristics

What has been the work of K12 SWP? Characteristics of K12 SWP Grants

**How are the K12 SWP projects supported regionally?** Regional Infrastructure

Purpose of this report

This slide deck presents a **descriptive analysis of the statewide investment in the K12 Strong Workforce Program** (SWP) for rounds three, four, and five.

It aims to **provide insights into the millions of dollars allocated across these three rounds of funding** to support K12 career education programs.

It highlights grantee activities, and the distribution of funds applied to California's K12 CTE programs to **enhance understanding of K12 SWP implementation and outcomes**, sharing lessons learned from the statewide investment.

The **findings can inform future investments and strategies** to improve the effectiveness of K12 career pathways and transitions to postsecondary education and careers.

WestEd
WestEd.org

3
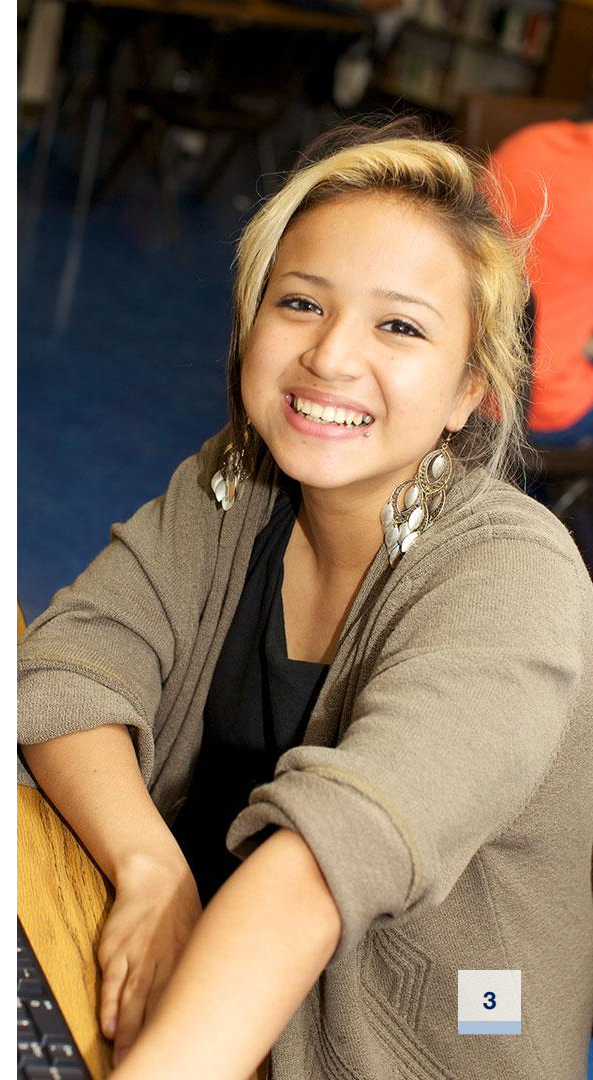
What is the K12 Strong Workforce Program?

The K12 Strong Workforce Program (K12 SWP) is a statewide funding initiative whose purpose is to assist K–12 local education agencies (LEAs) in the creation, implementation, and expansion, of career technical education (CTE) pathways.

The K12 SWP initiative focuses on several core objectives, however, primarily has two goals:

- Cross-system partnerships between K–12 and community colleges to support robust educational and workforce development pipeline.

- Engagement with industry businesses and organizations to strengthen CTE programs and pathways aligned with regional workforce needs.

WestEd
WestEd.org

4

What makes K12 SWP unique?

The K12 SWP program is unique in its investment in regional infrastructure. The program invests in three levels of regional staff that works to facilitate cross-system collaboration and improve program implementation.

With this infrastructure, regions across the state are better able to:

- Incentivize collaboration across K12 and higher education to improve student preparedness for higher education and as a result upward mobility.

- Build collaborative leadership across the education system to enhance programs and pathways that lift students.

- Respond flexibility to regional and local needs while maintaining statewide agreement and congruity.
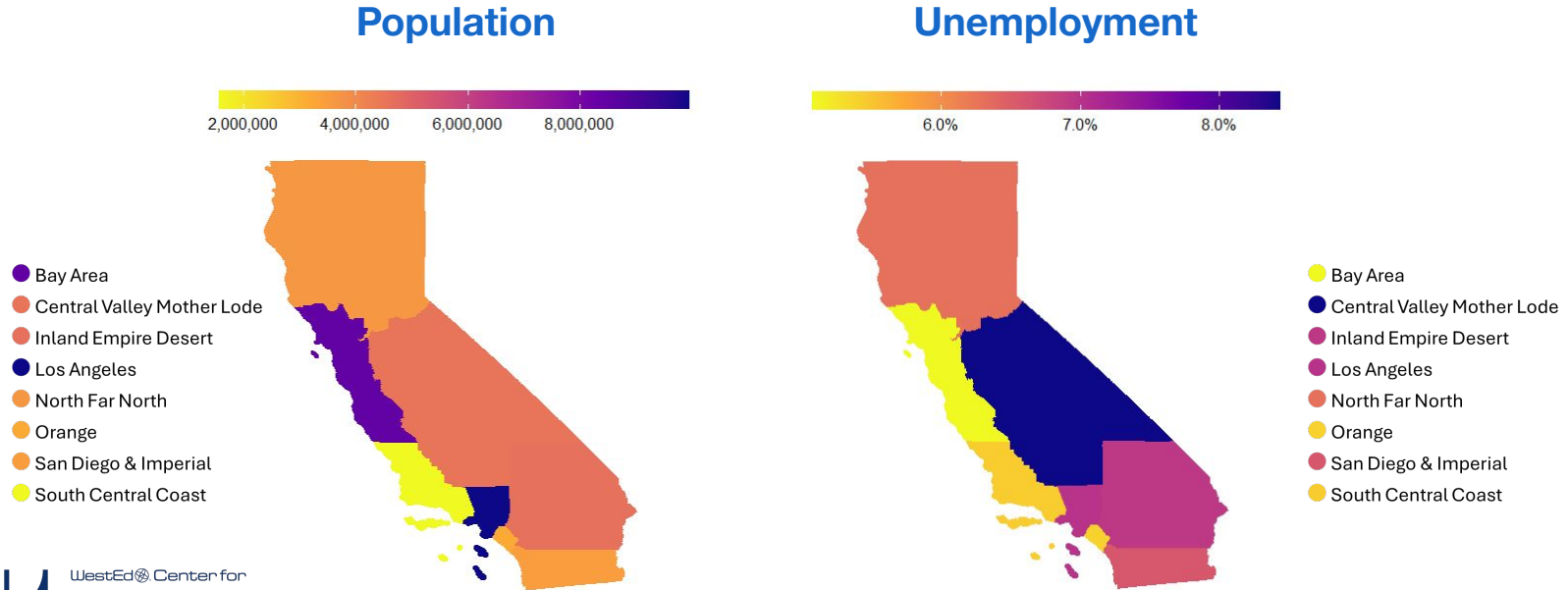
WestEd®
WestEd.org

5

Community Characteristics

How is K12 SWP serving community needs?

Data was collected from multiple sources including NOVA, the California Department of Education, the U.S. Census Bureau, and Lightcast.

# Regional Characteristics - Population & Unemployment

K12 SWP funding is allocated to regions under California Education Code § 88827 using a weighted formula which accounts for average daily attendance, unemployment, and job openings. Population and unemployment, shown below, demonstrate how these weights can positively impact both social and economic needs across the state's regions.

Population

2,000,000   4,000,000   6,000,000   8,000,000

- Bay Area
- Central Valley Mother Lode
- Inland Empire Desert
- Los Angeles
- North Far North
- Orange
- San Diego & Imperial
- South Central Coast

Unemployment

6.0%   7.0%   8.0%

- Bay Area
- Central Valley Mother Lode
- Inland Empire Desert
- Los Angeles
- North Far North
- Orange
- San Diego & Imperial
- South Central Coast

WestEd. Center for
Economic Mobility

WestEd
WestEd.org

Source: American Community Survey 2022 5-year Estimates

Regional Characteristics - Poverty & Median Household Income

Poverty rates for families range from 13.4% in the Central Valley Mother Lode to 5.2% in the Bay Area. Median household income ranges between $70.3 thousand and $128.6 thousand for the Central Valley Mother Lode and Bay Area, respectively. Despite these measures being highly correlated, the South Central Coast has a median household income $12 thousand less than Orange County with poverty rates 6.4% lower.

Median Household Income
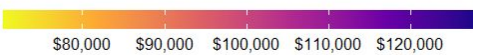
$80,000 $90,000 $100,000 $110,000 $120,000

- Bay Area
- Central Valley Mother Lode
- Inland Empire Desert
- Los Angeles
- North Far North
- Orange
- San Diego & Imperial
- South Central Coast

Poverty

6%   8%   10%   12%

- Bay Area
- Central Valley Mother Lode
- Inland Empire Desert
- Los Angeles
- North Far North
- Orange
- San Diego & Imperial
- South Central Coast

WestEd Center for Economic Mobility

WestEd
WestEd.org

Regional Characteristics - Employment by Sector and Region

Employment by sector and region for 2023 demonstrates specializations within California's regional economies

- All but one region includes **Business & Finance; Health Science & Medical Technology; Hospitality, Tourism & Recreation; and Marketing, Sales, & Services** within their top five sectors.
- **Business & Finance** is the largest sector in every region as these jobs are essential across nearly all industries.
- **Health Science & Medical Technology** is the second largest with exceptions for **Hospitality, Tourism, & Recreation** in Orange County and the South Central Coast.

WestEd. Center for
Economic Mobility

WestEd
WestEd.org
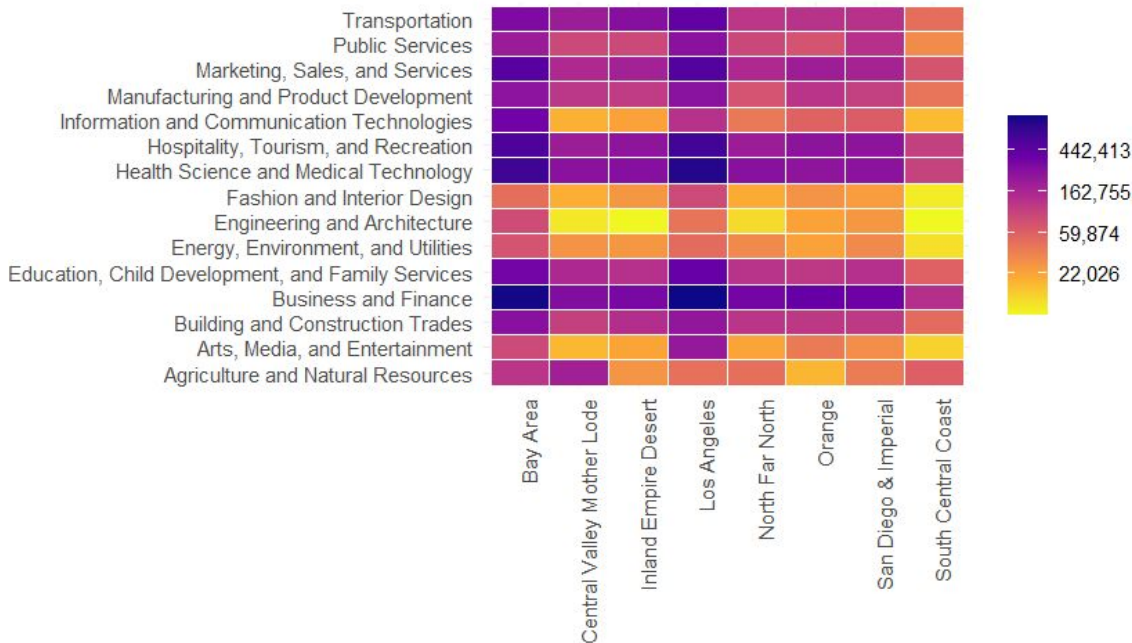
Regional Characteristics - Selected Social Characteristics of Workers by Sector, 2023

Characteristics of workers vary significantly by sector, demonstrating the importance of the broad exposure of individuals to career opportunities.

- The greatest disparity for female workers is in **Building & Construction Trades**

- The greatest disparity for male workers is in **Health Science & Medical Technology**

- **Fashion & Design** has the highest level of race/ethnicity diversity while **Arts, Media, & Entertainment** has the lowest.

- **Information & Communication Technologies** has the greatest proportion of workers aged 44 and below

- **Manufacturing & Product Development** has the greatest proportion aged 45 and above.

Sector	Male	Female	Race/Ethnicity Diversity	Aged 44 and below	Aged 45 and above
Agriculture & Natural Resources	60%	40%	64%	53%	47%
Arts, Media, & Entertainment	61%	39%	44%	56%	44%
Building & Construction Trades	91%	9%	63%	52%	48%
Business & Finance	41%	59%	57%	51%	49%
Education, Child Development, & Family Services	28%	72%	55%	54%	46%
Energy, Environment, & Utilities	84%	16%	56%	60%	40%
Engineering & Architecture	87%	13%	61%	49%	51%
Fashion & Interior Design	27%	73%	72%	50%	50%
Health Science & Medical Technology	26%	74%	67%	51%	49%
Hospitality, Tourism, & Recreation	47%	53%	68%	62%	38%
Information & Communication Technologies	73%	27%	67%	65%	35%
Manufacturing & Product Development	75%	25%	65%	49%	51%
Marketing, Sales, & Services	49%	51%	56%	57%	43%
Public Services	62%	38%	58%	60%	40%
Transportation	77%	23%	70%	56%	44%

WestEd
WestEd.org

Regional Characteristics - CCI metrics of Lead LEAs compared to the state (2023)

The California Department of Education's College and Career Indicators (CCI) show that Lead LEAs have a higher percentage of graduates meeting A-G requirements compared to the state average, but are on par for CTE pathway completers and slightly behind in college credit completion. While the data doesn't directly link these trends to K12 SWP investments, it highlights key areas for further investigation.
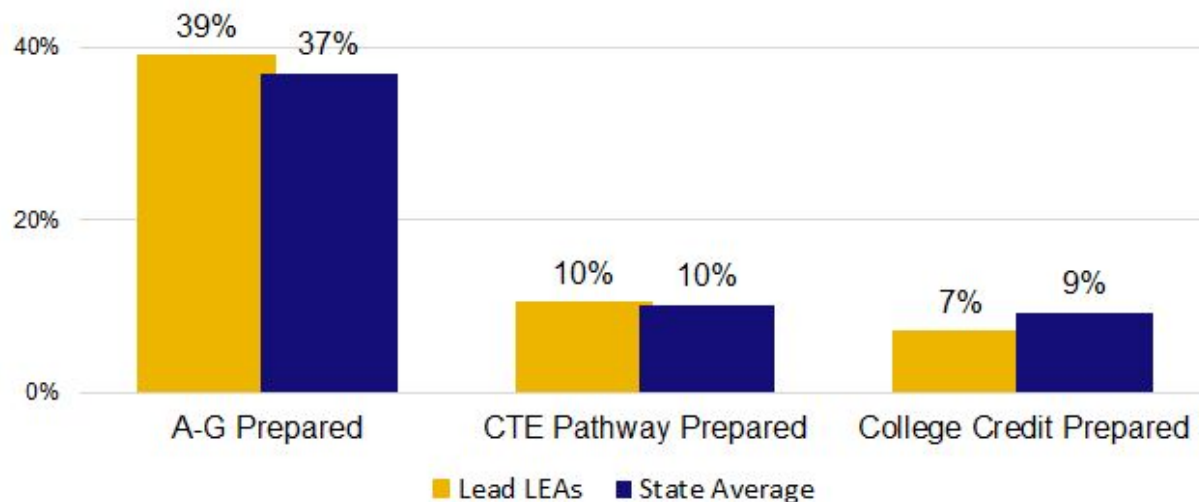
K12 SWP Funding by Round, Region, and Sector
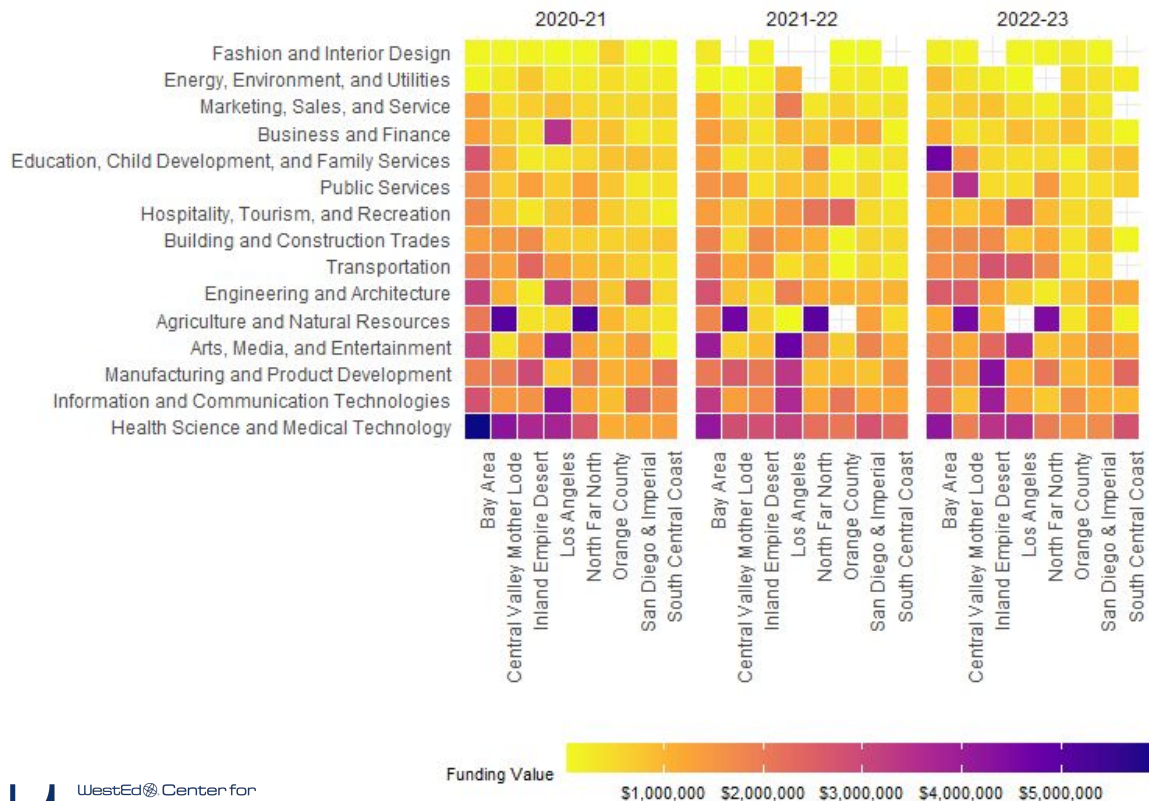
Regions invested in every sector at least once between Rounds 3-5.

- **Health Science and Medical Technology** was the top funded sector for five of the eight regions.
- **Agriculture and Natural Resources** was the top funded sector for North Far North and Central Valley Mother Lode.
- **Arts, Media, and Entertainment** was the top funded sector for Los Angeles.

Data retrieved from the NOVA system for all Lead LEA grants in the state of California rounds 3, 4, and 5

K12 SWP Funding by Region and Round

Funding has remain consistent, but regional funding allocations have shifted based on the weighted formula.

Between Rounds 3 and 4, only the Inland Empire Desert and Central Mother Lode saw a significant funding shift. Between Rounds 4 and 5, their funding significantly increased, leading to decreases in other regions.

Legend:
- Bay Area
- Central Valley Mother Lode
- Inland Empire Desert
- Los Angeles
- North Far North
- Orange
- San Diego & Imperial
- South Central Coast

ROUND 3   **ROUND 4**   **ROUND 5**

WestEd Center for **Economic Mobility**

WestEd
WestEd.org

13

K12 SWP Lead LEAs by Region and Round

On average, across the three funding rounds, each region had 18 LEAs. The North Far North averaged 36 LEAs per round while the South Central Coast averaged 8 LEAs per round. The declines in regional funding between Rounds 3 and 4 for the Inland Empire Desert and Central Mother Lode corresponded with declines in the number of Lead LEAs.

Legend:
- Bay Area
- Central Valley Mother Lode
- Inland Empire Desert
- Los Angeles
- North Far North
- Orange
- San Diego & Imperial
- South Central Coast

ROUND 3

ROUND 4

ROUND 5

WestEd Center for
Economic Mobility

WestEd
WestEd.org

Regional Characteristics: Selected Characteristics of Lead LEAs

Number of Schools, Enrollment, and initial outcome data suggest K12 SWP is foundational to workforce development while serving higher need schools

Lead LEA enrollment represented a significant proportion of statewide enrollment in all rounds, including, approximately 5,790 schools associated with lead LEA funding streams (2021-22).

- Round 3 - 48% of all high school enrollment across the state

- Round 4 - 35% of all high school enrollment across the state

- Round 5 - 41% of all high school enrollment across the state

Lead LEAs funded through K-12 SWP have higher college-going rates compared to the statewide average, and have a greater portion of students who qualify for free or reduced-priced meals (2021-22).

Lead LEA districts had a college-going rate of 63.4% which is greater than the statewide college-going rate of 62.0%. University of California, California State University, and California Community College rates were all above the state average.

60.4% of K-12 students at lead LEA districts qualified for free or reduced-price meals, above the state average of 57.8%.

Source: NOVA, California Department of Education.

WestEd® Center for Economic Mobility

WestEd
WestEd.org

Characteristics of K12 Strong Workforce Program Grants

What is the work of K12 SWP?

Data retrieved and analyzed from NOVA which includes self-reported data from Lead LEAs regarding grants purpose.

This data is inclusive of rounds three, four, and five.

Data Limitations

NOVA data regarding the purpose of grants is limited in its ability to reveal clear trends. This is due to the fact that grants were able to choose multiple sectors, design purposes, and strategy areas. While these multiple categories provide grantees flexibility in designing grant objectives, any trends in the analysis become difficult to identify. The following analysis focuses simply on a descriptive analysis.

Course data was not feasible to obtain for the entire state. Lead LEAs upload two Excel files into NOVA to document their pathways, courses, and dual enrollment. The NOVA system does not union, process, or quality check any of the course data submitted. As a result, course data has to be retrieved file by file for each Lead LEA. Further, the lack of quality checks mean that exported data has significant limitations due to the high number of data entry errors and missing data.

WestEd
WestEd.org

WestEd Center for
Economic Mobility
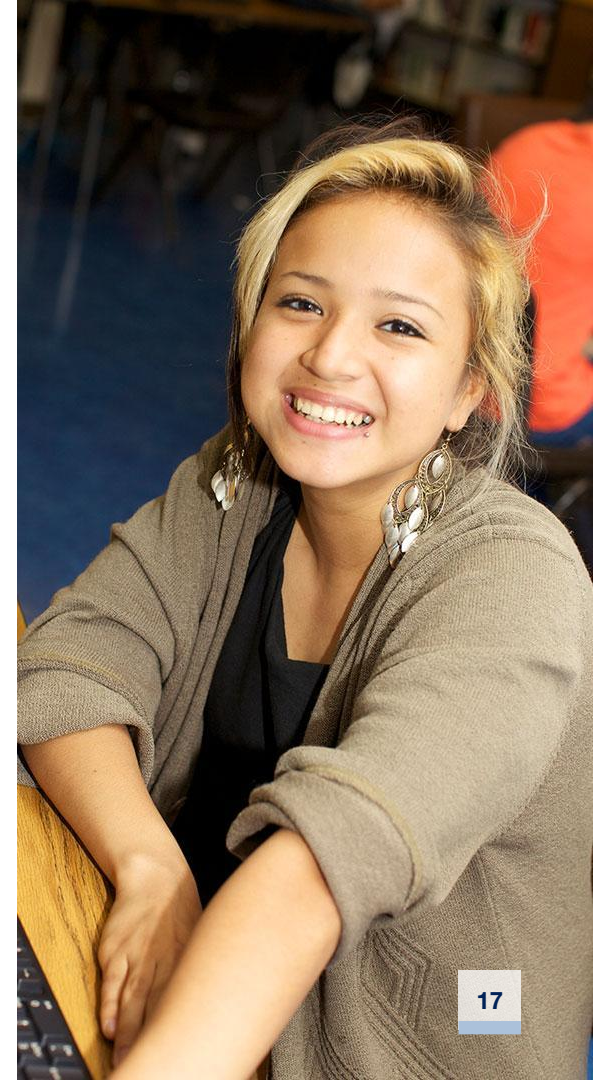
LEA Characteristics in Rounds 3-5

**315 Lead LEAs
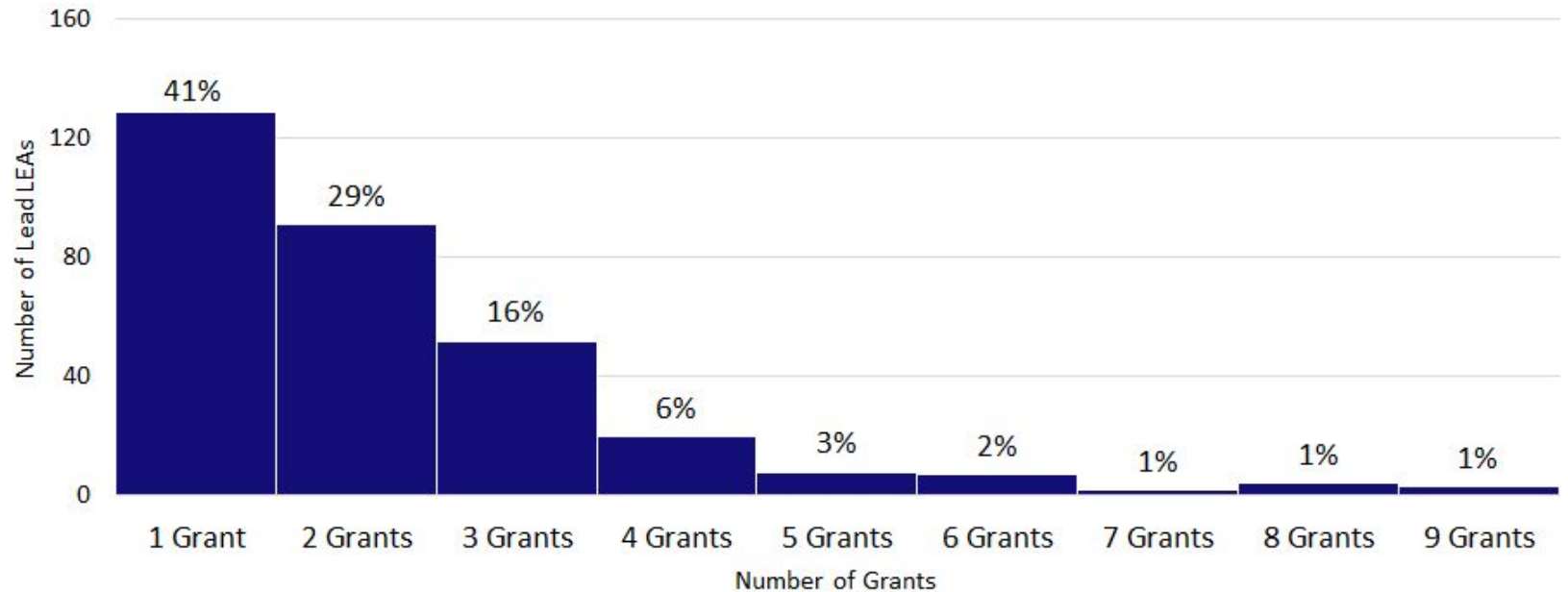689 Grants.*
5,790 associated schools**

The majority 59% of Lead LEAs received more than one grant

- County Offices of Education and ROPs were more likely to be represented among Lead LEAs that received more than 4 grants.

- Charters were more likely to be represented among grants that received less than 4 grants.

*Four Lead LEAs representing 4 grants did not submit data to NOVA and their grant characteristics are listed as N/A

K12 SWP Grants: Total Number of Grants Received by Lead LEAs in Rounds 3-5

A significant proportion of Lead LEAs received two or three grants representing 45% of Lead LEAs.
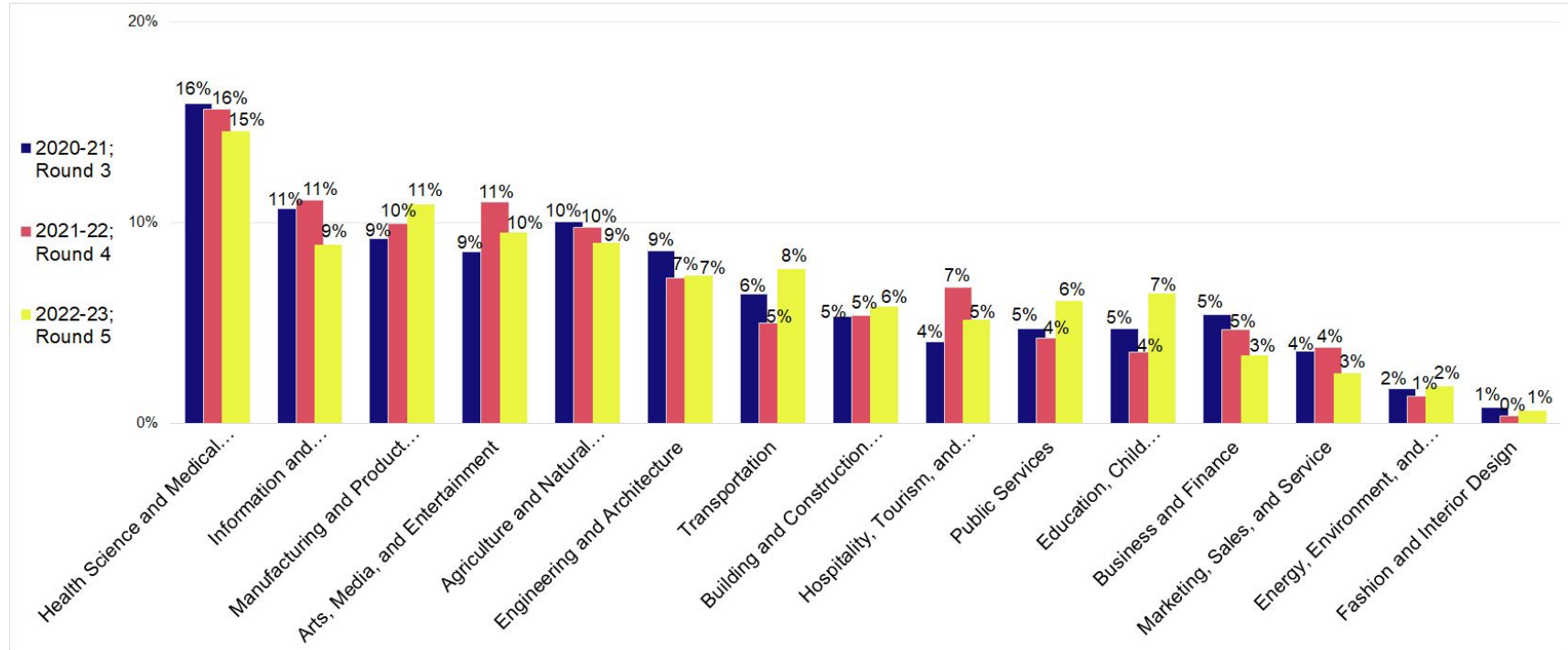
Data retrieved from the NOVA system for all Lead LEA grants in the state of California rounds 3, 4, and 5

K12 SWP Grants - Total Number of Sectors in Rounds 3-5

It was common for grants to work on more than one sector (66%).
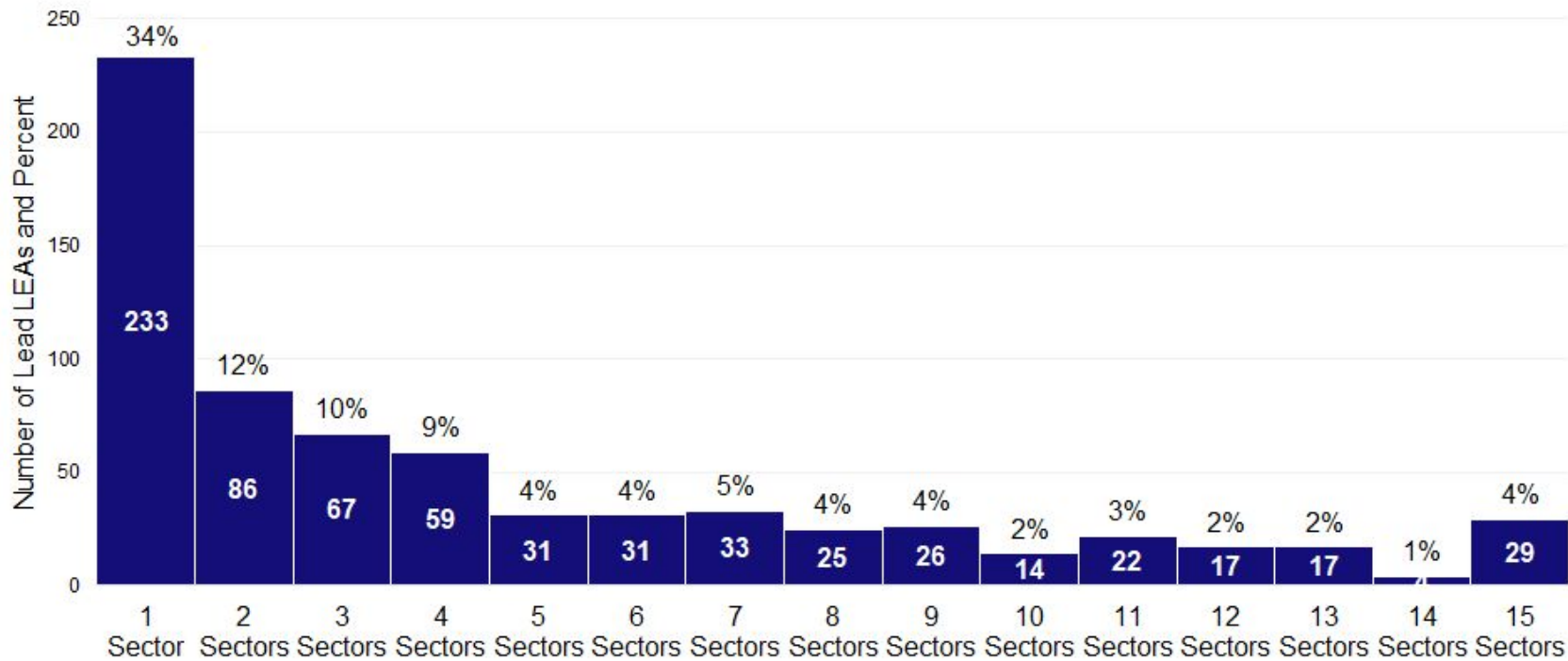
K12 SWP Grants - Grant Investment by Sector

There were minor changes in investment trends across the years. By year five, grantees increased diversity of sector investments. Most notably, Transportation and Education saw the largest increases in investment by Round 5.

Data retrieved from the NOVA system for all Lead LEA grants in the state of California rounds 3, 4, and 5

K12 SWP Grants - Pathways

Within sectors, funding often focused on one or two pathways. For example, 73% of Hospitality funding went to Food Service and Hospitality, while sectors like Information Communication and Technology had funding spread more evenly across pathways.

Hospitality

Grantees primarily invested in one pathway

- Food Service and Hospitality 73%
- Hospitality, Tourism, and Recreation 16%
- Food Science, Dietetics, and Nutrition 8%
- Other Hospitality, Tourism, and Rec 3%

Information Communication and Technology

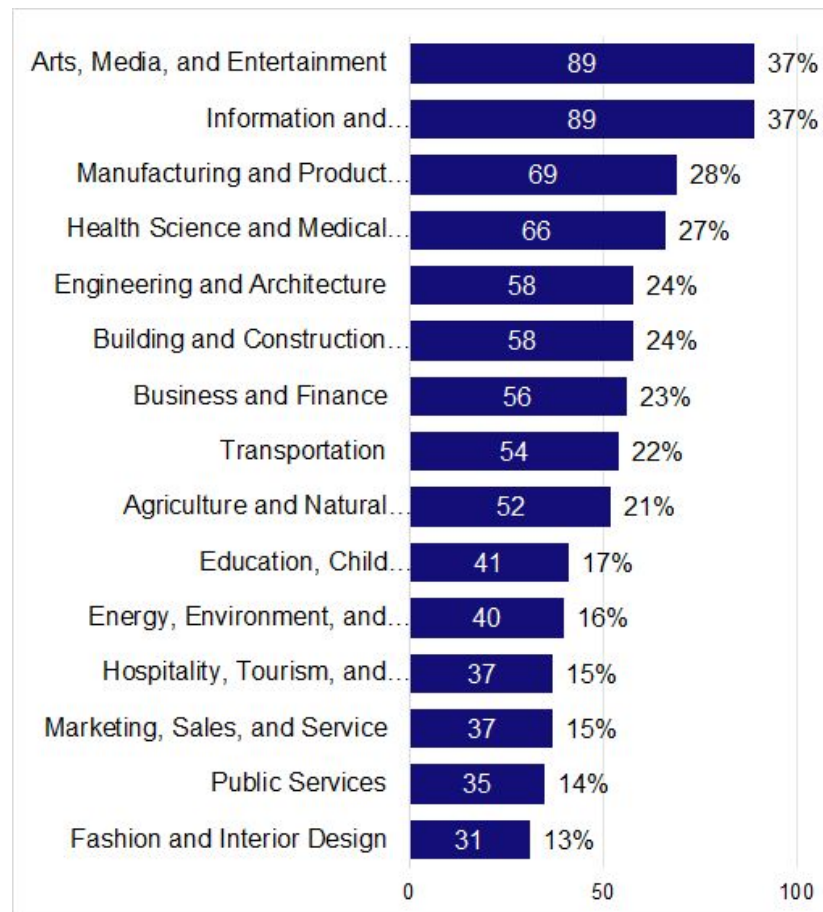Grantees invested in a wider range of Pathways

- Product Innovation and Design 25%
- Welding and Materials Joining 23%
- Machining and Forming Technologies 20%
- Graphic Production Technologies 15%
- Other Manufacturing & Product Develop. 12%
- Introductory/Core 5%

Grantees may focus more on choosing pathways than sectors when connecting to post-secondary and labor markets, highlighting unique needs within sectors.

Data retrieved from the NOVA system for all Lead LEA grants in the state of California rounds 3, 4, and 5

K12 SWP Grants - Other Pathways

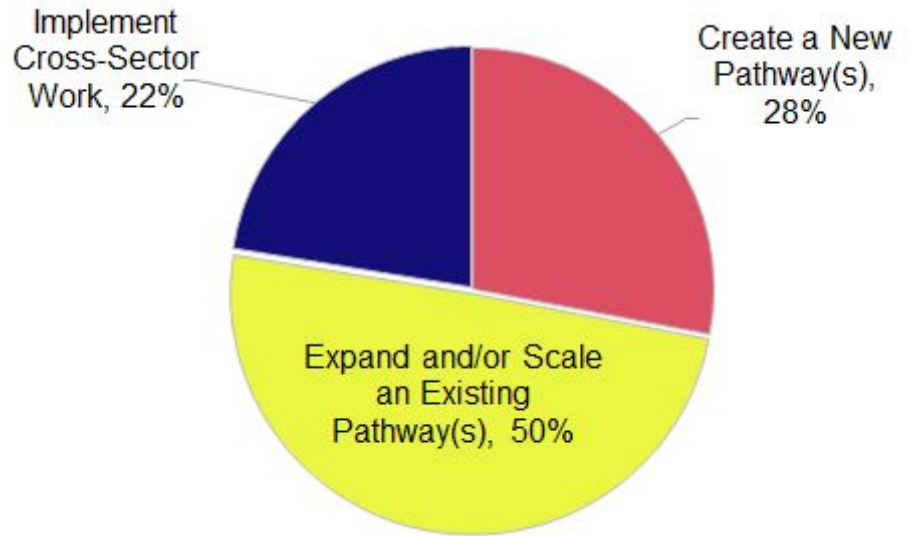A total of 243 grants (35%) listed a pathway as "other" associated with a sector in Rounds 3-5.

- Until Round 6 "other" was a choice in the NOVA system.

- Now there is the option of "multiple pathways" which generally coincides with Career Exploration.

- This change was made to more clearly represent career exploration which is often sector focused rather than pathway focused.

- Another possibility is that "other" is a selection option in NOVA that doesn't align with official codes.

Sector	Count	Percent
Arts, Media, and Entertainment	89	37%
Information and...	89	37%
Manufacturing and Product...	69	28%
Health Science and Medical...	66	27%
Engineering and Architecture	58	24%
Building and Construction...	58	24%
Business and Finance	56	23%
Transportation	54	22%
Agriculture and Natural...	52	21%
Education, Child...	41	17%
Energy, Environment, and...	40	16%
Hospitality, Tourism, and...	37	15%
Marketing, Sales, and Service	37	15%
Public Services	35	14%
Fashion and Interior Design	31	13%

WestEd
WestEd.org

K12 SWP Grants - Design Purpose in Rounds 3-5

50% of grants worked on expanding and/or scaling an existing pathway, while 28% worked on creating a new pathway, and 22% worked in implementing cross-sector work.

- 39% of grants worked more than one design purpose.

- Grants focused on more than one design purpose was primarily driven by work in multiple sectors.

- Design purposes, when chosen together, included expanding and creating new pathway.

- Beginning in Round 6, there is now a design option of "Middle School Career Exploration"

Implement Cross-Sector Work, 22%

Create a New Pathway(s), 28%

Expand and/or Scale an Existing Pathway(s), 50%

Data retrieved from the NOVA system for all Lead LEA grants in the state of California rounds 3, 4, and 5
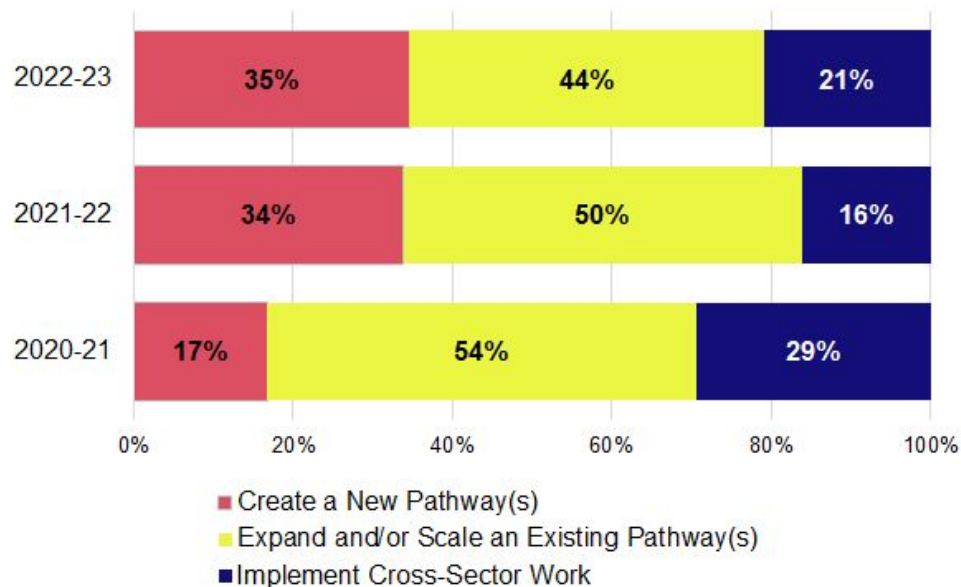
WestEd
WestEd.org

K12 SWP Grants: Design Purpose in Rounds 3-5

By year 5 more grants selected creating a new pathway, increasing from 17% to 35%.

Education and Energy had the highest percentage of grants focused on Creating a New Pathway:

- Among grants selecting Education, 20% focused on Creating a New Pathway.

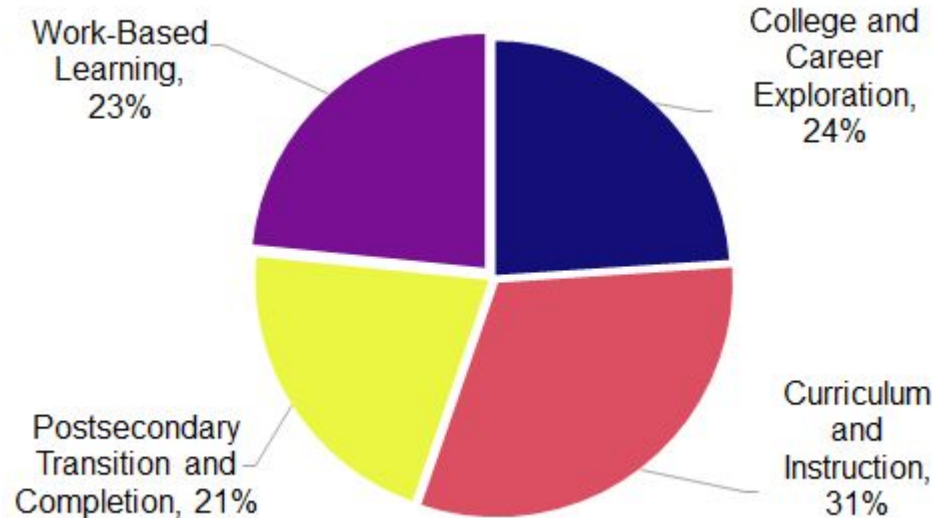- Among grants selecting Energy, 17% focused on Creating a New Pathway.

This indicates that there may be different needs in some sectors than others.

	Create a New Pathway(s)	Expand and/or Scale an Existing Pathway(s)	Implement Cross-Sector Work
2022-23	35%	44%	21%
2021-22	34%	50%	16%
2020-21	17%	54%	29%

- Create a New Pathway(s)
- Expand and/or Scale an Existing Pathway(s)
- Implement Cross-Sector Work

Data retrieved from the NOVA system for all Lead LEA grants in the state of California rounds 3, 4, and 5

WestEd
WestEd.org

K12 SWP Grants: Strategy Areas in Rounds 3-5

A similar proportion of grants worked on each strategy area. This was driven by the overwhelming majority of grants that worked on more than one strategy area.

- These proportions did not change significantly between grant rounds.

- These strategy areas were used in an equal proportion across different sectors.

- This pattern indicates that these strategy areas are foundational across all pathway work in all sectors.

Work-Based Learning, 23%

College and Career Exploration, 24%

Curriculum and Instruction, 31%

Postsecondary Transition and Completion, 21%

K12 SWP Grants: Strategy Area Selection in Rounds 3-5

63% of grants selected more than one strategy area. There was no significant pattern related to the sector or number of sectors represented on a grant.

Four Strategy Areas, 15%

Three Strategy Areas, 15%

One Strategy Area, 36%

Two Strategy Areas, 33%

K12 SWP Grants: Community College Partners in Rounds 3-5

The majority of community college partners participated as primary collaborators on K12 SWP grants 1-5 times.
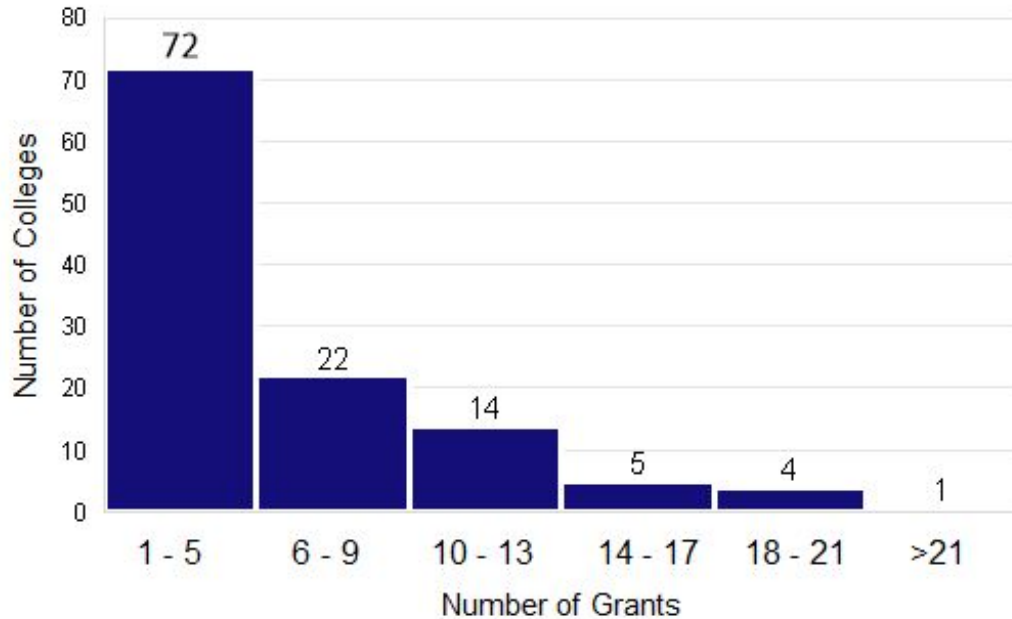
Most Common Primary Community College Partners	Number of Unique Grants
Sierra College	28
Cerritos College	21
Palomar College	19
American River College	19
Butte College	18
Fresno City College	15
Yuba College	14
Cuyamaca College	14
Coastline College	14
Cabrillo College	14

Data retrieved from the NOVA system for all Lead LEA grants in the state of California rounds 3, 4, and 5

WestEd.org

K12 Strong Workforce Program Infrastructure

How are the K12 SWP projects supported regionally?

Data for this section was collected through qualitative interviews and consortium artifacts, including reports, staffing structure and funding charts, and job descriptions.
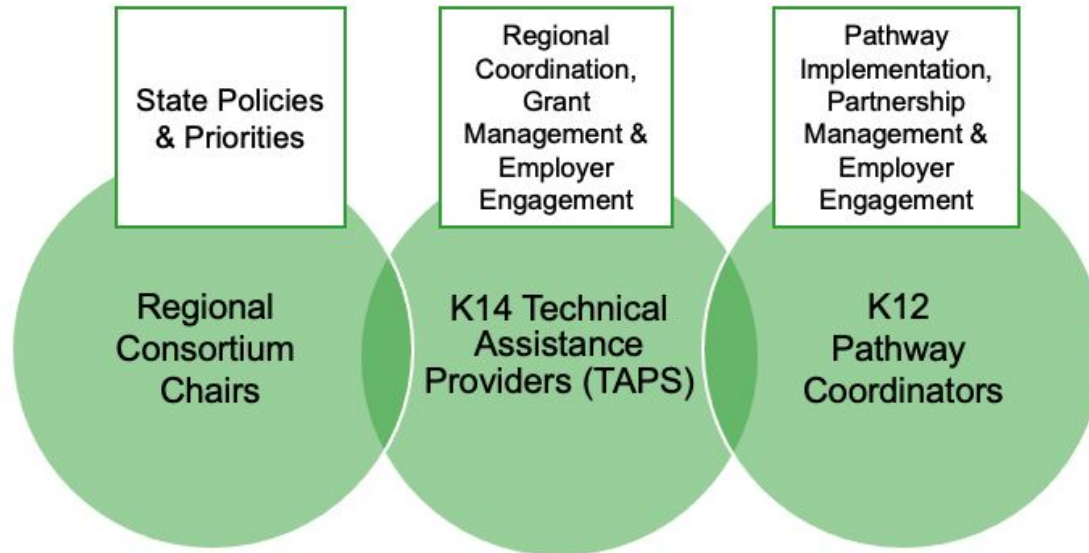
"

"We come to each other with our frustrations.
We come together with our solutions"

-Regional K14 TAP

K12 SWP Regional Infrastructure

Key talent are strategically deployed regionally, with multi-tiered alignment, support and collaboration between roles and partners within regions. They are simultaneously connected with counterparts and efforts statewide.

State Policies & Priorities

Regional Coordination, Grant Management & Employer Engagement

Pathway Implementation, Partnership Management & Employer Engagement

Regional Consortium Chairs

K14 Technical Assistance Providers (TAPS)

K12 Pathway Coordinators

WestEd
WestEd.org

Roles of Regional Key Talent

- **Regional Chairs**
  - Lead strategic vision and align regional education with student career goals and economic needs.
  - Foster unity among key leaders (e.g., college presidents, K12 superintendents, business partner organizations) to support a shared vision and collaborative initiatives.
  - Advocate for regional needs at the state level, model collaborative leadership, and build strong partnerships.
- **Subregional Directors**
  - Several regions have introduced an additional role to attend to the specific industry landscapes and educational institutions in subregions, complementing and extending the work of Regional Chairs and TAPs.

1. K12 Pathway Coordinators and K14 Technical Assistance Providers | California Community Colleges Chancellor's Office

Roles of Regional Key Talent

- **K14 Technical Assistance Providers**
  - Develop college and career pathways through intersegmental collaboration and systemic change facilitation.
  - Recognize and replicate successful practices and share across the region and the state.
  - Tailor support to regional needs while influencing statewide educational strategies and policies.
- **K12 Pathway Coordinators**
  - Vary in number across regions, with more than 70 PCs statewide, reflecting the size and needs of each community college district.
  - Support intersegmental collaboration for projects and initiatives, aligning with specific regional and institutional needs.
  - Connect directly with site-specific partners to understand context, share resources, offer support, and facilitate planning, coordination, and communication.

1. K12 Pathway Coordinators and K14 Technical Assistance Providers | California Community Colleges Chancellor's Office
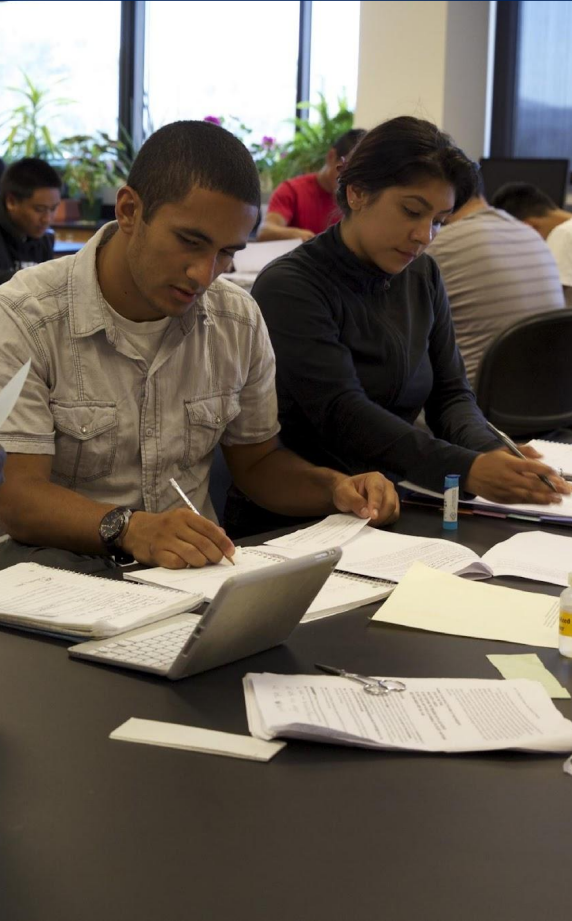
Role of the K12 SWP Selection Committee

The K12 SWP Selection Committee is a unique facet of the K12 Strong Workforce Grant.

Each funding cycle a regional committee is appointed, convenes to review applications based on a common rubric and allocates funding to the region.

- K12 SWP Selection Committee provides an opportunity for fair, peer reviewed assessment and approval of grant applications and for conversations that clarify and add nuance to the regions goals and priorities.
- The refinement of the K12 SWP election Committee process has developed over the funding cycles.
  - Interviewees emphasized that the selection committee process successively progressed each funding cycle to meet the unique needs of the region.
  - The Selection Committee has evolved from accountability managers to strategists who are using regional trends and pathway expertise to target regional needs.
  - K14 TAPs have worked to focus on ensuring that projects meet objectives and regional needs to inform the next funding cycle.

A Model for Collaborative Leadership

The structure and strategic deployment of key talent underscores a deep investment in the human capital necessary, especially with leaders who embody and model collaborative mindsets and approaches

- Key talent prioritize and effectively foster strong interpersonal relationships and collaborative partnerships across various educational and workforce systems
- Developing and strengthening collaborative leadership capacity is a key to success in all areas, from leadership to outreach to moving projects forward
- Healthy communities of practice at each of the key talent leadership levels (RC, TAP, PC) model trust and mutual support, and enhance problem-solving efficiency and sharing of resources and practices
- High level of regular, strategic engagement and responsiveness to the needs of regional partners reinforces the value in collaboration

"We've got K-12 talking to community college talking to adult school talking to workforce development, all in that effort to support students transitioning into community college."

WestEd
WestEd.org

Balancing Statewide Strategic Alignment with Regional Flexibility and Autonomy

- Responsive to regional priorities and needs, while maintaining a big-picture statewide alignment in vision, values and goals.
- Key talent navigate and integrate across different educational segments, translating concepts and facilitating communication to bridge systemic gaps
- On-the-ground work of PCs is lifted up and connected to the bigger picture of how projects align with larger efforts in collaboration with TAPs and RCs
- Flexible, multi-tiered structures allow for autonomy and geographic/demographic focus to address specific regional needs

"One pathway and a handful of colleges is part of a larger strategy...I'm not just showing up to work and doing this little project over here, this is part of something bigger."

WestEd
WestEd.org

Successes Across the State

"We're constantly looking for promising practices within our partnerships… allowing them a chance to shine and showcase what they're doing really well."

- Broad range of successes to highlight across all eight regions, including systems, processes, policies, convenings, agreements, resource development, and partnerships
- Efforts to expand and strengthen dual enrollment, articulation, and early college credit agreements and practices were highlighted across multiple regions
- Tools for systematic mapping regional college and career pathways have emerged in multiple regions

WestEd
WestEd.org

Total Allocation and Grants Awarded, Rounds 3-5 by Region

Regions	Total Allocations	Number of Grants
Bay Area	$ 89,304,760.00	132
Central Mother Lode	$ 62,136,509.00	81
Inland Empire Desert	$ 57,063,740.00	60
Los Angeles	$ 69,031,993.00	105
North Far North	$ 56,495,657.00	166
Orange County	$ 34,050,557.00	64
San Diego/Imperial	$ 38,967,483.00	63
South Central Coast	$ 30,494,907.00	27
Grand Total	**$437,545,606.00**	698

Highlight: North/Far North Region

ROUNDS 3-5 TOTALS
Funds Allocated: $ 56,495,657
Grants: 166

- Innovated the **K12 SWP Selection Committee's training process** to offer a robust two-day in-person training with labor market input, discussion, alignment and decision making.
- A new resource, **northstatecareers.org** supports the goals of K12 and CCC Strong Workforce Program (SWP), further **improve response to workforce demands, and deliver the skill sets required by our local employers**
- A regional event, **Career Compass Summit, will delve into career technical education pathways, early career exploration, adult education, workforce trends, regional offerings, and other important topics.**

Highlight:
San Francisco/ Bay Area Region

BACCC
BAY AREA
COMMUNITY COLLEGE CONSORTIUM

ROUNDS 3-5 TOTALS
Funds Allocated: $ 89,304,760
Grants: 132

- Educational Teacher Pipeline and Behavioral and Mental Health certificate programs in the region are now Vision 2030 Demonstration Projects at the state level. Communities of practice have emerged around early college credit and pre-apprenticeship to support related grantees.
- Pajaro Valley USD developed four high school pathways—biotech, sustainable agriculture, programming, and graphic design—providing students flexibility and access to high-skill, high-demand, high-wage careers with multiple postsecondary options.
- In Sonoma County, a College and Career Readiness Coach supports underrepresented students in the Welding and Materials Joining Pathway, guiding them through high school, dual enrollment, and career opportunities.

Highlight:
Central Valley/ Mother Lode Region

CENTRAL VALLEY MOTHER LODE REGIONAL CONSORTIUM
BUILDING THE WORKFORCE, PARTNERING IN CAREER EDUCATION

ROUNDS 3-5 TOTALS
Funds Allocated: $ 62,136,509
Grants: 81

- Kern CCD/CVML has recently appointed a **new Regional Chair,** Lora Larkin, as of September 1st, 2024

- CVML is in collaboration with various regions, including the Kern County Superintendent's Office, to organize **CTE Summits throughout the region.**

- 40 applications were received for SWP RFA 7, which is **double the number from previous years; 11% of these applications are from new applicants.**

Highlight:
South Central Coast Region

ROUNDS 3-5 TOTALS
Funds Allocated: $ 30,494,907
Grants: 27

- **Transformation within the selection committee** process improved efficiency and collaboration - markedly improved efficiency and collaboration, fostering a more ethical, transparent, and supportive environment of trust.
- **Development of K14 pathway maps as strategic resources for intersegmental partners,** enhancing alignment and continuity between secondary and postsecondary education sectors.
- K12 Strong Workforce Program (SWP)-funded professional development projects aligned with regional priorities, **Vision 2030, and the California State Plan, supporting a cohesive approach to workforce and education alignment statewide.**

Highlight:
Los Angeles Region

LARC

LOS ANGELES REGIONAL CONSORTIUM

ROUNDS 3-5 TOTALS
Funds Allocated: $ 69,031,993
Grants: 105

- **Development of K14 pathway maps** for grantees and other districts serves as a repository of information to facilitate strategic planning and alignment.
- Innovative approach to funding professional development opportunities such as an annual **grant kick-off event with K14 partners and a dual enrollment institute that had resulted in action plans and a regional Pathway Implementation Road Map**

Highlight: Orange County Region

ORANGE COUNTY REGIONAL CONSORTIUM

WORKFORCE DEVELOPMENT ALLIANCE

ROUNDS 3-5 TOTALS
Funds Allocated: $ 34,050,557
Grants: 64

- Establishment of r**egional business advisories** engaging several chambers of commerce representing an extensive roster of industry partners
- **Tailored sessions** to outreach and support **charter schools** in developing their pathway programs which led to an increase in charter school applications
- Developed **Key Talent Regional Initiatives** to continue supporting the investment and advancement of CTE programs and student

Highlight:
Inland Empire/ Desert Region

IEDRC
INLAND EMPIRE/DESERT
REGIONAL CONSORTIUM

ROUNDS 3-5 TOTALS
Funds Allocated: $ 57,063,740
Grants: 60

- **Launch of a regional work-based learning summit,** successfully bringing together various LEAs to focus on shared challenges and opportunities
- **Development of Tiny Home project,** a partnership between Desert Sands Unified School District (DSUSD), College of the Desert (COD) and the Southwest Carpenters Union to teach students how to build a tiny house on wheels
- **Building CTE Bridges from High School to Community College** through a cross-sector partnership with Crafton Hills College (CHC) that developed a supported transition model for high school CTE students matriculating to established community college pathways and programs

Highlight: San Diego/ Imperial Region

ROUNDS 3-5 TOTALS
Funds Allocated: $38,967,483
Grants: 63

- Convened a regional **K14 articulation credit by exam (CbE) community of practice,** provided guidance for data collection and tracking, delivered regional data analysis.
- Convened a **regional K14 dual enrollment (DE) community of practice**, provided office hours, one-on-one consulting as requested, and coordinated the regional community college dual enrollment RFA process for strategic plan development.
- Collected **regional aggregated course-level DE data** for students enrolled in high school DE in 2021–2022 and 2022-2023.
- Supported teache**r WBL professional development** and district/school support and guidance for WBL tracking and reporting.
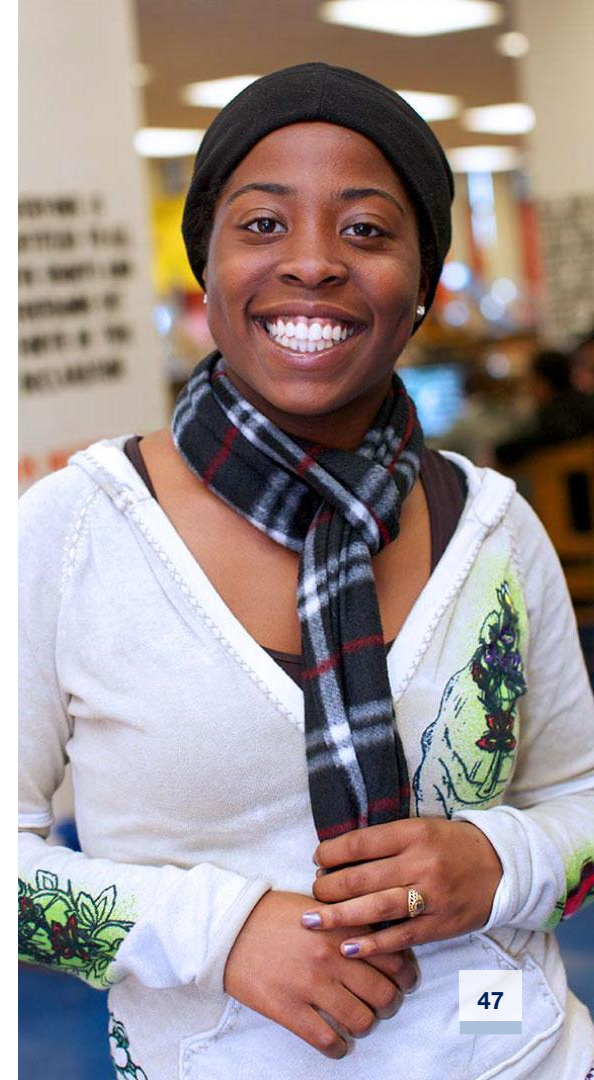
Considerations for Future Study
Key Study Areas for Future Insights

Variation in the number of Local Education Agencies (LEAs) engaged across regions underscores the need for deeper exploration into how these differences affect program impact and outcomes.

Regional disparities in median household income and poverty rates point to the importance of tailoring K12 SWP strategies to meet the unique needs of each region.

Lead LEA districts show higher college-going rates and greater economic need than the statewide average, highlighting their key role in advancing educational and economic equity and may require additional support to sustain success, warranting further research to align future K12 SWP investments with broader statewide trends.

WestEd
WestEd.org

Considerations for Future Study
Key Study Areas for Future Insights - Continued

Obtaining comprehensive course-level data across the state is crucial for understanding pathway implementation, but current manual data retrieval from LEAs in NOVA is hampered by data entry errors and missing information. A large-scale effort to clean and analyze this data could provide valuable insights into industry credentials and dual-enrollment trends.

There is significant variance in funding allocation across pathways, with some sectors, like hospitality, seeing 73% of funding concentrated in a single pathway, while others, such as information technology, show more balanced distribution across multiple pathways. Future interviews could help clarify the reasons behind these variations in investment in statewide trends.

Recommendations to Strengthen K12 SWP

Support career exploration in middle school

- Continuing to develop earlier exposure experiences, curricula and opportunities can go a long way toward furthering the impact of intersegmental partnership work.

Build capacity for improved data access and use

- K12 institutions often lack the staff and resources for effective data collection and analysis, which are critical for both grant proposals, designing pathways and measuring program success.

Increase incentives or penalties for stronger K12 and CC collaboration

- To strengthen partnerships and create seamless transitions between K12 and community colleges, it is crucial to mandate collaboration across education levels.

Considerations for Future Study
Key Study Areas for Future Insights

- **An equity analysis** comparing student outcomes— disaggregated by race and gender—between funded and unfunded schools could reveal whether resources are reaching those most in need and highlight disparities for future focus.

- **Examining trends in pathway investments across sectors**, particularly in alignment with regional labor demands, would help guide more strategic funding decisions.

- **A qualitative exploration of cross-sector collaboration**, particularly the role of community colleges in K12 SWP grants, could provide deeper insights into the sustainability and impact of these partnerships.

- **Regional disparities in LEA engagement and income levels** suggest the need for tailored approaches to investment and resource allocation.

WestEd
WestEd.org

Contacts

Rachel Antrobus, Ed.D.
Director Intersegmental Projects
rantrob@wested.org

Allie Bollella, MPP
Consultant
allie.bollella@gmail.com

David Maduli, Ed.M.
Program Associate
dmaduli@wested.org

Sterling Smith
Senior Research Associate
ssmith3@wested.org

WestEd Center for
Economic Mobility