



SOUTH CENTRAL COAST REGIONAL CONSORTIUM

STRONG WORKFORCE PROGRAM 4-YEAR PLAN
JANUARY 2021



POWERED BY
California Community Colleges



Above (Inside Front Cover): Santa Barbara City College graduate Sutara Nitenson is shown at the Cal Poly Center for Coastal Marine Sciences, where she and the SBCC Marine Diving Technologies class gained real-world experience.

On the Cover: Allan Hancock student Davina Valerio graduated with the Allan Hancock College Police Academy class 118 on December 9, 2019. California community colleges are expected to play a major role in developing curriculum that addresses cultural differences and racial biases in law enforcement.

“Strong Workforce funds have allowed us to bring skills to our students through hands-on experience and training that we would not otherwise have been able to offer. This program has meant so much not only for our students, but it’s also meant so much for our community, which has been so remarkably supportive of our efforts.”

**Amy Stapp, Agriculture Business Instructor and Agriculture Program Lead,
Cuesta College**

TABLE OF CONTENTS

I. Executive Summary.....	5
II. Overview of the Region and Engagement in Plan Development	7
III. Overarching Framework, Guiding Principles, and Strong Workforce Program Governance	13
IV. Innovation, Flexibility, Work-based Learning, Job Placement, and COVID Response.....	17
V. Employer Engagement and Responsiveness to Workforce Needs.....	23
VI. Short-term Training	28
VII. K12 Strong Workforce Program.....	31
VIII. Adult Education in the Region.....	35
IX. Perkins Comprehensive Local Needs Assessment & Braiding of Funding.....	38
X. Sector Analysis Project	41
XI. Conclusions	62
Appendices	64
Appendix A: Center of Excellence Regional Overview Gap Analysis and Regional Comprehensive Local Needs Assessment Table Discussion Notes.....	65
Appendix B: Process When Using the Regional Consultation Group	91
Appendix C: South Central Coast Regional Consortium Strong Workforce Program Governance.....	93

THE COLLEGES OF THE SOUTH CENTRAL COAST REGIONAL CONSORTIUM



I. EXECUTIVE SUMMARY

The vision of the South Central Coast Regional Consortium (SCCRC) is: “We believe when each of our students learn, grow, and prosper, our communities thrive.” The SCCRC serves to facilitate and promote effective regional educational initiatives with its member colleges and key stakeholders in support of local, regional, and statewide workforce development efforts. We leverage employer, community, and educational resources to create and maintain a highly skilled workforce that meets our regional needs.

In alignment with the Vision for Success, the Strong Workforce Program legislation, and the Guided Pathways framework, the five overarching strategic goals for the Region include:

A. Regional Leadership and Workforce Priorities

Cultivate and develop regional leadership, communication and support structures that improve outcomes for students, employers and communities.

B. Build and Clarify the Path

Design well-articulated career education pathways that increase the likelihood of students achieving economic prosperity.

C. Enter the Path

Ensure that potential students are aware of career education pathways through effective career exploration, communication, and outreach.

D. Stay on the Path and Ensure Learning

Promote student career development to high school and college students, counselors, parents and the community, and facilitate student progression and completion in career education pathways and into the workforce.

E. Employment Preparation and Transition to Work

Provide diverse opportunities that prepare students for a seamless transition into careers or career advancement, and reinforce employer engagement and operational partnerships among education, industry, and other workforce development entities.

In Order to Achieve These Goals, the SCCRC Will:
→ Invest in SWP Projects that are in alignment with these strategic goals.
→ Braid funding and initiatives that move toward achieving SWP, Vision for Success, and Student Success goals and metrics.
→ Align and integrate resources in support of sector strategies using a variety of delivery methods (credit, noncredit and not-for-credit).
→ Involve Strategic Partners (K12, Adult Education, Workforce Development Boards, etc.).
→ Leverage economies of scale.
→ Use data-informed decision making in all of the above.
→ Keep equity and access at the forefront of all that we do.

The South Central Coast Region includes San Luis Obispo, Santa Barbara, and Ventura Counties, and 32 zip codes making up Northern Los Angeles. The region has a population of over 2.2 million and is served by eight community colleges. In 2020, there were over a million jobs (1,005,082) in the South Central Coast Region. Jobs have grown by approximately 6 percent over the last five years. Over the next five years, the number of new jobs are expected to increase by 6 percent. Racial diversity is high in the region (Santa Barbara County, Ventura County, and Northern Los Angeles) as compared to the national average, though lower than the national average for San Luis Obispo County.

	South Central Coast Region	San Luis Obispo County	Santa Barbara County	Ventura County	Northern Los Angeles
Total Population	2,240,807	284,579	448,372	848,321	659,535
Total Employment	1,005,082	139,877	238,499	381,877	244,829
Job Growth Over 5 Years	5.7%	5.1%	6.4%	4.7%	7%
Average Earnings per Job	\$67,700	\$70,700 (2018)	\$71,700 (2018)	\$84,000 (2018)	\$70,600
Racial Diversity	55% Racially Diverse People	31% Racially Diverse People	56% Racially Diverse People	55% Racially Diverse People	64% Racially Diverse People

The Center of Excellence, South Central Coast, completed a gap analysis and middle-skill jobs report for all sectors. The gap analysis compared labor market demand with program supply for middle-skill jobs in all sectors across the South Central Coast Region. The analysis identified 140 top middle-skill jobs and ultimately gaps were identified for all industry sectors. Evaluating the member colleges' view of educational priorities going forward – especially in the time of the COVID-19 pivot and impact on the Future of Work, what emerged is the need for the Region to:

- Approach and construct all planning with a holistic view balancing local and regional internal and external partnerships, capabilities, needs, and changing priorities.
- Embrace innovation, especially regarding entrepreneurship and the gig economy.
- Remain flexible, thinking holistically regarding student scheduling, course delivery, and responsiveness to employers.
- Create a comprehensive SCCRC Regional Model focused on student outcomes. A model that will encompass the spectrum of responses to changing student and workforce needs while integrating, aligning and coordinating the needed support to the colleges and the region.

CONCLUSION

The Region wants to remain flexible in light of the changing landscape. We will continue to monitor workforce needs and student progress and update our SWP Plan at least once a year. The SWP Plan Updates will then drill down to more specificity regarding sector and cross-sector work and employer engagement and identifying the resources needed to support that work.



Photos from Allan Hancock College's Career Education Programs

II. OVERVIEW OF THE REGION AND ENGAGEMENT IN PLAN DEVELOPMENT

OVERVIEW OF THE REGION

The SCCRC consists of six community college districts and eight colleges. All are single-college districts with the exception of the three colleges in Ventura County. In 2018-19 there were 143,108 students taking courses at the region's eight community colleges, with 49 percent of these students (70,422) taking courses in CTE Programs. Regional colleges offered more than 28,000 sections and there were 5,931 online or distance education courses offered. Regional CTE Programs offered more than 9,000 sections and 2,469 online or distance education courses. SCCRC colleges had a term-to-term retention rate of 72 percent with CTE Programs exceeding that at 75 percent.

South Central Coast Region: ALL PROGRAMS 2018-19*

Students who took either credit or noncredit courses

Students Taking Courses at our 8 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
143,108	28,311	5,931	72%	12,903

Students' Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
53% Female 46% Male	67%	33%	28,363 25%	86,167 75%

South Central Coast Region: ALL CTE PROGRAMS 2018-19*

Students who took either credit or noncredit courses

Students Taking Courses at our 8 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
70,422	9,179	2,469	75%	5,342

Students' Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
49% Female 50% Male	71%	31%	16,647 27%	43,994 70%

*Cal-PASS Plus Launchboard, 2018-19

The Region is very diverse geographically and economically; therefore, many decisions are made sub-regionally as shown below:

Sub-region 1: Santa Barbara/San Luis Obispo counties

Cuesta College – San Luis Obispo County

Allan Hancock College – north Santa Barbara County

Santa Barbara City College – south Santa Barbara County

Sub-region 2: Ventura County

Ventura College

Oxnard College

Moorpark College

(Ventura County Community College District)

Sub-region 3: Northern Los Angeles County

College of the Canyons

Antelope Valley College

San Luis Obispo/Santa Barbara: Cuesta College, Allan Hancock College & Santa Barbara City College***ALL PROGRAMS 2018-19**

Students who took either credit or noncredit courses

Students Taking Courses at 3 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
50,042	10,204	2,051	72%	4,511

Students' Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
55% Female 45% Male	70%	31%	44%	56%

Ventura: Ventura College, Oxnard College & Moorpark College***ALL PROGRAMS 2018-19**

Students who took either credit or noncredit courses

Students Taking Courses at our 3 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
40,299	7,576	1,191	75%	4,512

Students' Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
54% Female 45% Male	65%	34%	24%	76%

Northern Los Angeles: College of the Canyons & Antelope Valley College***ALL PROGRAMS 2018-19**

Students who took either credit of noncredit courses

Students Taking Courses at our 2 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
46,325	10,531	2,689	70%	3,883

Students' Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
51% Female 49% Male	67%	35%	32%	68%

San Luis Obispo/Santa Barbara: Cuesta College, Allan Hancock College & Santa Barbara City College***ALL CTE PROGRAMS 2018-19**

Students who took either credit of noncredit courses

Students Taking Courses at the 8 colleges in the region	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
27,492	3,517	819	75%	1,847

Students' Gender	Students Economically Disadvantaged	Students First- Generation	Full-Time Students	Part-Time Students
54% Female 45% Male	78%	30%	32% 7,627	67% 15,664

Ventura: Ventura College, Oxnard College & Moorpark College***ALL CTE PROGRAMS 2018-19**

Students who took either credit of noncredit courses

Students Taking Courses at the 8 colleges in the region	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
17,449	1,745	311	80%	1,745

Students' Gender	Students Economically Disadvantaged	Students First- Generation	Full-Time Students	Part-Time Students
51% Female 48% Male	67%	33%	26% 4,331	71% 11,839

Northern Los Angeles: College of the Canyons & Antelope Valley College*

ALL CTE PROGRAMS 2018-19

Students who took either credit or noncredit courses

Students Taking Courses at the 8 colleges in the region	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
24,520	3,917	1,339	73%	1,751

Students' Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
42% Female 57% Male	65%	32% 24,520	23% 4,839	76% 16,502

*Cal-PASS Plus Launchboard, 2018-19

ENGAGEMENT IN THIS PLAN DEVELOPMENT

Regional Perkins V Comprehensive Local Needs Assessment:

The South Central Coast Regional Consortium held an in-person Comprehensive Local Needs Assessment (CLNA) meeting in Ventura on March 6, 2020. The meeting was attended by industry representatives from each of our current priority and emerging sectors, community college faculty and administrators, K12 education partners and grantees, Workforce Development Board (WDB), other Economic Development agencies and other required stakeholders. The Region's Labor Market Information (LMI) data was presented by the Center of Excellence and Table Discussions focused on demand/supply gaps and challenges. This information is included in Appendix A. Each college used the regional CLNA data as the basis for gathering additional local data and developing their local Perkins V plans that were signed off by the Regional Chair.

Regional Community College Planning Groups:

The Region has been convening a bi-monthly CTE Dean/Regional Key Talent/CTE faculty liaison meeting the past year, and beginning in August 2020 these meetings became the official planning meetings for the regional plan development. These planning sessions and associated workgroups included finalizing and utilizing the Sector Profile Data to formulate sector strategies and regional recommendations (discussed in detail later in the plan).

Additionally, the Regional Chairs facilitated a discussion with the Region's Chief Instructional Officers (CIOs) on October 27, 2020 to inform them of Plan progress and the changing nature of Employer Engagement going forward. The regional Executive Council for the SCCRC Strong Workforce Program is comprised of a CEO from each of the three sub-regions and this group meets with the Regional Chairs each month. They have provided input and have been informed as this Plan has developed. The Executive Council is the conduit for regional information to all of the CEOs in the region.

Regional Adult Education Engagement:

On November 6, 2020 the Region hosted its bi-annual Adult Education convening with participation from K12 Adult Schools and college noncredit faculty and administrators as well as Workforce Development Board. Participants were presented with a [Career Pathways Dashboard](#) and map of adult education Career and Technical Education (CTE) and workforce preparation pathways in the Region, prepared and delivered by WestEd.

The goal of the meeting was to focus on helping adult education students successfully transition to either credit programs or directly into the workforce in living wage career fields.

Regional K12 Engagement:

Finally, our K12 education partners have embraced the SCCRC and participate in each of our monthly regional meetings as well as specific work groups and K12 SWP Engagement Sessions which are held prior to the release of each round of funding. The South Central Coast Region K12 SWP Round 3 Engagement Sessions were held via Zoom for each of the three sub-regions with specific sub-regional LMI data shared.

Round 3 Engagement Session: San Luis Obispo and Santa Barbara Counties (9-4-2020)

- [K14 Pathways Data](#)
- [PowerPoint Slides](#)

Round 3 Engagement Session: Ventura County (9-11-2020)

- [K14 Pathways Data](#)
- [PowerPoint Slides](#)

Round 3 Engagement Session: North Los Angeles County (9-18-2021)

- [K14 Pathways Data](#)
- [PowerPoint Slides](#)

PLAN FEEDBACK AND UPDATES:

The final draft of this 4-year plan has been shared with all of the stakeholders (K12, adult education, WDBs, etc.) in the region and includes all of their feedback. This is a living document, and in this dynamic environment we will make adjustments and amendments at least yearly as required by legislation, and more often if it is warranted.

“Everyone in the Valley knows that if you want to get a job at Northrop Grumman, you go to Antelope Valley College’s Aeronautical Program. After just eight weeks of training, our students are not only making 27 or 28 dollars per hour to start off, they also are establishing a career.”

**Marlene Ruvalcaba,
Antelope Valley College
graduate and current
quality engineer with
Virgin Galactic**





Photos from Antelope Valley College's Career Education Programs

III. OVERARCHING FRAMEWORK, GUIDING PRINCIPLES, AND SWP GOVERNANCE

The Region has adopted an overarching framework mirroring the Guided Pathways Pillars and established guiding principles that align with the Chancellor's Office Vision for Success, Strong Workforce Program metrics and the Student Success Metrics.

A. Regional Leadership and Workforce Priorities

Cultivate and develop regional leadership, communication, and support structures that improve outcomes for students, employers, and communities.

B. Build and Clarify the Path

Design well-articulated career education pathways that increase the likelihood of students achieving economic prosperity.

C. Enter the Path

Ensure that potential students are aware of career education pathways through effective career exploration, communication, and outreach.

D. Stay on the Path and Ensure Learning

Promote student career development to high school and college students, counselors, parents, and the community, and facilitate student progression and completion in career education pathways and into the workforce.

E. Employment Preparation and Transition to Work

Provide diverse opportunities that prepare students for a seamless transition into careers or career advancement, and reinforce employer engagement and operational partnerships among education, industry, and other workforce development entities.

Fulfilling the overarching strategic goals:

- Invest in SWP Projects that are in alignment with these strategic goals.
- Braid funding and initiatives that move toward achieving SWP, Vision for Success, and Student Success goals and metrics.
- Align and integrate resources in support of sector strategies using a variety of delivery methods (credit, noncredit, and not-for-credit).
- Involve Strategic Partners (K12, Adult Education, Workforce Development Boards, etc.).
- Leverage economies of scale.
- Use data-informed decision making in all of the above.
- Keep equity and access at the forefront of all that we do.

The Vision for Success adopted by the Board of Governors outlines six ambitious goals to meet California's needs and calls for the California Community College system to achieve these outcomes over five years. While all six goals focus on greater student attainment, the bolded goals below stand out in their direct relationship to the use of Strong Workforce Program dollars.

- **Increase by at least 20 percent the number of CCC students annually who earn degrees, credentials, certificates or specific skill sets to prepare them for an in-demand job.**
- Increase by 35 percent the number of CCC students transferring annual to a UC or CSU.

- Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units – the average among the quintile of colleges showing the strongest performance on this measure.
- **Increase the percentage of CTE students who report being employed in their field of study from 60 to 76 percent – the average among the quintile of colleges showing the strongest performance on this measure.**
- **Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.**
- **Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.**

The report also includes seven core commitments that were designed to support the colleges and the system in achieving the six goals:

- Focus relentlessly on students' end goals.
- Always design and decide with the student in mind.
- Pair high expectations with high support.
- Foster the use of data, inquiry, and evidence.
- Take ownership of goals and performance.
- Enable action and thoughtful innovation.
- Lead the work of partnering across systems.

A goal for the SCCRC is utilize regional funds to deliver 'more and better CTE' that propels students toward the Vision for Success and Strong Workforce Program outcome metrics listed in LaunchBoard.

SCCRC STRONG WORKFORCE PROGRAM GOVERNANCE STRUCTURE

The SCCRC Executive Council was formed with Chief Executive Officer (CEO) representation from each of the three sub-regions that serves as the conduit from the SCCRC, the Steering Committee to the eight regional CEOs. The SCCRC Steering Committee is now made up of the following:

- CTE Voting Dean from each of the 8 colleges
- 2 Chief Instructional Officers (CIOs)
- 1 Chief Student Services Officer (CSSO)
- 1 CTE faculty liaison
- 1 Regional Director (RD)
- 1 Economic and Workforce Development representative
- Center of Excellence (COE) (non-voting)
- Regional Chair (RC) and Co-Chair (non-voting)

Each constituency group selects the representative(s) to vote on behalf of their respective group. The Steering Committee makes recommendations to the District CEOs for final approval of all SWP funding decisions and any changes to the governance structure. A graphic description of the [Governance Structure](#) is on [our website](#).





Photos from College of the Canyons' Career Education Programs

IV. INNOVATION, FLEXIBILITY, WORK-BASED LEARNING, JOB PLACEMENT AND COVID RESPONSE

Drawing from the World Economic Forum (WEC) “Future of Jobs 2020” Report, the SCCRC planning team (made up of the CTE Deans, CTE faculty liaisons, Regional Chairs, Regional Directors and Center of Excellence Director), felt strongly that our Region adopt a holistic planning approach that includes an emphasis on colleges having the flexibility to innovate.

The Future of Jobs 2020 Report* emphasizes that COVID has accelerated the future of work. Key findings include:

- The pace of technology adoption is expected to remain unabated and may accelerate in some areas.
- Automation, in tandem with the COVID-19 recession, is creating a ‘double-disruption’ scenario for workers (42 percent of businesses surveyed are set to reduce their workforce due to technology integration vs. 34 percent plan to expand their workforce and 41 percent plan to use contractors for task-specialized work).
- By 2025, the Report estimates that 85 million jobs may be displaced by a shift in the division of labor between humans and machines while 97 million new roles may emerge.
- Skills gaps continue to be high as in-demand skills across jobs change in the next five years.
- The future of work has already arrived for a large majority of the online white-collar workforce.
- Inequality is likely to be exacerbated by the dual impact of technology and the pandemic recession.
- Online learning and training is on the rise but looks different for those in employment and those who are unemployed. Those who are employed are placing larger emphasis on personal development courses (88 percent growth) and those who are unemployed have placed greater emphasis on learning digital skills.
- Employers recognize the value of human capital investment. An average of 66 percent of employers surveyed expect to get a return on investment in upskilling and reskilling within one year.
- Reskilling current employees, particularly in industry coalitions and in public-private collaborations, is both cost-effective and has significant mid- to-long-term dividends.
- The public sector needs to provide stronger support for reskilling and upskilling for at-risk or displaced workers.

*Source: World Economic Forum, “The Future of Jobs 2020” Report (p. 5-6).

What does this mean for the South Central Coast Region? The Region is sub-divided into three distinct sub-regions by county—north LA County, Ventura County, and Santa Barbara/San Luis Obispo counties.

In Ventura County, the Ventura County Workforce Development Board (WDB) established the Ventura Work-Based Learning Consortium in the summer of 2020. The group is made up of industry, community college, the SCCRC, K12, and university partners and conducted a survey of 73 employers between August and November, 2020. Results from the survey echo findings in the WEC Future of Jobs 2020 Report. Seventy-three responses were collected from 13 industries. More than 50 percent of respondents reported there being significant labor skills gaps in their industry.

- In addition, employers indicated that the three most used sources of training include their own in-house programs, community colleges and online training. The biggest challenge reported in attracting and training employees was that applicants do not have the needed/proper credentials and the ability to retain highly qualified and diverse individuals.

- The majority of respondents do partner with community colleges to upskill, train their employees and use job posting websites to attract employees.
- The survey indicated that more communication is needed regarding available partnerships, as 30 percent were unaware that they could partner. Additionally, many respondents stated that the other reason they did not partner is because the partnerships do not meet their needs and are more time consuming than useful for their organization.

Extrapolating from the Ventura County WDB Employer Survey Report, It Will Be Essential for All of the Region's Colleges to Put Emphasis On:

- Having students complete the career education credentialing process for relevant industries.
- Recruiting a diverse student population and helping under-represented groups persist and complete.
- Making sure that businesses in the respective sub-regions of the SCCRC learn about the colleges' career education programs and work-based learning opportunities.
- Streamlining both short-term and long-term career education programs and training while ensuring easier access to the student population for employers.

JOB DEVELOPERS AND CAREER CONNECT PROJECT POWERED BY JOBSPEAKER

Strong Workforce Program funding has enabled the region's colleges to support job development and placement. These activities are usually offered through the Career Center and include monitoring work-based learning as well as placing students in internships/apprenticeships and actual jobs. Importantly, the SCCRC has also been funding the Jobspeaker platform which has greatly enhanced providing these services for both Job Developers and career education students.

The regional strategy in leveraging software application solutions will continue as a regional objective. Through the deployment of the Career Connect platform powered by Jobspeaker and LinkedIn Learning software applications regionally, we are able to support students' objectives by focusing relentlessly on students' end goals; provide resources for faculty in curriculum development and instruction; unified effort to engage businesses and Industry; and increase functionality and streamline work-based learning through campuses career services endeavors.

Developing a systematic regional approach provides employers a single entry point (portal) to find career ready student (workforce) talent across the region. The infrastructure of a "spoke and wheel" model between the region and colleges allows for localization coupled with regional impact and outcomes. Jobspeaker at the local level and Career Connect powered by Jobspeaker regionally provides:

- Increased employer engagement with colleges and CTE faculty to participate in advisories and other supportive needs.
- Outcome Metric Accountability specific to students being employed with a job closely related to their field of study and percent of graduates attaining a living wage.
- Maximized access regionally to work-based learning and employment opportunities for all students.
- Awareness of Career Services and its importance in the college's educational eco system.

→ Scalability and Sustainability.

→ Regional Visibility - Programs are not universal across regional campuses, however, employer demand is across many occupations and industry covering the region.

LinkedIn Learning offers more than 15,000 online training courses in business, technology, marketing, and many other skills. The quality content library supports the full spectrum of learners from career exploration to mastering a skill in noncredit. Online learning capability benefited the region by having the ability to provide students access to content curated by faculty and career services through Jobspeaker platform. LinkedIn Learning:

→ Supports colleges short term and in-demand online and in person education objectives.

→ Promotes student career exploration and employability skills attainment.

The South Central Coast Region's effort to meet learners and industry needs are being accomplished through leveraging Jobspeaker and LinkedIn Learning as a regional asset. Access to system tools that support the colleges' and region's workforce development efforts and provide analysis necessary to produce aggregated and local outcome metrics regarding learner competencies, work-based learning efforts and employer engagement success is a viable strategic goal.

PLANNING FOR CONTINGENCY, CONTINUITY, AND RESILIENCY

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency as part of the state's response to address the global COVID-19 outbreak. Beginning March 20, 2020, California Community Colleges Chancellor Eloy Ortiz Oakley issued the first of thirteen Executive Orders that year to allow for the continued education of community college students during the period of the State's emergency proclamation. His authority to issue Executive Orders is pursuant to Resolution No. 2020-01 of the California Community Colleges Board of Governors (approved March 16, 2020) and the addition of title 5, section 52020 of the California Code of Regulations, which allows, on an emergency basis, the temporary suspension of regulations adopted by the Board of Governors and the suspension of local rules and regulations that are a barrier to the continuity of educational services.

Later that spring, the South Central Coast Regional Consortium began discussion with the region's career education deans as to how career education faculty were adapting to the pivot to online modality necessitated by the State's declaration of the COVID-19 emergency and health orders invoked by respective County Departments of Public Health. All agreed that much of the Spring semester was taken with creating online lectures, employing supportive technology such as Labster, Practice Labs, LinkedIn Learning and planning for how to bring students safely to campus for required lab or clinical work where virtual tools and simulations are not in place, limited, or deemed unallowable by credentialing agencies. The deans noted that while the shift to emergency remote teaching for career education courses had its share of challenges, some elements of the shift to online modality were well received by students and faculty alike and may continue to be implemented after students return to campuses. The goal is to encourage and embrace a continuous improvement, growth mindset and keep all positive and innovative aspects moving forward.

While navigating the dynamic COVID-19 environment, the region's colleges have demonstrated resourcefulness in developing and implementing plans for continuity, contingencies, and resiliency. They have effectively leveraged resources and adopted innovative practices to remain as nimble and responsive as possible. The South Central Coast's Regional Directors have created communities of practice linked to particular industry sectors and convened faculty to share best practices around hard-to-convert career education lab work.

The Los Angeles/Orange County Regional Consortium (LA/OC RC) commissioned Hard-to-Convert Career Education Program Research Findings (October 2020), and recommendations made in the report can and in some cases have already been adopted or expanded by the SCCRC to foster and nurture regional CTE faculty communities of practice that:

- Consider curriculum adaptability and availability of widespread course content access for faculty.
- Engage Regional Directors to virtually convene faculty to create an informal space for career education communities of practice.
- Support expanded use of cloud applications, virtual and augmented reality technology.
- Ensure faculty and staff have access to appropriate work-based learning professional development complementing industry current and future requirements.

Also included in the key findings of the LA/OC RC report are examples for virtual supportive tools for various CTE disciplines (not all inclusive) to enhance continuity, contingency, and resiliency during and beyond the current COVID-19 pandemic:

- Automotive – Cengage’s MindTap, Electude & zSpace
- Cosmetology – MinTap, & Today’s Class Cosmetology
- Culinary – Rouxbe and Shipt, FreshDirect, Instacart
- Electrical – Festo, Interplay Skilled Trades
- Electronics & Electric Technology – LabVIEW, Multisim, Altera Quartus
- Emergency Medical Services – FISDAP, Zero Hour Amercia’s Medic, 60 Seconds to Survival Disaster Triage
- Fire Technology – online training through National Fire Protection Association
- Manufacturing and Industrial Technology – Labster, JoVE, LabArchives, Immerse2Learn, NCSIMUL, ToolingU, and zSpace
- Radiologic Technology – Labster and Visible Body
- Nursing – Laerdal’s vSim, zSpace, iHuman, Visible Body
- Respiratory Care/Therapy – iCEV, Kettering National Seminars, Visible Body
- Welding Technology – Lincoln Electric and zSpace

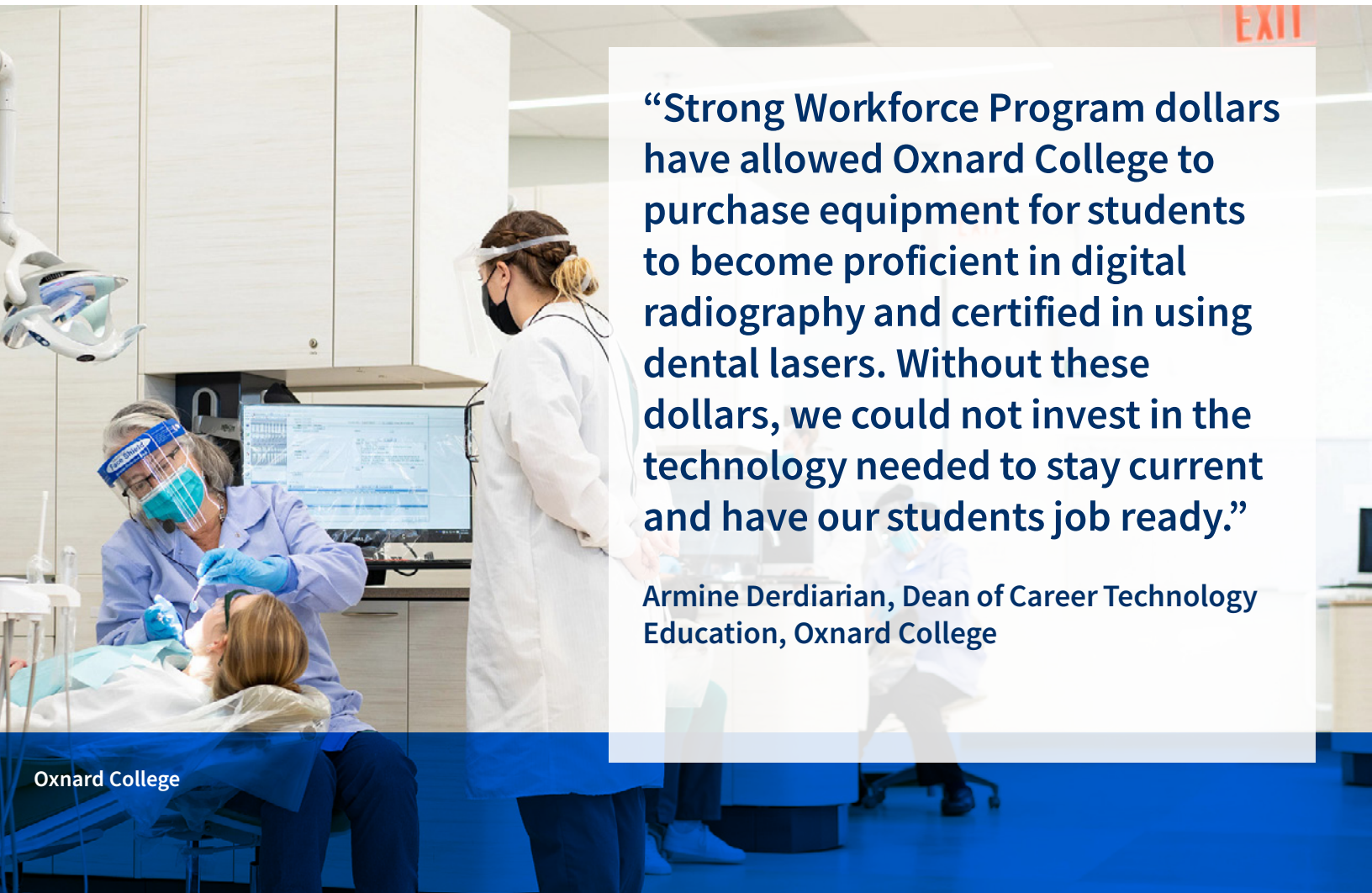
Importantly, the findings suggest utilizing economies of scale to negotiate regional purchase of technologies such as Labster, zSpace, and/or Visible Body. As mentioned above, the region currently supports the Career Connect Powered by Jobspeaker platform, which enables students to connect with employers, participate and track work-based learning, and create a viable portfolio as they build skills and seek employment. In addition, the region has adopted Practice (virtual) Labs for the more technical educational offerings. These models have proven to be very effective and should be replicated.

The report acknowledges that there are other potential avenues for the development of skills and knowledge, such as innovative workplace experiences in the virtual realm. Industry partners can provide an essential bridge for developing skills and competencies when classrooms and labs are not available. Rotational in-lab time, decoupling

lectures from labs within a single course, and revising scheduling to facilitate dramatically smaller laboratory class sizes have been successfully deployed in smaller or rural areas and can be extrapolated to larger institutions. Colleges have adopted and enhanced many technologies that will likely stay with our community college system permanently.

**Thus, It Will Be Important For the Role of
the South Central Coast Regional Consortium to Continue:**

- Creating the economies of scale mentioned above via Strong Workforce Program regional funding in addition to leveraging other funding streams.
- Supporting career education faculty with professional development around these technologies and best practices.
- Encouraging curriculum development that will adapt to the new world of teaching, allowing students and faculty to grow and learn from new technologies that continue to push the education needle forward.
- Strengthening employer engagement in all of the above by working with Regional Directors For Employer Engagement, our region's county Workforce Development Boards, and economic development agencies, and convening all constituent groups for the greater good of our students.



“Strong Workforce Program dollars have allowed Oxnard College to purchase equipment for students to become proficient in digital radiography and certified in using dental lasers. Without these dollars, we could not invest in the technology needed to stay current and have our students job ready.”

Armine Derdarian, Dean of Career Technology Education, Oxnard College



Photos from Moorpark College's Career Education Programs

V. EMPLOYER ENGAGEMENT AND RESPONSIVENESS TO WORKFORCE NEEDS

The SCCRC has six Regional Directors working in the current priority and emerging sectors of:

- Health
- Information, Communication Technologies and Digital Media
- Global Trade
- Advanced Manufacturing
- Agriculture, Water, Environmental Technologies
- Business & Entrepreneurship

In addition, the Region supports a Director for the Energy, Construction & Utilities sector and consults with Statewide Directors.

Labor market data as well as college program review data is provided to the Region by the Center of Excellence. Additionally, the Regional Directors and Center of Excellence use other economic data provided by Workforce Development Boards and Economic Development Agencies to identify local, sub-regional and regional workforce needs and sector strategies.

Priority in the region is to identify and honor the longstanding formal and informal relationships and partnerships that the colleges have with their local business and workforce and economic development groups in serving students and communities. All regional engagement efforts focus on enhancing and building on those efforts in support of the work of the colleges in providing responsive workforce education and training and in supporting students in entering employment. Some examples of those partnerships, many of which already involve the Regional Directors, include:

ALLAN HANCOCK COLLEGE AND CUESTA COLLEGE

REACH, a Regional Economic Action Coalition begun in 2018 as the Hourglass Project, launched to unite the public and private sectors across the Central Coast, break down barriers to greater economic prosperity, and chart a path for collective success. It serves San Luis Obispo and Northern Santa Barbara Counties as a private sector-led coalition with public, private, civic, and educational partners with the goal of creating a more prosperous and inclusive economy.

REACH 2030 has a ten-year plan to create 15,000 new jobs (REACH 2030: 15,000 Good-Paying Jobs by 2030) with annual salaries of at least \$50,000 in the area. Both Allan Hancock and Cuesta Colleges are involved in this workforce development effort and its six strategic initiatives:

- Foster the Start-up, attraction and expansion of high wage industries.
- Energy/Clean Tech
- Agritech
- Aerospace/Defense
- Precision Manufacturing
- Technology
- Build a thriving space enterprise at Vandenberg Air Force Base.
- Influence the transformation of Diablo Canyon nuclear power plant.
- Champion regional planning in support of economic expansion.
- Spur infrastructure investment through collaboration and innovation.
- Expand and integrate education opportunities.

ANTELOPE VALLEY COLLEGE

Antelope Valley College (AVC) is represented on the Board of AV EDGE (Antelope Valley Economic Development and Growth Enterprise) which is a partnership among business, industry, education and governmental and non-governmental agencies. The two main industry sectors in the AVC service area are Advanced Manufacturing (Aircraft Technologies) and Health Care (Nursing, Respiratory Therapy, and Radiology).

Advanced Manufacturing (Aircraft Tech):

The Aeronautical Sciences & Technology Department—specifically the Aircraft Fabrication & Assembly Technician program (AFAB)—has established a tight-knit relationship with its local industry partners such as Northrop Grumman, Lockheed Martin, The Spaceship Company, General Atomics, Scaled Composites, and Edwards Air Force Base - Air Force Materiel Command. These industry partners work closely with the AFAB program in developing new courses, certificates and apprenticeship programs and hire approximately 98 percent of the program's students.

Health Care:

The Registered Nursing (RN) and the Respiratory Care Program are working closely with Antelope Valley Hospital and Palmdale Regional Medical Center to provide student volunteers to assist with the extra volume of work associated with COVID-19. In addition, the RN and Licensed Vocational Nurse programs will assist the Los Angeles County Health Department with vaccination distribution on the Antelope Valley College campus once all protocols are completed.

COLLEGE OF THE CANYONS

College of the Canyons utilizes a Director of Business Partnerships and Workforce Engagement to convene business and industry leadership teams (BILT) using the Next Generation Sector Partnership model. Next Generation Sector Partnerships are partnerships of businesses—from the same industry and in a shared labor market region—who work with education, workforce development, economic development and community organizations to address workforce and other competitiveness needs of the targeted industry. The partnership acts as a “shared table” for business leaders to collaborate with a range of public partners and for public partners to work together to align programs to industry needs.

SANTA BARBARA CITY COLLEGE

Santa Barbara City College (SBCC) works with local industry through regular advisory meetings and support from the CTE Internship Coordinator/Job Placement Specialist in building relationships with local employers, and engagement with regional partners. Partners such as the Employment Development Department, and Santa Barbara County Workforce Development Board, in addition to the region's Center of Excellence, identify labor market demands that guide the colleges' CTE program offerings and alignment to changing employer needs.

The Career Skills Institute, housed in the noncredit division at SBCC, includes three particular programs that work closely with local employers in providing feedback on needs and trends in the community: Medical Assistant (MA), Personal Care Attendant (PCA), and Green Gardener. Green Gardener is a partnership program with the county of Santa Barbara's WaterWise program and, in addition, several other water-related agencies provide feedback on this program.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT: MOORPARK COLLEGE

Moorpark College (MC) continues to support, engage, and collaborate with Ventura County industry leaders by increasing the number of employer partnerships while decreasing equity gaps for disproportionately impacted students. Efforts targeting special population students to provide students with career services includes high school graduates, working adults, veterans, and English as a Second Language (ESL) learners.

In partnership with Economic Development Collaborative Ventura County (EDCVC), MC collaborated with the Ventura County Workforce Development Board to identify businesses that applied for Federal SBA loans and then leveraged the college's resources by supplying interns at local small businesses and start-ups in high-poverty areas to support employers struggling to survive during the pandemic. MC focused on the following sectors: Global Trade, International Business, Advanced Manufacturing, and Allied Health to develop and expand local and regional industry partnerships and to increase the number of internships and number of job placements.

Moorpark College established an Educational Partnership Agreement with all three Naval Warfare Centers, including Naval Sea Systems Command (NAVSEA), Naval Surface Warfare Center (NSWC), Naval Air Systems Command (NAVAIR), and Fathomwerx to enroll students into the Navy's STEM Paid Internship Program. Students who successfully completed the six-week internship were offered a \$7K-\$9K stipend and a conditional offer of employment upon successful completion of their internship.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT: OXNARD COLLEGE

Oxnard College and the City of Oxnard have established a partnership to create an Employer Pipeline project. This was developed in 2019 and has been successful in identifying workforce shortages and skill gaps for local employers operating within the City of Oxnard. The goal of this project is to involve employers in long-term workforce planning, partner with employers on curriculum development, and share opportunities for upskilling. Sectors include: manufacturing, construction, healthcare and aerospace.

Through Career Catalyst and with the support of the Regional Directors, college faculty, and the career center, Oxnard College partnered with a variety of local employers to provide work-based learning and employment opportunities to CTE students in the health, information technology, automotive technology, business, advanced manufacturing and the public service sectors.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT: VENTURA COLLEGE

Ventura College's Emergency Medical Technician and Paramedic programs partner with a variety of local first responders. A long-standing strategic partner is American Medical Response (AMR). AMR provides clinical practicum opportunities for students, preceptors for students doing their field work hours, as well as valuable program input as an advisory committee member. AMR supports students in the program by offering scholarships covering the full costs of the paramedic program. In collaboration with the program, AMR has developed an On-the-Job Training program to successfully prepare employees to attend paramedic school and supports many of the simulation training events hosted at the college by providing ambulances, equipment, and supplies. AMR hires a majority of the graduates within months of program completion.

The South Central Coast Region anticipates that it will receive Economic and Workforce Development (EWD) funding to support ongoing Employer Engagement, but without knowing specific funding levels as of the writing of this Plan, the Region's planning group has chosen not to identify specific sectors at this point, but rather – once funding is announced – will create a more specific work plan for Employer Engagement at that time. During the Spring Semester 2021 the Region will embark on creating the South Central Coast Regional Consortium Model which will incorporate Employer Engagement and sector detail.

“Strong Workforce investments have supported the technology and innovation necessary now that we are in an emergency remote teaching and learning environment. There is no way we could support CTE students’ persistence and success were it not for this funding.”

Margaret Lau,
Dean of Academic Affairs,
Allan Hancock College





Photos from Oxnard College's Career Education Programs

VI. SHORT-TERM TRAINING

SHORT-TERM TRAINING AND NEW STRONG WORKFORCE PROGRAM TRAILER BILL LANGUAGE

Due to the economic crisis from COVID-19, additional flexibility has been included in the budget for the Strong Workforce Program beginning with FY 20-21. [As per this August 4, 2020 memo from the Chancellor's Office](#), colleges are encouraged to utilize SWP funds to provide short-term workforce training (less than one semester), including not-for-credit offerings, to return individuals to employment expediently.

The purpose of supporting short-term workforce training within the Strong Workforce Program is to provide colleges with tools and flexibility to address urgent and emergent employment opportunities with regional employers where the quick acquisition of additional job skills will qualify students for these existing openings. Short-term workforce training may be credit, noncredit, or not-for-credit. The distinction is whether or not the training can be launched quickly and be modified to allow for the rapid acquisition of desirable job skills leading to rapid employment.

The motivation for the inclusion of not-for-credit short-term workforce training is a recognition that, frequently, colleges' curriculum approval processes may delay the ability to address existing job openings with targeted training. By its nature, short-term workforce training utilizing SWP funds will be focused on specific job skills needs of employers. Short-term workforce training programs must have at least one proven employer partner, demonstrate job vacancies, and submit verification to the Chancellor's Office including the number or individuals served, completion rates, and placement rates. The new trailer bill allows colleges to develop and launch short-term training prior to formal approval of curriculum. The subsidization of existing career education contract education or community education with SWP funds is not allowed. The legislation encourages the use of competency-based education and credit for prior learning with the goal of short-term workforce training leading to students obtaining college credit in the future.

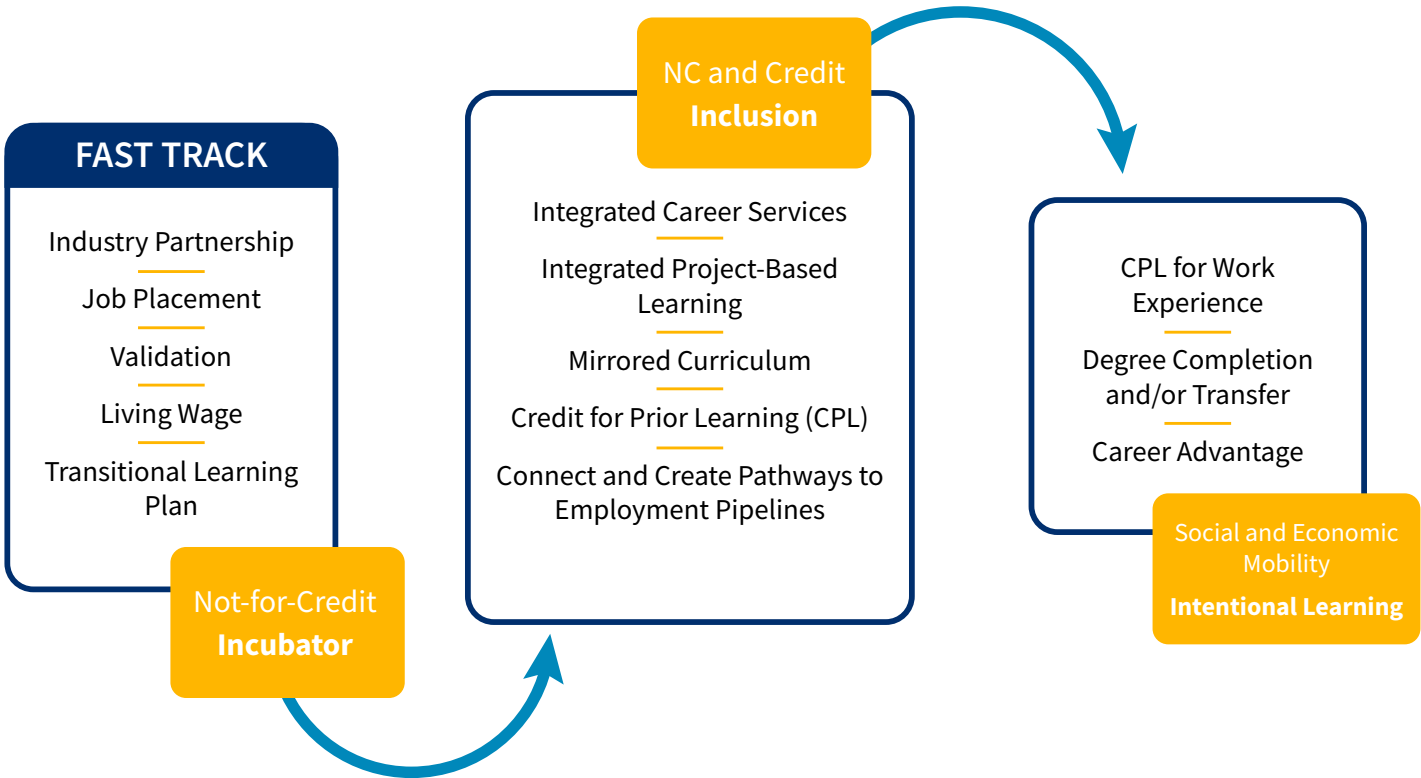
The South Central Coast Region colleges are varied in their experiences offering short-term workforce training. The SCCRC will support short-term workforce training by creating tools and resources which colleges can use to develop workforce training for employers in their service area.

The SCCRC Resources Toolkit Will Include:

- Directory of practitioners with short-term workforce training experience within the region.
- Examples of best practices (e.g. compressed schedules).
- Directory of existing capacity within the region in order to avoid unnecessary duplication (e.g. Adult Education providers).
- Listing of curriculum resources.
- Listing of additional funding resources (e.g. Employment Training Panel, (ETP))

Additionally, the SCCRC will develop training on utilizing the short-term workforce training toolkit and engaging with Employment Training Panel and other funding resources to help leverage SWP funds. The Region will utilize the concept map below which was created by Harriet Happel, Dean, Career Technical Education and Integrative Learning at College of the Canyons.

CALIFORNIA COMMUNITY COLLEGE ECONOMIC RECOVERY MODEL





Photos from Ventura College's Career Education Programs

VII. K12 STRONG WORKFORCE PROGRAM

In 2018 the California Community Colleges Chancellor's Office (CCCCO), in partnership with the California Department of Education (CDE), announced the K12 Strong Workforce Program (K12 SWP). Education Code § 88827 established the K12 component of the Strong Workforce Program appropriating \$150,000,000 in annual ongoing career education funding to strengthen the pathways for students from secondary to post-secondary education. K12 SWP intends to create, support, and/or expand high-quality career education programs at the K12 level that are aligned with the workforce development efforts occurring through the community college Strong Workforce Program and regional priorities. The goal of K12 SWP is to increase the levels of college and career readiness among students which will support their successful transition from secondary education to post-secondary education and, ultimately, to career.

The South Central Coast Regional Consortium has consistently worked to align with the California Department of Education's Workforce Pathways Joint Advisory Committee's Guiding Program Principles. Link to the principles set forth to build connected, equitable, accessible, and high-quality K-14+ college and career pathways is here:

[Workforce Pathways Guiding Policy Principles](#).

Overall, the region has very strong relationships with K12 as a result of the K12 SWP. We look forward to closer and continued relationship building with a constant focus on the following K12 SWP Metrics:

The K12 Strong Workforce Program (SWP) Metrics that measure K-12 student-level outcomes:

- Completed 2+ CTE courses in high school in the same program of study.
- Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning, or third-party certification.
- Graduated high school.
- Enrolled in a CA Community College within one year of leaving secondary school.

The K12 SWP Metrics that measure postsecondary student-level outcomes:

- Entered registered apprenticeship after participation in high school pre-apprenticeship program.
- Enrolled in another form of job training (other than CA Community College).
- Completed 9+ CTE units in first year of CA Community College.
- Attained a CA Community College certificate/degree or journey-level status.
- Transferred to a four-year institution after exiting CA Community College.

The K12 SWP Metrics that measure employment student-level outcomes:

- Employed in a job closely related to field of study after exiting CA Community College.
- Median annual earnings of students after exiting CA Community College.
- Attained a living wage after exiting CA Community College.

K12 SWP IN THE SOUTH CENTRAL COAST REGION

Engagement, Resources and Support

Even before the K12 SWP program was formally established, the South Central Coast Regional Consortium was actively collaborating with K12 partners whose students matriculate into the eight community colleges in the Region. With the advent of K12 SWP, meeting attendance from our K12 partners regularly equals those from colleges. These education professionals are very involved in each aspect of the Consortium and are working actively to align K12 career education pathways to community college programs and guided pathways.

As California community colleges have been adopting the Guided Pathways framework, this development is not only a way to group programs at the colleges – if the work is done thoughtfully, in collaboration with feeder high schools, it is also an opportunity to build a better onboarding system and bridge from high school to college.

This past year also marked the hiring of the regional K14 Technical Assistance Provider and the six K12 Pathways Coordinators to support each of the six community college districts in the region. This infrastructure will continue to support the K12s and the colleges with identifying and aligning pathways leading to living wage jobs/careers and economic mobility.

K12 Strong Workforce Program Engagement Sessions have been held in the SCCRC for each round of funding. The Engagement Sessions have been delivered sub-regionally with specific sub-regional economic data presented. Participants always include industry representatives. All K12 SWP resources and information are available on the [K12 SWP](#) page of the regional website.

SCCRC K12 SWP REVIEW TEAM AND SELECTION COMMITTEE STRUCTURE

In January 2018 the region's community college district CEOs determined the composition of the K12 SWP Review Team and Selection Committee. Review Team members review each new round of Regional K12 Selection Committee applications to fill vacancies and identify new members and alternates.

Review Team Composition:

1. One representative from each college district by an individual designated by the district CEO.
2. One K12 representative from each geographic area of the region determined by the County Office or District leadership from the following geographic areas of the Region:
 - Antelope Valley area
 - Santa Clarita Valley area
 - Ventura County
 - Santa Barbara County
 - San Luis Obispo County
3. While serving on the Regional Review Team, members may not apply to be on the K-12 Selection Committee.

Selection Committee Criteria: The Review Team shall review, rank, and choose Selection Committee representatives and alternates using the following criteria:

- If possible, each of the three sub-regions shall be represented with a focus on the most qualified applicants.
- If possible, a community college representative from each of the eight colleges.
- K12 representation from County Offices of Education as well as K12 Districts.

- Charter school and counselor representation.
- Industry representation.
- While community college and business must be represented on the Selection Committee, the majority of members must be from K12.
- Ability to see the big picture and be fair and equitable.
- Ideal to have career technical education and pathway experience.

Members will not vote on any applicant from their own organization. For each funding cycle, the Selection Committee is charged with reviewing and scoring the regional applications, determining the funding decision-making process, and awarding funding.

A study was commissioned in the region this past year to provide information and resources to inform this work in our region and has been adopted by the K14 network in the state.

College CTE teams already lead the way in connecting with our K12 partners through dual enrollment and high school articulation. The SCCRC toolkit “Guided Pathways Begin in High School: Models and Ideas” covers research from colleges across the South Central Coast Region. The toolkit includes examples from other California colleges and other states on even better ways to build a system together with our K12 partners.

- Community College Version: Guided Pathways Begin in High School – [Models and Ideas](#)
- K12 Version: Guided Pathways Begin in High School – [Models & Ideas](#)

[Zoom recording](#) of Toolkit for Community College & K12 Partnership-building presentation by Karen Miles, Ed.D., June 23, 2020

For detailed information regarding the K12 Strong Workforce Program Awards, please visit the K12 page of the [SCCRC website](#).

K12 SWP PATH FORWARD

The Regional K14 Technical Assistance Provider continues to serve as the liaison between the Regional Consortium and the six K12 Pathways Coordinators to:

1. Work with K12s, community colleges to Develop Career Education Pathway maps for each college district.
2. Lead and facilitate the K12 SWP engagement, application and selection process.
3. Provide Professional Development for K12 Pathway Coordinators and other CTE leads, faculty, teachers and counselors.



Adult Education Programs offered by the Colleges of the SCCRC

VIII. ADULT EDUCATION IN THE REGION

ADULT EDUCATION IN THE REGION

California Adult Education Programs (CAEP) throughout the South Central Coast Region concentrate on the different and changing educational needs of adults, and the region's programs include both K12 Adult Schools and community college noncredit. Their goal is to work closely with workforce and education partners, community stakeholders, and industry to ensure adult students are prepared for life, for work, and to support their families no matter where they are in their educational journey.

The Region's CAEP consortia offer a variety of popular career training programs that deliver customized curriculum needed to meet the diverse training and skills needs of businesses, ensure a skilled workforce with high employment potential, lead to industry certifications, and provide the foundation for advanced career pathways.

Industry regularly shares the ongoing need for "soft skills" – more accurately titled "Employability or 21st Century Workplace Skills." One example of the region's innovative noncredit programs is the Santa Barbara City College (SBCC) noncredit Career Skills Institute which created more than 100 career skills courses packaged together to enable earning a certificate and digital badge – demonstrating mastered new skills. The tuition-free certificates and badges cover four key areas: business, design, technology, and career education. SBCC collaborated with Santa Barbara community business leaders to determine what skills are needed to survive and compete in the marketplace. Allan Hancock College and College of the Canyons are just a couple of the colleges in the region that have successfully adopted and built upon this model.

The SCCRC holds bi-annual meetings where best practices are shared, relevant presentations and data are explored and discussed, and relationships are built and sustained. Importantly, the SCCRC seeks to strengthen the transition between CAEP career education and workforce readiness students to community college credit programs and/or direct entry into the workforce.

In November 2020 the Region partnered with WestEd to present data from its "Avoiding the Road to Nowhere—CAEP CTE Pathways Mapping and Dashboard Initiative." The CAEP CTE Mapping Project was created to understand the continuum of courses offered by adult education and noncredit practitioners, to look at the relationship between adult education, credit programs and regional labor markets, and to support local pathway development for consortia and conversations about how to better track pathway data for CAEP students.

WestEd prepared data specific to our South Central Coast Region using a specific categorization methodology detailed below:

Adult Education Course Type Categorization Methodology	
Occupational Training	• Teaching towards an identified occupation, certificate, state licensure. • Often includes work-based learning. • Higher level of instructional hours (150+). • Course description notes preparing students for a specific occupation.

Occupational Skills Builder	• May include a certificate in a specific skill or a certificate of completion (i.e. Adobe Professional Certificate). • Generally intermediate level of instructional hours (10-150). • Includes recertification for professional occupations (i.e. CAN recertification) or refresher courses. • Geared towards an industry but not necessarily an occupation. • Course description notes occupational title of currently employed candidates who may want these skills.
Career Exploration	• Does not include required introductory courses as part of a required occupational program. • Course description notes exploring or introducing a particular industry. • Generally low level of instructional hours (5-40)
Workforce Preparation	• Basic skills unrelated to a specific industry or occupation (i.e. keyboarding). • Basic soft skills unrelated to a specific industry or occupation (i.e. Communicating in the workplace). • Basic certificates per WIOA II guidelines (i.e. ServSafe, OSHA). • Generally low level of instructional hours (5-40).

Data for the South Central Coast included Meta-Cluster Summaries and a presentation demonstrating the [CA Regional Education-to-Workforce Dashboard](#). Participants were eager to work with the Dashboard themselves and a small work group was formed to take a deep dive and report back to the group at the next SCCRC CAEP regional meeting in March 2021.

The SCCRC's adult education bi-annual meetings also include the Region's Job Developers—many of whom are using the Jobspeaker platform which has been an ongoing SWP regional project. Going forward, Jobspeaker will also include many of the Region's high school dual enrollment students as well as community college noncredit career education and workplace readiness students. The platform will provide a mechanism for expanding work-based learning and job placement and for tracking these efforts.

In addition to noncredit offerings at all eight of the Region's community colleges, the following table lists the K12 Adult Schools in the Region:

Organization
Antelope Valley Adult School
Career Education Center – Ventura County Office of Education (VCOE)
Conejo Valley Adult School
Fillmore Adult School
Golden Oak Adult School (in Santa Clarita)
Lompoc Adult School
Moorpark Adult School
Ojai Adult School
Oxnard Adult School
Santa Paula Adult School
Simi Institute for Career & Education
Ventura Adult and Continuing Education



Photos from Santa Barbara City College's Career Education Programs

IX. PERKINS COMPREHENSIVE LOCAL NEEDS ASSESSMENT & BRAIDING OF FUNDING

INTEGRATION OF THE PERKINS COMPREHENSIVE LOCAL NEEDS ASSESSMENT

As per Chancellor's Office Memorandum dated January 23, 2020, the Comprehensive Local Needs Assessment (CLNA) is designed as the foundation of Perkins V implementation at the local level as it drives local application development and future spending decisions. The CLNA is a requirement for application and award of Perkins V funding in the 2020-2024 time period. Each District is required to submit an annual Perkins Application, using the CLNA to develop the plan for the next two to four years. The goal and intent of the CLNA is to strengthen regional alignments and engage stakeholders in a common understanding of the Vision of Success and Guided Pathways, in the development of career education programs.

On March 6, 2020 the South Central Coast Regional Consortium held the region's Perkins (CLNA) meeting. This was the last in-person meeting held in the Region prior to the onset of the COVID-19 state of emergency health order, and was attended by more than 60 individuals representing each of the required participants. The CLNA meeting was facilitated by Robin Harrington, former Chancellor's Office Perkins Project Monitor.

The meeting included Industry-Sector Round Table Discussions covering gaps in the following areas:

Discussion Area	Discussion Area
Accountability	Personnel
Articulation	Prior Learning Credit
Basic Skills	Professional Development
Counseling/outreach/guidance/mentoring	Relationship Building
Certifications	Support Services
LMI Data	Technology
Pedagogy/Teaching Strategies	

Consolidation of above Table Discussions with detail is included in Appendix A.

The Region's colleges utilized the guidance information provided in the meeting as well as the consolidation of table discussion listing gaps to inform their respective individual college Perkins plans. The K12 education partners in the meeting were also able to effectively use the information. Going forward, the Region will draw from this CLNA until the next meeting is required in 2022. Also included in Appendix B is the document prepared for the SCCRC by Harrington Education Consulting titled: Process When Using the Regional Consultation Group. This document was very helpful to our Region's colleges when preparing their individual Perkins V Plan.

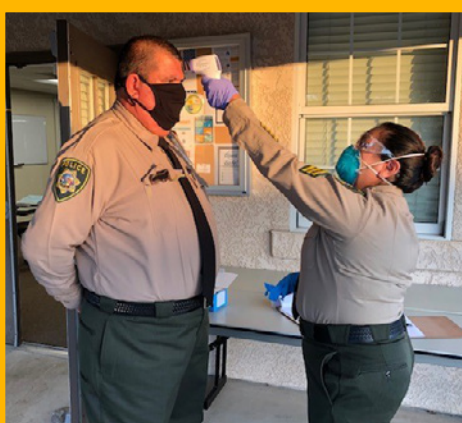
BRAIDING OF PERKINS V AND OTHER FUNDING WITH STRONG WORKFORCE FUNDS

Braided funding is the practice of utilizing a two or more funding sources to achieve a goal. To support the combination of other funding sources with SWP funds in order to maximize the positive impact of SWP funds, the region will develop a tool kit and trainings to assist colleges to strategize the most effective use of these investments. These tools and trainings will include the benefits of sources of funding based on speed, flexibility, and purpose and an understanding of allowable uses of funds and potential issues which can arise when braiding funds. Examples of some funding sources which will be addressed include:

- SWP Local/Regional
- General Funds
- Prop 20
- Adult Education Block Grant
- Perkins V
- Workforce Development Board Individual Training Account
- Employment Training Panel
- State and Federal Grants
- Private Industry / Foundation Grants

“The fall 2020 semester has been unlike any other. For us to be sending 60 graduates into practice, having met all Board of Registered Nursing requirements to sit for the NCLEX licensure examination, is nothing short of amazing. We are so proud of our students for never giving up through an incredibly challenging time.”

**Mary Corbett, Nursing Program
Director, College of the Canyons**





From top left: College of the Canyons, Moorpark College, Oxnard College, and Antelope Valley College

X. SECTOR ANALYSIS PROJECT

The Center of Excellence (COE) developed an approach to the sector analysis work for the region which supported the use of gap analysis data to not only develop sector posters and related collateral, but to include, and fully engage, key stakeholders across the region in the process. Key stakeholders were engaged and empowered through participation in the review and discussion of the data, and ultimately, these multiple sources of information were used to guide the development of this Regional Plan.

The Center of Excellence, South Central Coast completed a gap analysis and middle-skill data reports for all sectors. The gap analysis data, providing critical sector level data, was initially shared with the Regional Chairs, Regional Directors, and Workforce Partners. Dean convenings were then held micro-regionally and ultimately the feedback from these lead stakeholder groups helped provide guiding questions for the faculty focus groups which were led by the Centers of Excellence at seven of the regional colleges. Faculty were convened by industry sector group and the COE guided focus group discussions of the gap analysis. Regional Directors, when available, joined these conversations as regional industry experts.

In November of 2019 the South Central Coast Center of Excellence convened faculty from across the region to review the labor market demand and program supply data for middle-skill jobs in their sector of expertise. The faculty shared ways in which they are working to close the identified supply gaps, as well as successes and challenges they face in their programs. Faculty feedback was then compiled and shared, along with summary data from the COE, with community college and regional leadership. These stakeholders came together in September of 2020, in meetings facilitated by the South Central Coast Center of Excellence with support from the State and Regional Directors for each sector, to determine regional sector priorities and related recommendations.

The Sector Packets that were created to guide these committee members included, for all twelve industry sector groupings, the supply-gap analysis, career education guide, top jobs analysis, and sector specific data including fast facts and micro-regional information pertaining to the sector. In addition, due to COVID-19, labor market data relevant to each sector per the impact of COVID was also included.

To finalize this two-year project a Key Findings report was created for each of the twelve sectors including highlights from the various reports and analysis conducted over the span of the project with the focus being on the Regional Sector Priorities and related recommendations that came from conversation with faculty, deans, regional directors, and other key stakeholders across the region.

Additional data that informs the decisions and work of the region can be found in the [Career and Education Guide: Sector Jobs and Wages](#) and in the [Resilient Jobs Report](#).



CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

ADVANCED MANUFACTURING

- Supply gaps have been identified for all top middle-skill jobs for Advanced Manufacturing in the South Central Coast Region.
- Industry 4.0, the technological side of Advanced Manufacturing (including Mechatronics), is up and coming in the sector. Coursework in this area provides students with a competitive advantage and supports cross-sector opportunities.
- Industry Recognized Certificates should be utilized and standardized.
 - Certificates of Specialization should be considered.
 - Ensure alignment between Industry Standard and College Issuing.

SECTOR PRIORITIES

A. Rapid, Short-Term, Customized Training

Priority

Rapid customized training programs within Advanced Manufacturing support economic recovery and allow students to quickly and successfully return to/enter the workforce. Rapid customized training programs for upward mobility can also support upskilling of the incumbent workforce.

Recommendation

Utilize Contract Education to develop and support rapid customized training programs to provide students with an immediate opportunity to train and go into the workforce and the incumbent worker the opportunity to upskill, promote, or train within the workforce.

Key findings

- Rapid customized training programs support economic recovery.
- Rapid customized training programs allow students to quickly and successfully return to/enter the workforce.
- Rapid customized training programs for upward mobility can support upskilling of the incumbent workforce.

B. Work Based Learning

Priority

Hands on competency based opportunities through work based learning are critical in Advanced Manufacturing and ensure students are prepared when they enter the workforce. Many employers require hands on experience prior to employment.

Recommendation

Ensure that students have work based learning opportunities, preferably earn as they learn model. Partner with industry to provide paid apprenticeships and internships.

Key findings

- Many aspects of Advanced Manufacturing cannot be virtualized and hands on competency based opportunities are essential.
- California Apprenticeship Initiative – Equitable modality to address the needs of specific populations.
- Regional Business Training Centers – Bill 1457
 - Regional Training Center
 - Employee Training Institute
 - Provides Funding, Curriculum, Subject Matter Experts
 - Supports Employers, Colleges, etc.

C. Marketing Advanced Manufacturing

Priority

Marketing of Advanced Manufacturing is essential to ensure students (and parents) understand the sector and the range of viable career opportunities it provides.

Recommendation

Marketing should target students (and parents) with a focus on informing about the sector and educating about the broad range of career opportunities available to them within Advanced Manufacturing. Community Colleges and High Schools should ensure that their programs, courses, and curriculum are aligned.

- Advanced Manufacturing is more than Engineering – Guide students to consider wide range of opportunities in the sector.
- Market towards underrepresented student populations.
- Support K12 Counselors in learning about the sector and the opportunities it provides for current high school students and those headed to community college.
- Emerging focus on aerospace, 3D printing, medical 3D printing, drones, and robotics.

Community colleges need to develop programs and courses to provide attractive technology offerings, broadening the opportunities for students to align with a wide range of career prospects.

Key finding

- Suggests long term marketing investment addressing middle school through high school to the community college.

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- Supply gaps have been identified for all top middle-skill jobs for Advanced Transportation in the South Central Coast Region.
- Advanced Transportation covers a wide range of jobs from established automotive mechanical work to careers pushing the leading edge in transportation technologies.
- Hiring and vetting qualified faculty is a challenge. Community colleges have trouble finding candidates who meet the minimum qualifications or have experience teaching.
- Community Colleges should continue to work with the high schools to strengthen dual enrollment opportunities.
- Colleges vary in approaches to K-12 partnerships - some prefer that their faculty teach the courses while others note that they are open to dual enrollment but not articulation.
- Consider having industry, the high schools, and community colleges work together so there is an articulation match.
 - Collaboration around shared facilities will benefit the region.
- Recognize Advanced Transportation as a pathway to other sectors including advanced manufacturing, agriculture, and global trade.

SECTOR PRIORITIES

A. Key Occupations

Priority statement

There are a number of occupations and fields within Advanced Transportation that are coming into focus and evolving, providing a critical opportunity for community colleges to further support students in preparing for employment in the sector.

Recommendation

Community Colleges should consider programs, courses, and curriculum to support students to pursue, train, and upskill for the following fields and/or occupations. Developing and/or updating offerings in these areas will ensure students are able to meet employer needs and industry demand.

- Transportation Technology
 - Electric, Hybrid, and Hydrogen Fuel Cell Programs
 - Hybrids are being pushed by local industry and colleges are working to prepare to meet the demand.
 - Support from industry is necessary to ensure that the colleges have the technology to develop programs in these areas.
- Air and Railroad Operations
 - Air Mechanics
 - Light Rail

Key Finding

- Key occupations provide opportunity for community colleges to further support students in preparing for employment in the sector.

B. Industry Partnerships

Priority statement

Advanced Transportation programs are costly and industry partnerships are an essential support for the community colleges. Industry partnerships provide opportunity to demonstrate opportunities to students and provide support in recruiting and training faculty.

Recommendation

Industry partnerships should be developed and fostered.

- Partnerships with industry should focus on developing pathways for students resulting in pay and advancement.
- Industry partners should consider offering incentives to employees who also teach at the community colleges, supporting faculty recruitment.
- Industry partnerships offer the opportunity for industry specific training for new and existing faculty.

Key findings

- Advanced Transportation programs are costly so industry partnerships are essential.
- Community colleges should focus on faculty recruitment and subsequent professional development, considering the supporting role industry partners can play in this area.

AGRICULTURE, WATER AND ENVIRONMENTAL TECHNOLOGIES

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- Supply gaps have been identified for all top middle-skill jobs for Agriculture, Water and Environmental Technologies in the South Central Coast Region.
- Though some of the most in-demand occupations have entry-level wages on the lower end, they have immense potential. As mechanization and automation of operations become more common these jobs will become more technical with a tremendous upside potential for wage gains.
- Existing water related programs should continue to be developed and grown to incorporate wastewater treatment, water safety, and water efficiency. Students need to be supported to achieve state certifications as required for employment by municipal water districts. Programs can be developed in water conservation, laboratory testing, and technology sensors. These skill sets allow companies to save money on water and impact agriculture production, industry water usage, and water saving landscape design.

SECTOR PRIORITIES

A. Emerging Occupations

Priority statement

There are a number of occupations and fields within Agriculture, Water and Environmental Technology that are coming into focus and evolving, providing a critical opportunity for community colleges to further support students in preparing for employment in the sector.

These shifts are being driven by policy at the federal, local and state level and by production costs driving need for mechanization. Interest in more local supply for commodities and general technology shifts are also leading to an increased focus on these occupations.

Recommendation

Community Colleges should consider programs, courses and curriculum to support students to pursue, train and upskill for the following fields and/or occupations. Developing and/or updating offerings in these areas will ensure students are able to meet employer needs and industry demand.

- **Food Safety**
 - Focus on food security and food safety.
 - Driven by automation and technological shifts.
 - Incumbent workers need training, upskilling.
 - Federal regulations require more multilingual outreach.
- **Mechanized Agriculture**
 - Precision Agriculture
 - Welding
 - Serves incumbent workers.
 - Cross-sector opportunity for Agriculture, Water and Environmental Technology, Advanced Manufacturing, ICT/DM, and Energy, Construction and Utilities.
- **Forest Management and Fire Suppression**
 - Conservation
 - Fuel Reduction
 - Natural Resource Conservation
 - Wildland Management
- **Plant and Animal Science**
 - Industry demand for, being driven by hemp and food safety.
 - Crossover with Biotechnology.
 - Need for science skills.
 - Viticulture and Enology
- **Hemp**
 - Lab testing and compliance testing.

- Pest control.
- Lab skills are in-demand for plant propagation.

Key finding

- Many of these occupations support cross-sector employment.

B. Diverse Program Offerings

Priority statement

The Agriculture, Water and Environmental Technologies Sector is a core Career Education Pathway. Supporting the pathway into this sector with a diverse set of program offerings is critical.

Recommendation

Community colleges should consider diverse student and employer needs in designing related programs. A number of strategies should be implemented in designing programs to meet the needs of traditional and underrepresented populations of students, including Hispanic, first-generation, and low income students.

- **Credit and Non-Credit** certifications provide opportunities for flexibility. Many occupations support mirrored credit and non-credit offerings.
- **Work Based Learning** opportunities should meet needs of High School Students, Traditional Students, and Incumbent Workers.
- **Adult Education dual enrollment** should continue.
- **Evening classes** fully support student needs.

Key finding

- A number of strategies should be implemented in designing programs to meet the needs of traditional and underrepresented populations of students, including Hispanic, first-generation, and low income students.

BUSINESS AND ENTREPRENEURSHIP

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- Of the 26 occupations (SOC codes) analyzed for the Business and Entrepreneurship sector, there is a labor market demand of 8,969 annual job openings, a program supply of 3,220 awards, which creates a sector supply gap of 5,749 awards.
- Business Information Worker related programs can vary in name from Administrative Office Assistant to Business Information Professional. These programs have traditionally provided opportunities for remote workers, which is even more crucial now for those displaced from COVID-19, who are looking for a way to work from home. Virtual Office Assistants are more in demand due to COVID-19.
- Defining and supporting an awareness of the need for Entrepreneurial and Intrapreneurial skills will benefit students in preparing for success in the workforce.
- It is a challenge to recruit and hire faculty which hinders ability to grow community college programs. Requiring an MBA poses challenges in finding “qualified” faculty.

- During economic downturns self-employment becomes a viable option for many who did not consider it before. The community colleges can support this demand with an increased focus on offerings that give students the related skills and knowledge to become self-employed.

SECTOR PRIORITIES

A. Entrepreneurship

Priority statement

Entrepreneurial skills are vital in supporting students across fields of study. Opportunities for students to be exposed to the entrepreneurial mindset and related skills should be made available to students across all courses of study.

Recommendation

Entrepreneurial skills should be threaded throughout career education program offerings. The region and community colleges should focus on a range of opportunities to support students in attaining entrepreneurial skills.

- Self-employment options and GIG opportunities should be introduced throughout career education programs through the use of embedded modules.
- Regional Entrepreneurship Certificate should be considered. Should include embedded modules, credit courses, certificates for credit, and non-credit options.
- Entrepreneurship Summits can focus on DACA students and other specialized populations.

Key findings

- Employers across all sectors are seeking candidates who have entrepreneurial skills.
- With COVID-19 displacing workers a focus on entrepreneurship is more important than ever.
- Defining and supporting an awareness of the need for Entrepreneurial and Intrapreneurial skills will benefit students in preparing for success in the workforce.

B. Community Partnerships

Priority statement

The Business and Entrepreneurship Sector benefits from college/community partnerships. Supporting those within the pathway with a diverse range of internship opportunities with community partners facilitates an awareness of the transferability of their skills.

Recommendation

Community colleges should develop and maintain partnerships with businesses, government, and other organizations in the community to provide students with internship opportunities.

- These opportunities need to be marketed to students to ensure the positions are filled and the partnerships are maintained.
- Colleges should consider developing and promoting internship opportunities for remote workers.
- A Regional Internship Coordinator should be considered to support the identification and maintenance of internship opportunities for students across sectors and the region.

Key findings

- Community partnerships are valuable and it is essential that they are fostered and maintained.

EDUCATION

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- With a new emphasis on distance learning teacher training in this area is critical. There is an opportunity for community colleges to develop training programs for teachers and administrators, on a parallel track, around distance learning.
- Low unit courses for paraprofessionals should be developed to assist in understanding the teacher pipeline. Support is needed around hiring process and related requirements, testing requirements, accessing pipeline courses and related certificates provided by the community colleges, and general understanding of process.
- Challenges across the region in hiring faculty. Minimum qualifications and degree requirements make it difficult to find qualified faculty. Suggest that hiring committees have more flexibility to ensure community colleges can be appropriately staffed to support program demand.

SECTOR PRIORITIES

A. Short-Term Training

Priority Statement

Short-term training programs within Education support the teacher preparation pipeline and can be stepping stones for students interested in becoming teachers.

Recommendation

A number of areas within Education can be packaged into short-term training programs to provide opportunities for student to enter the field and consider an eventual transition into more advanced teaching occupations.

Occupations for consideration include:

- **Afterschool Recreation**
 - Recreation Leaders
 - Tutors
- **Summer Care**
- **Education Coordinators**
 - Preschool
 - YMCA
 - COVID related opportunities to enhance zoom classroom experiences for students

Key Findings

- Short-term training programs allow students to quickly and successfully return to/enter the workforce.
- Short-term training programs for upward mobility can support upskilling of the incumbent workforce.

B. Regional Collaboration

Priority statement

There are key areas in Education that can be supported through a regional approach.

Recommendation

The region should prioritize a collaborative approach in this sector, specifically around:

- **Special Education** - A priority should be on creating a regional special education certificate.
- **Internships** - Regional education sector meetings should be held monthly to focus on internship opportunities. Cross-regional conversations can support the sector group in considering approaches to developing relationships that lead to internships, fostering existing relationships, and discussing best practices.

Key finding

- Regional collaboration can support leadership, faculty, and students in this sector by strengthening offerings and opportunity.

ENERGY, CONSTRUCTION, AND UTILITIES

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- Supply gaps have been identified for all top middle-skill jobs for Energy, Construction & Utilities in the South Central Coast Region. Though some of the most in-demand occupations have entry-level wages on the lower end they have immense potential for rapid career advancement and wage growth.
- There are numerous career progression opportunities across the Energy, Construction & Utilities sector. The sector has a number of high paying career opportunities that do not require a bachelor's degree. Some companies will pay employees to upskill and train.
- Opportunities to create Building Trades Pre-Apprenticeships with Unions should be identified and fostered. Pre-Apprenticeships will ensure a stronger pool of applicants for employers and Building Trades Unions, which have acknowledged family sustaining wage occupations.
- Community Colleges should consider creating pipelines with placement agencies to expedite the hiring process for program graduates as many business use third-party placement agencies when hiring, specifically for Building and Facilities Maintenance Workers.

SECTOR PRIORITIES

A. Diversify Program Offerings

Priority

The Energy, Construction & Utilities Sector is a core Career Education Pathway. Supporting those on the pathway into this sector, and the sector's incumbent workers, with a diverse set of program offerings is critical and can also allow the community colleges to fulfill the College Promise and Vision for Success, all with a focus on equity.

Recommendation

Community colleges should consider diverse student needs in designing related programs. A number of strategies should be implemented when designing programs to meet the needs of traditional and underrepresented populations of students, including Hispanic and female students.

- **High school dual enrollment** with an emphasis on fostering the K12 pathway.
- **Adult Education dual enrollment** should also be promoted.
- A combination of **Credit and Non-Credit** offerings will support a range of student needs.
- **Credit by exam** and **credit for prior learning** should be included in the strategic design of program and course offerings.
- **Apprenticeships** and other **Learn and Earn** Models should be incorporated, these opportunities fitting the Chancellor's Office Vision for Success initiative.
- **Evening classes** should be offered to fully support student needs.

Key findings

- Bachelor's Degrees are not necessary for advancement.
- Employers will pay students back for training.
- Sector is set up to benefit students with a competency based approach.
- Shifting state and local policy drive the need for multiple avenues into employment.

B. Evolving Occupations

Priority

There are a number of occupations and fields within Energy, Construction & Utilities that are coming into focus and evolving. These shifts are driven by policy at the local and state level and can also be attributed to shifts in technology and workforce opportunities, providing a critical opportunity for community colleges to further support students in preparing for employment in the sector.

Recommendation

Community Colleges should consider programs, courses, and curriculum to support students to pursue, train, and upskill for the following occupations. Developing and/or updating offerings in these areas will ensure students are able to meet employer needs and industry demand.

- **Digital Management and Building Automation**
 - Environmental Modifications
 - Heating, Cooling, Ventilation
 - Lighting Controls
- **Heating and Air Conditioning**
 - Cross-training option as solar installers.
 - Benefits employer to have multiple revenue streams.
- **Cold Storage - Specialization**
 - Specialization for HVAC
 - Refrigeration Mechanics and Installers

- **Building and Facilities Maintenance**
 - Top technical skills ranked as very important by employers are mathematical (basic), electrical repair, HVAC, understanding energy efficiency and consumption, and plumbing.
- **Building and Facilities Management**
 - Industry Certification
- **Construction Management**
- **Construction and Building Inspectors**
 - Permitting
 - Need to stay current with updated codes.

Key finding

- Many of these occupations support cross-sector employment.

GLOBAL TRADE

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- Supply gaps have been identified for all top middle-skill jobs for Global Trade in the South Central Coast Region.
- Critical cross-sector skills in Global Trade include technology and data, transportation, manufacturing, retail & hospitality, agriculture, e-commerce, and finance and currency.
- Global Virtual Internship program is a virtual digital media and global marketing internship program where students gain experience in high demand and transferrable skills such as data analysis for a worldwide market, global social media strategy, and ability to innovate in a global economy. The program also covers written communication, working collaboratively in virtual and diverse environments, maintaining focus, time management, and adaptability. .
- Accelerated trend in e-commerce allows students to work in diverse environments. Supporting them to develop leadership skills along with core global skills is valuable.
- Continue to provide support to faculty to expand their access to global trade training and material, better preparing them to support students for a global economy.

SECTOR PRIORITIES

Marketing Global Trade

Priority

Marketing of Global Trade is essential to ensure students and the colleges understand the sector, benefits to students, and the range of career opportunities it provides.

Recommendation

Global trade provides colleges with the opportunity to internationalize their curriculum and related opportunities need to be messaged to students while faculty are supported to understand the benefits of internationalizing their curriculum. Marketing should target students (and parents) with a focus on informing about the sector and educating about the broad range of career opportunities available within Global Trade.

- Global skills increase employability and salary opportunities.
- Global skills make students more competitive in an ever growing global market.
- Global Trade should be introduced in the high school and the sector can provide curriculum for the high schools.
- Students should be informed of pathway opportunities, for example, forklift drivers can move into supply chain.
- Sales, customs, compliance, procurement, supply chain, and e-commerce are some examples of skills that can be translated into positions in the global economy.
- Students exiting with, or upskilling to gain, global skills can help businesses grow.
- Supply Chain and global e-commerce should be a focus and can give those with these skills an edge.
- Create opportunities for students to be a part of related workshops and webinars.
- Create more Global Trade internship opportunities to expose students to related jobs.

Help faculty and other key stakeholders to understand global employability skills, how they link to career education pathways, and how to start integrating global content into what is already being taught in career education classrooms. Including Global Trade related updates in applicable newsletters, workshops, panels, webinars, and trainings can also support marketing efforts.

Key findings

- Global skills make students more competitive in an ever growing global market.
- Global skills increase employability and salary opportunities.
- The economy is globalized now more than ever.

SECTOR PRIORITY

Cross-Sector Faculty Training

Priority

Global business programs are essential to supporting students in developing global skills, as is internationalizing curriculum across sectors. This requires the involvement of, and support for, faculty not only in International Business, but also faculty from various career education programs.

Recommendation

Faculty across career education, not only those within Global Business, need consistent training to ensure they stay current within an ever changing global economy to fully support students. Specifically, faculty from Global Business, Agriculture, Advanced Manufacturing, Advanced Transportation, Business, Retail and Hospitality, and ICT/DM should be supported in internationalizing their curriculum focusing on global trends:

- Supply Chain
- Logistics
- Global E-Commerce
- Global Finance
- International Marketing
- Global customer service/ Cross-cultural sales strategies
- Regulation/Compliance

There is opportunity for Plug and Play content to support faculty in some of these areas, providing resources to help career education faculty to integrate global issues and skills into what is already being taught in their classroom.

Key findings

- Faculty across the community colleges, not only those within Global Business, need consistent training in this area.
- The ability to work effectively with people from diverse backgrounds is a highly desirable quality for global corporations and small local businesses alike.
- Career and technical educators need to prepare their students for success in a world that requires the ability to compete, connect, and cooperate on an international scale.

HEALTH

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- Supply gaps have been identified for 22 top middle-skill jobs for Health in the South Central Coast Region.
- Social Work/Human Services Counseling and Chemical Dependency Counseling are coming into focus and related programming should be housed within the health sector. Colleges have it housed under many areas while industry places behavioral health under the health sector and the shift at the colleges would support an integrated approach.
- Due to an increased need for simulated and virtual experiences for students a Regional Simulation Lab, mobile or site specific, should be considered.
- As Registered Nursing programs require Certified Nursing Assistant certification, community college programs can consider requiring a year of work experience before moving students to Registered Nursing programs to help solve the supply gap and alleviate impacted nursing programs.

SECTOR PRIORITIES

A. Evolving Occupations

The health sector has a number of occupations that are coming into focus and evolving. These shifts are driven by policy at the local and state level and can also be attributed to shifts in technology and workforce opportunities.

Recommendation

Community Colleges should consider programs, courses, and curriculum to support students to pursue, train, and upskill for the following occupations. Developing and/or updating offerings in these areas will ensure students are able to meet employer needs and industry demand.

- Social Work/Human Services Counseling and Chemical Dependency Counseling
 - Social Services Assistance
 - Community Health Care Workers
 - Behavioral Science and Human Services
 - Peer Support Workers
 - Addictive Studies

- Pharmacy Technology
- Health Technology
 - Cross-over opportunities with Advanced Manufacturing and Life Sciences Biotech.
 - Demand for health technology tools/biotechnology repair increasing.
- Medical Secretaries (front and back office)
 - Medical Billing, Medical Coding, Medical Assisting

Key finding

- Evolving occupations provide opportunity for community colleges to further support students in preparing for employment in the sector.

B. Regional Clinical Placement Coordinator

Priority

Across our campuses there is a struggle to place students in clinical sites to meet the direct patient face to face hours requirement of their programs. Support of a regional clinical placement coordinator will help alleviate the burden deans and faculty have in identifying and brokering clinical opportunities and ensure these placements are available for more students.

Recommendation

The region should hire a regional clinical placement coordinator to support community colleges across the region with student placements in all health related programs.

Key finding

- Clinical sites are a challenge to identify and secure.
- Process for identifying clinical sites and placing students' needs to be streamlined.
- Community Colleges are currently using administrative support in efforts to manage clinical placement.

INFORMATION COMMUNICATION TECHNOLOGIES (ICT) & DIGITAL MEDIA

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- As a constantly evolving field Information & Communication Technologies (ICT) and Digital Media requires that faculty remain current through consistent training. Industry requirements, coupled with vendors' technology impact, frequently require changing of curriculum and programming thus creating a volatile and fast-paced environment for educators. Focus should be on supporting faculty training needs by providing opportunity and funding.
- Community colleges should address the growing opportunities within the GIG Economy with a focus on critical Information & Communication Technologies (ICT) and Digital Media sector skills to support workers in this space.
- Information & Communication Technologies (ICT) and Digital Media provide critical skills to support entrepreneurs and intrapreneurs across all sectors. Colleges can focus on supporting the in-demand workforce through a concentrated effort on related skills.

- Community colleges should provide virtual labs and opportunity for students to have hands on learning through virtualization.
- Community colleges should ensure students have work based learning opportunities, preferably earn as they learn model.
- Cybersecurity provides an opportunity to make use of National requirements as a bridge to local employers.
- There are challenges to finding qualified faculty.
 - Encourage companies to help by providing incentives to their employees who teach.
 - Partner with sister colleges with course offerings. Allows to leverage faculty skill sets across the region.
- Film and Digital Media
 - Regional opportunity as film industry moves North from Los Angeles.
 - Technical theater relies heavily on virtual production, computerized lighting, and audio.
 - Raise awareness that related skills can be applied to other jobs.

SECTOR PRIORITIES

A. Digital Literacy

Priority

Digital Literacy is a crucial employability skill and should be expanded across all courses of study. The ability to use digital technology, understand and use information presented digitally, and to perform in a digital environment is critical in preparing students for the workplace.

Recommendation

Digital Literacy is a crucial employability skill and should be threaded throughout career education offerings. Community colleges should consider a faculty position dedicated to digital literacy and work towards embedding this coursework across career education programs.

Key findings

- Digital literacy is a crucial employability skill and ranges from using software applications to technical/ data governance to cybersecurity.
- Employers across all sectors are seeking candidates who have attained the technical skills to be digitally literate.

B. Meeting Student Needs

Priority

To ensure that students can keep up with the rapidly changing environment in the Information & Communication Technologies (ICT) and Digital Media space, course schedules and offerings need to meet their diverse needs.

Recommendation

Community colleges should consider diverse student needs in scheduling courses to fully support students. Course offerings should be able to accommodate traditional community college students as well as those coming from high school programs, those who are upskilling, and those repeating courses.

- It is the nature of the sector that students will continually return to upskill and these students need to be supported with courses offered in the evening and online to support their reality.
- Some colleges are mirroring their curriculum as noncredit for students who are focused on upskilling.
- There is also the challenge of repeatability which is being addressed through credit and non-credit offerings.
- Programs also need to align with, and support, dual enrollment with the high schools.

Key findings

- Community colleges should consider diverse student needs in scheduling courses.
- Course offerings should be able to accommodate traditional students as well as those coming from high school programs, those who are upskilling, and those repeating courses.

LIFE SCIENCES AND BIOTECHNOLOGY

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- Apprenticeship and internship opportunities are critical. Successful apprenticeship programs in the region pay students to go to school and complete their degree. Students are often offered jobs before they complete the program. Reverse internships and mock interviews are also proven to be valuable.
- Many employers in the field are small/entrepreneurial making it hard to determine what they are looking for in candidates and indicating an underrepresentation in the gap analysis. Additional research into employer needs is suggested. Listening sessions with industry should continue and be capitalized upon to guide program and curriculum development. Industry connections should be made early and often.
- Cross-sector opportunities with agriculture focus on bio-manufacturing, food science, food production, and quality control.
- Challenges in hiring faculty are due to inability for colleges to compete with salary. Faculty in this area often turn to industry partners to identify experts who can come to campus and lecture and support labs.

SECTOR PRIORITIES

A. Marketing Life Sciences and Biotechnology

Priority Statement

Marketing of Life Sciences and Biotechnology is essential to ensure students (and parents) understand the sector and the range of viable career opportunities it provides.

Recommendation

Marketing should target students (and parents), as early as middle school, with a focus on informing about the sector and educating about the broad range of career opportunities available within Life Sciences and Biotechnology.

- There is an assumption that life sciences and biotechnology has challenging academic requirements and lower level career opportunities that are not impactful and this should be addressed with students and parents.

Key Finding

- Suggests long term marketing investment addressing middle school through high school to the community college.

B. Defining the Life Sciences and Biotechnology Pathway

Priority Statement

Students interested in the Life Science and Biotechnology field need to be presented with a clearly defined pathway and related educational goals. It is critical that the Life Sciences and Biotechnology pathway be clearly defined for students and they should be presented with meaningful and attainable career opportunities to consider.

Recommendation

Opportunity for middle-skill employment, as well as transfer, need to be defined in a clear pathway for students in terms that resonate with them. Students interested in a field of study within Life Sciences and Biotechnology need to know what is attainable and have career choices presented, giving them something to work towards that resonates with them. A clearly defined pathway will allow current and potential students to better understand the sector and related career opportunities.

Key Finding

- Clearly defining the sector pathway will support current and potential students in understanding the sector and related job opportunities.

PUBLIC SAFETY

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- The distinction between public service and public safety needs to be clear.
- There is demand for EMT/Paramedics but they are being hired by the police and fire departments. Community colleges should be aware of the true demand in this area.
- Cross-sector opportunities in Public Safety with Information and Communication Technologies and Digital Media focus is on cybersecurity and drone technology.
- Pathways from high schools should be fostered and can range from dual enrollment through administration of justice to EMR classes (predecessor to EMT).

SECTOR PRIORITIES

A. Evolving Occupations

Priority Statement

There are a number of occupations under Public Safety that are coming into focus and evolving. These shifts are driven by community need, industry demand, and policy at the local and state level, providing a critical opportunity for community colleges to further support students in preparing for employment in the sector.

Recommendation

Community Colleges should consider programs, courses, and curriculum to support students to pursue, train and upskill for the following occupations. Developing and/or updating offerings in these areas will ensure students are able to meet employer needs and industry demand.

- **Emergency Protection Technicians**
 - Pathway for community colleges students into emergency management.
- **Probation Officers**
 - Early release of inmates indicates increased demand for probation officers.
 - New core custody aspect will also bring additional demand for this occupation.
- **Wildland Fire Fighters**
 - In terms of program development, a distinction between fire fighters and wildland fire fighters should be made.

Key Finding

- Within Public Safety the focus on these occupations is driven by community need, industry demand, and policy at the local and state level.

B. Partnerships

Priority Statement

Community Colleges with Public Safety programs benefit from partnerships with city, county, and state fire and law enforcement.

Recommendation

Partnerships with city, county, and state fire and law enforcement should be developed and maintained as they benefit students, colleges, and the partner organization.

- These partnerships provide opportunities for students to get credit while working, can lead to opportunities on campus as instructional assistants, and often provide students with direct and immediate employment with partner agency.
- Sponsorship opportunities and equipment donations also result from these partnerships.

Key Finding

- Partnerships in Public Safety benefit students, the colleges, and the partner organization.

GENERAL SECTOR RELATED FEEDBACK FOR THE SOUTH CENTRAL COAST REGION

- There is opportunity within Retail, Hospitality, and Tourism to begin in an entry-level position and promote into a related position in another sector. A key example being hospitality into health care spaces, particularly assisted and senior living. This can include a focus on culinary and event planning.
- Consider dual certificates. One example is facilities management and hospitality. Jobs in this area have proven to be recession-proof because buildings still need to be maintained even when closed. Wages are higher when working with the facilities management association.
- Industry partnerships and apprenticeships provide opportunity to complete courses with partners for college credit and pre-apprenticeship track with high schools and adult schools should be considered.
- Exploration of virtual internship around social media and marketing outreach is suggested for a number of related jobs including fitness trainers and those working in restaurants and hotels.

SECTOR PRIORITY

Stackable Certificates

Priority Statement

The Retail, Hospitality, and Tourism sector is positioned to support stackable, low-unit certificates to support diverse student and industry needs.

Recommendation

A suite of stackable, low-unit certificates should be offered to support students to custom design an educational experience that will allow them to quickly move into the workforce and ultimately grow and advance in their career.

- Skills necessary to step into a career are found to be attained earlier than existing programs are suggesting and stackable certificates are a way to get students into the workforce.
- Allows students to get immediate employment with the stackable certificate and then return to community college to get a more advanced certificate or degree when ready to advance their career.

Key Findings

- Retail, Hospitality and Tourism is positioned to support a number of stackable, low-unit courses.
- Skills necessary to step into a career are found to be attained earlier than existing programs are suggesting.



Photos from Cuesta College's Career Education Programs

XI. CONCLUSIONS

**Moving Forward the Region Will Create a New
Working Regional Model That Will Incorporate:**

- Creating a robust employer engagement and responsiveness structure and tracking mechanisms.
- Providing a toolkit for short-term training.
- Sharing expertise and best practices for moving adult education students to credit programs and/or into the workforce.
- Expanding Guided Pathways to include transitioning students on career pathways from K12 to relevant community college programs.
- Strengthening work-based learning and job placement.
- Sharing expertise and best practices related to competency-based learning models and credit for prior learning.
- Tracking student, college, and SWP investment outcomes.

Most importantly, the region wants to remain flexible and take a holistic approach to planning in light of the changing landscape of work and uncertainty of EWD funding at this time. Our yearly SWP Plan Updates will then drill down to more specificity regarding sector and cross-sector work and employer engagement and identifying the resources needed to support that work.



“The Strong Workforce dollars allowed us to refurbish a facility that was just downright derelict. We really can’t say enough about the improvements we’ve seen the past few years. It is really making a difference.”

**Geoff Thielst, Marine Diving Technologies Director,
Santa Barbara City College**

APPENDICES

APPENDIX A:

CENTER OF EXCELLENCE REGIONAL OVERVIEW AND GAP ANALYSIS AND REGIONAL CLNA TABLE DISCUSSION NOTES

REGIONAL OVERVIEW

In 2019, there were close to a million jobs (992,495) in the South Central Coast Region. Jobs have grown by approximately 6% over the last five years. Over the next five years, the number of new jobs is expected to increase by 48,133, bringing the total number of jobs in the region over one million.



Across the 10 sectors analyzed as part of the sector analysis project, there is a labor market demand of 33,132 annual job openings for the top middle-skill jobs and a program supply of 7,936 awards, creating a supply gap of 25,196 awards.

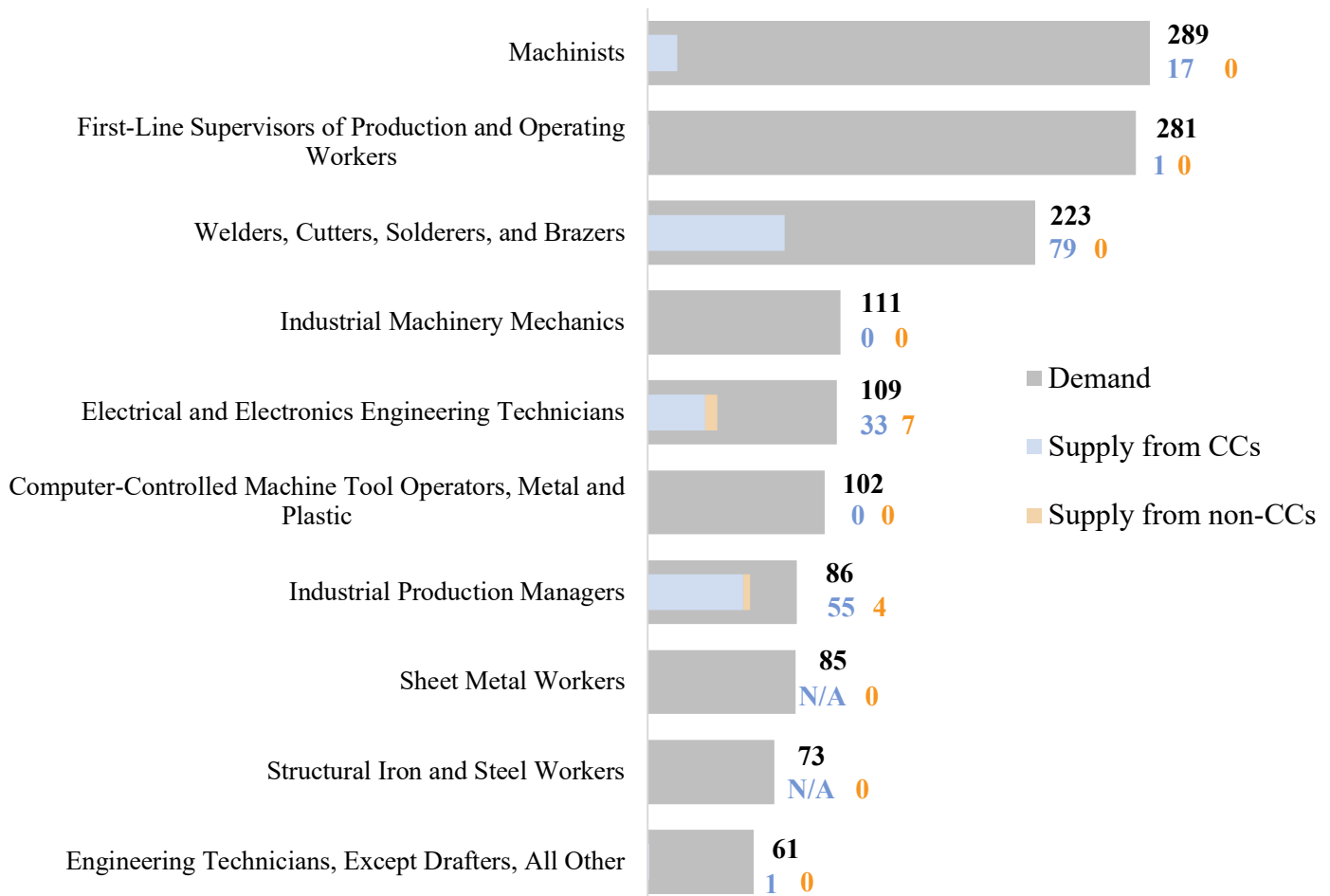


Sector Name	Oversupply	Supply Met	Undersupply
Advanced Manufacturing			✓
Advanced Transportation and Logistics			✓
Agriculture, Water and Environmental Technologies			✓
Business and Entrepreneurship			✓
Energy, Construction, and Utilities			✓
Global Trade			✓
Healthcare			✓
ICT/Digital Media			✓
Life Sciences and Biotechnology			✓
Retail, Hospitality, and Tourism			✓

ADVANCED MANUFACTURING

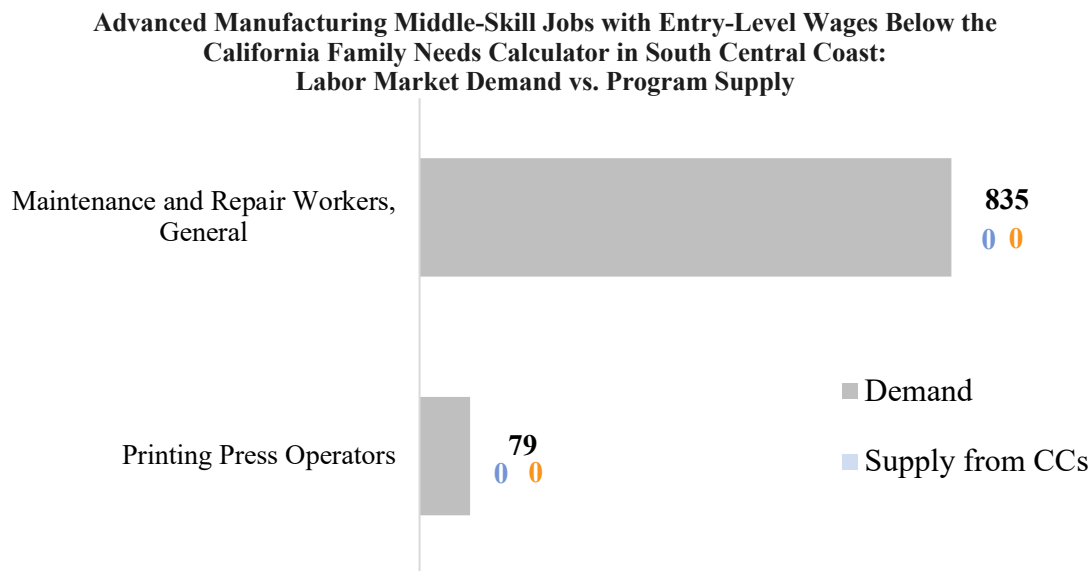
The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Advanced Manufacturing with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

**Advanced Manufacturing Top Middle-Skill Jobs in South Central Coast:
Labor Market Demand vs. Program Supply**



ADVANCED MANUFACTURING

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities. As seen in the following chart, middle-skill Advanced Manufacturing jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).



Key Findings: Advanced Manufacturing

Of the 12 occupations (SOC codes) analyzed for the Advanced Manufacturing sector, there is a labor market demand of 2,334 annual job openings, a program supply of 186 awards, which creates a sector supply gap of 2,148 awards.

2,334
annual job openings
(labor market demand)

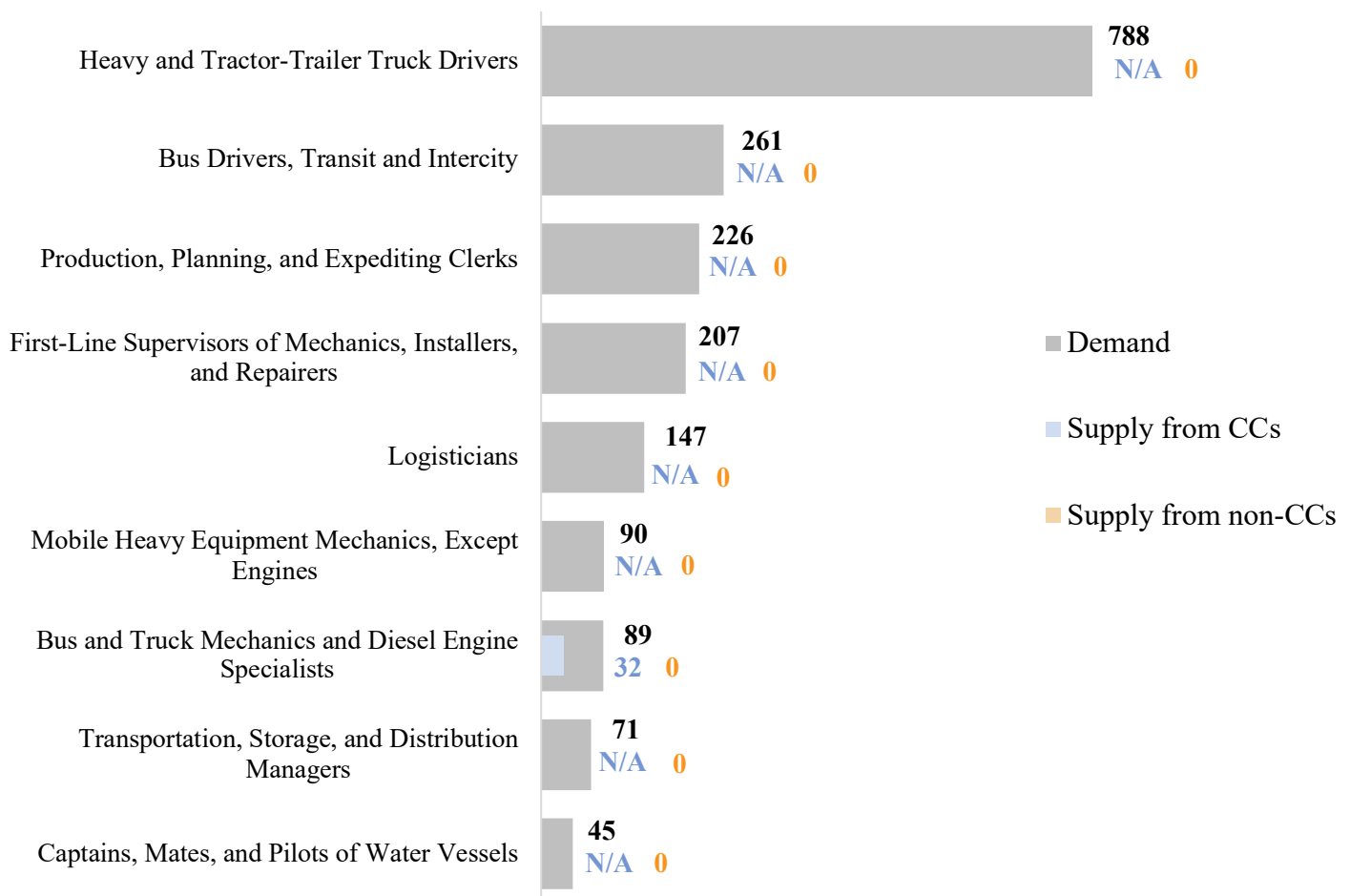
186
average annual program awards
(labor market supply)

2,148
supply gap (number of
awards needed to close the gap)

ADVANCED TRANSPORTATION AND LOGISTICS

The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Advanced Transportation and Logistics with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

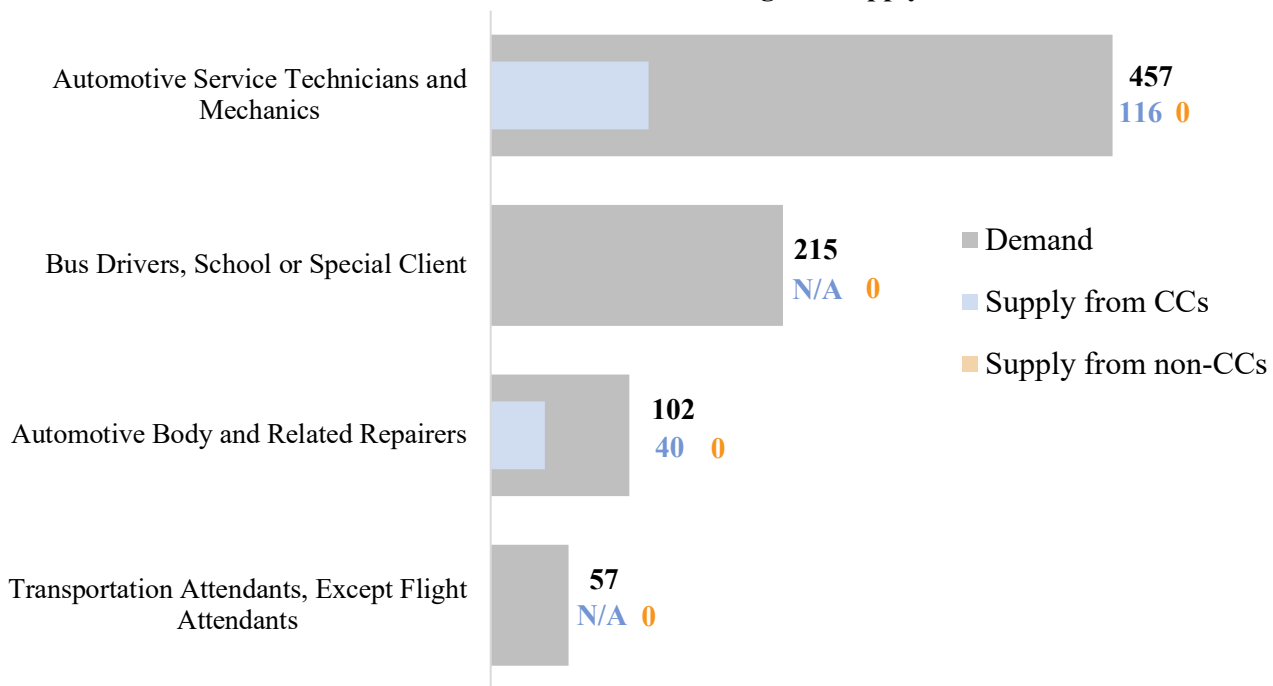
Advanced Transportation and Logistics Top Middle-Skill Jobs in South Central Coast Labor Market Demand vs. Program Supply



ADVANCED TRANSPORTATION AND LOGISTICS

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities. As seen in the following chart, middle-skill Advanced Transportation and Logistics jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).

**Advanced Transportation and Logistics Middle-Skill Jobs with Entry-Level Wages Below the California Family Needs Calculator in South Central Coast:
Labor Market Demand vs. Program Supply**



Key Findings: Advanced Transportation and Logistics

Of the 13 occupations (SOC codes) analyzed for the Advanced Transportation sector, there is a labor market demand of 2,755 annual job openings, a program supply of 188 awards, which creates a sector supply gap of 2,567 awards. All middle-skill Advanced Transportation and Logistics jobs in South Central Coast have supply gaps. According to the demand and supply data, Logistics and Materials Transportation (TOP 0510.00) could train for several occupations with supply gaps.

2,755

annual job openings
(labor market demand)

188

average annual program awards
(labor market supply)

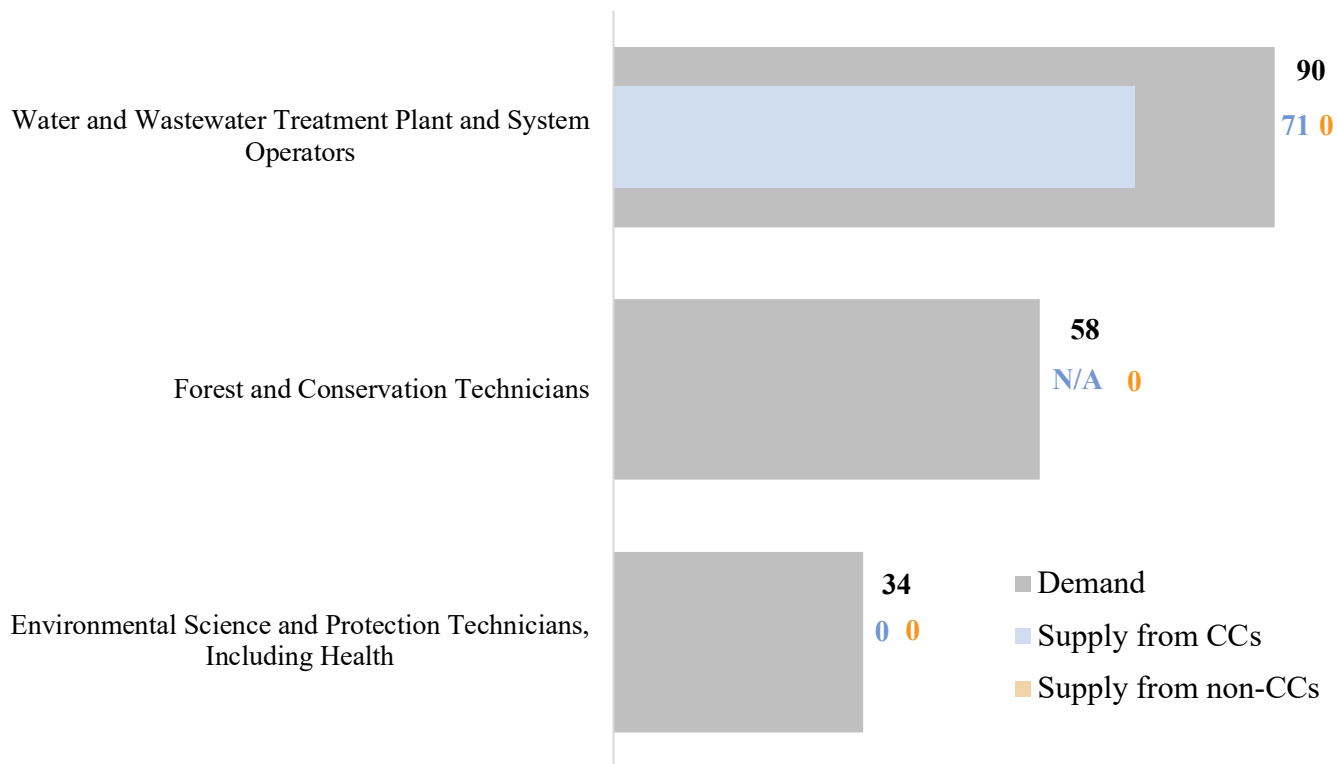
2,567

supply gap (number of
awards needed to close the gap)

AGRICULTURE, WATER AND ENVIRONMENTAL TECHNOLOGIES

The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Agriculture, Water and Environmental Technologies with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

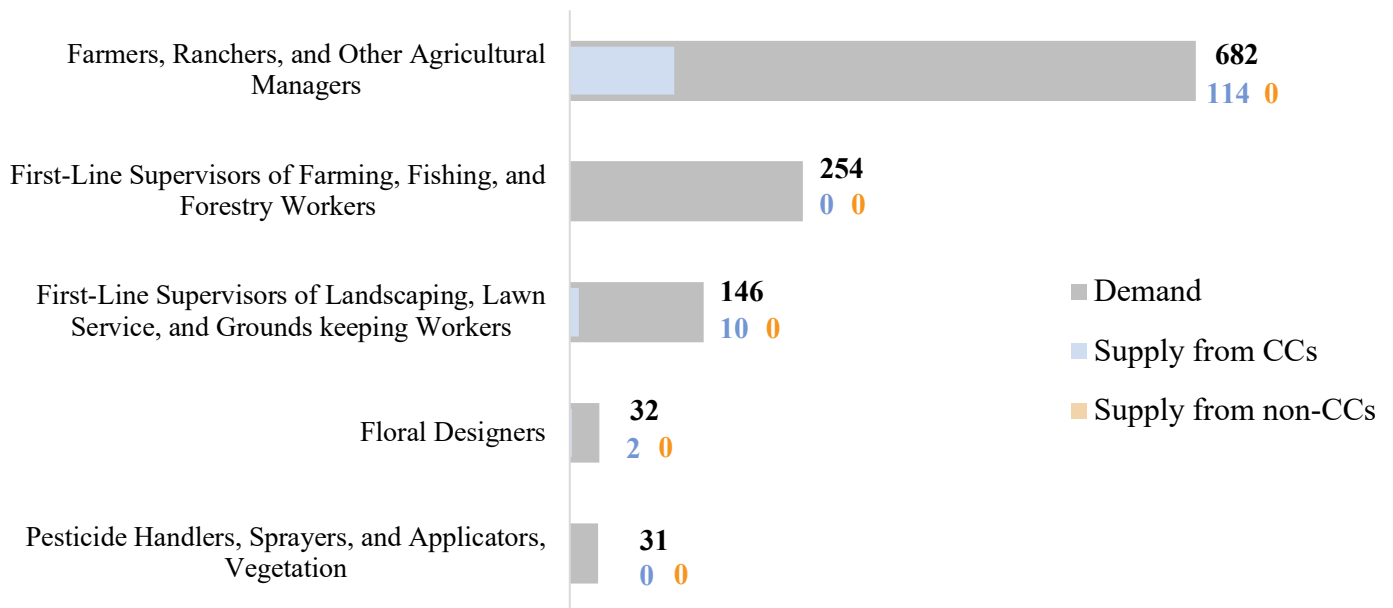
Agriculture, Water and Environmental Technologies Top Middle-Skill Jobs in South Central Coast: Labor Market Demand vs. Program Supply



AGRICULTURE, WATER AND ENVIRONMENTAL TECHNOLOGIES

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities. As seen in the following chart, middle-skill Agriculture, Water and Environmental Technologies jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).

**Agriculture, Water and Environmental Technologies Middle-Skill Jobs with Entry-Level Wages Below the California Family Needs Calculator in South Central Coast:
Labor Market Demand vs. Program Supply**



Key Findings: Agriculture, Water and Environmental Technologies

Of the eight occupations (SOC codes) analyzed for the Agriculture, Water and Environmental Technologies sector, there is a labor market demand of 1,327 annual job openings, a program supply of 197 awards, which creates a sector supply gap of 1,130 awards. Eight out of the eight Agriculture, Water and Environmental Technologies middle-skill jobs in South Central Coast have supply gaps.

1,327
annual job openings
(labor market demand)

197
average annual program awards
(labor market supply)

1,130
supply gap (number of
awards needed to close the gap)

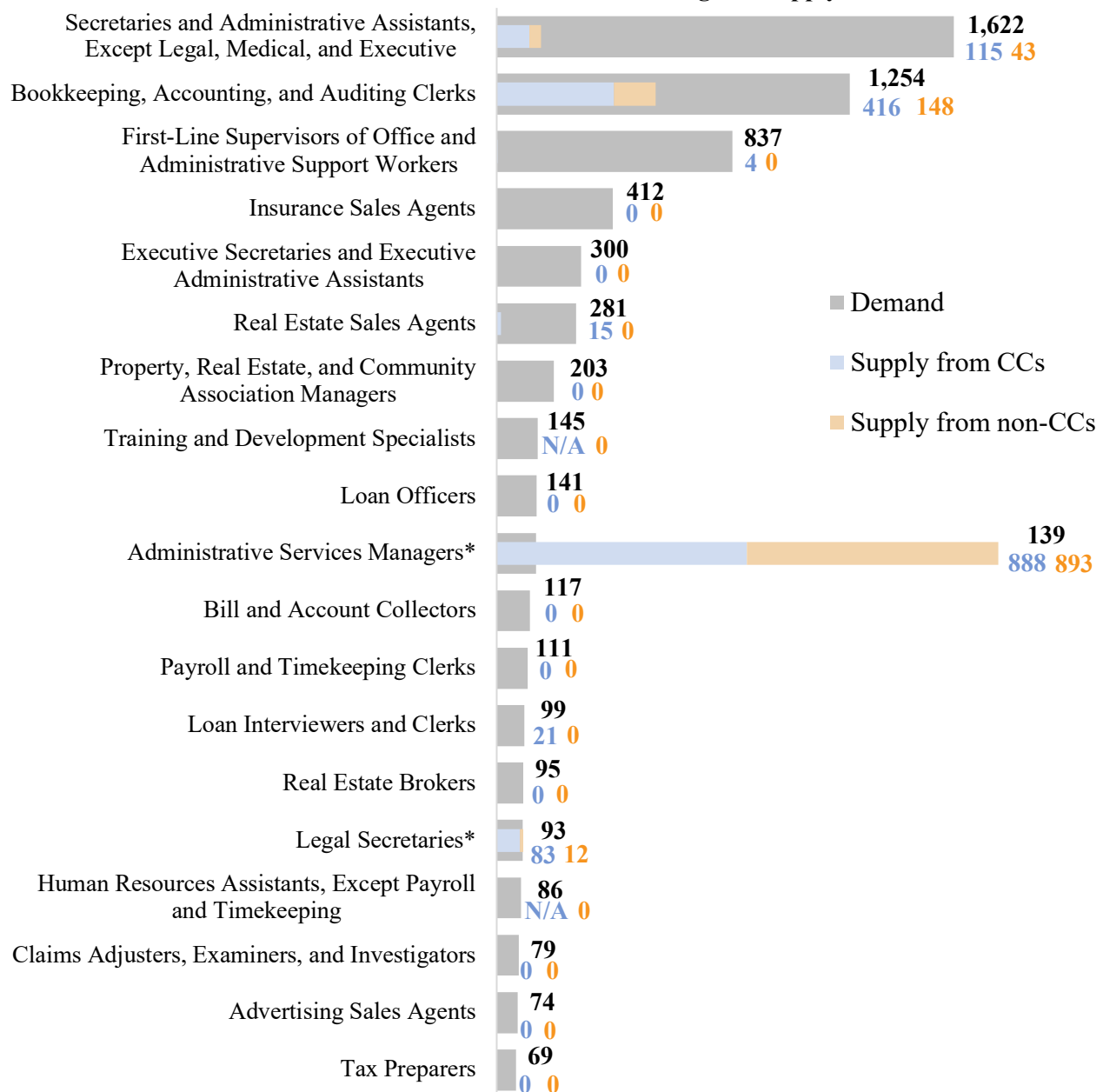
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BUSINESS AND ENTREPRENEURSHIP

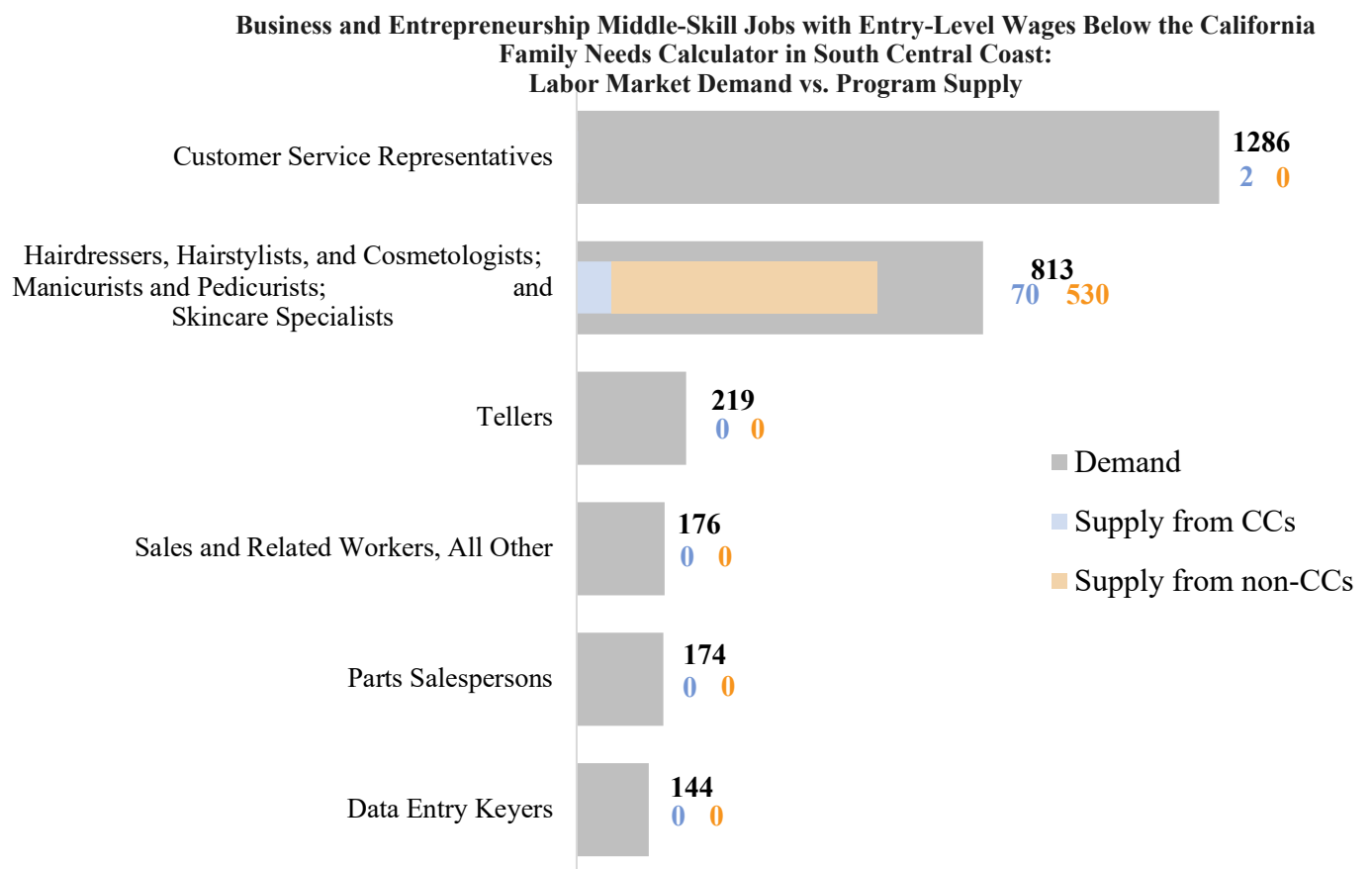
The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Business and Entrepreneurship with program supply from the region’s community colleges and non-community college providers. In this analysis, top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

**Business and Entrepreneurship Top Middle-Skill Jobs in South Central Coast:
Labor Market Demand vs. Program Supply**



BUSINESS AND ENTREPRENEURSHIP

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities. As seen in the following chart, middle-skill Business and Entrepreneurship jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).



Key Findings: Business and Entrepreneurship

Of the 26 top middle-skill jobs (SOC codes) analyzed for the Business and Entrepreneurship sector, there is a labor market demand of 8,969 annual job openings, a program supply of 3,220 awards, which creates a sector supply gap of 5,749 awards.

8,969
annual job openings
(labor market demand)

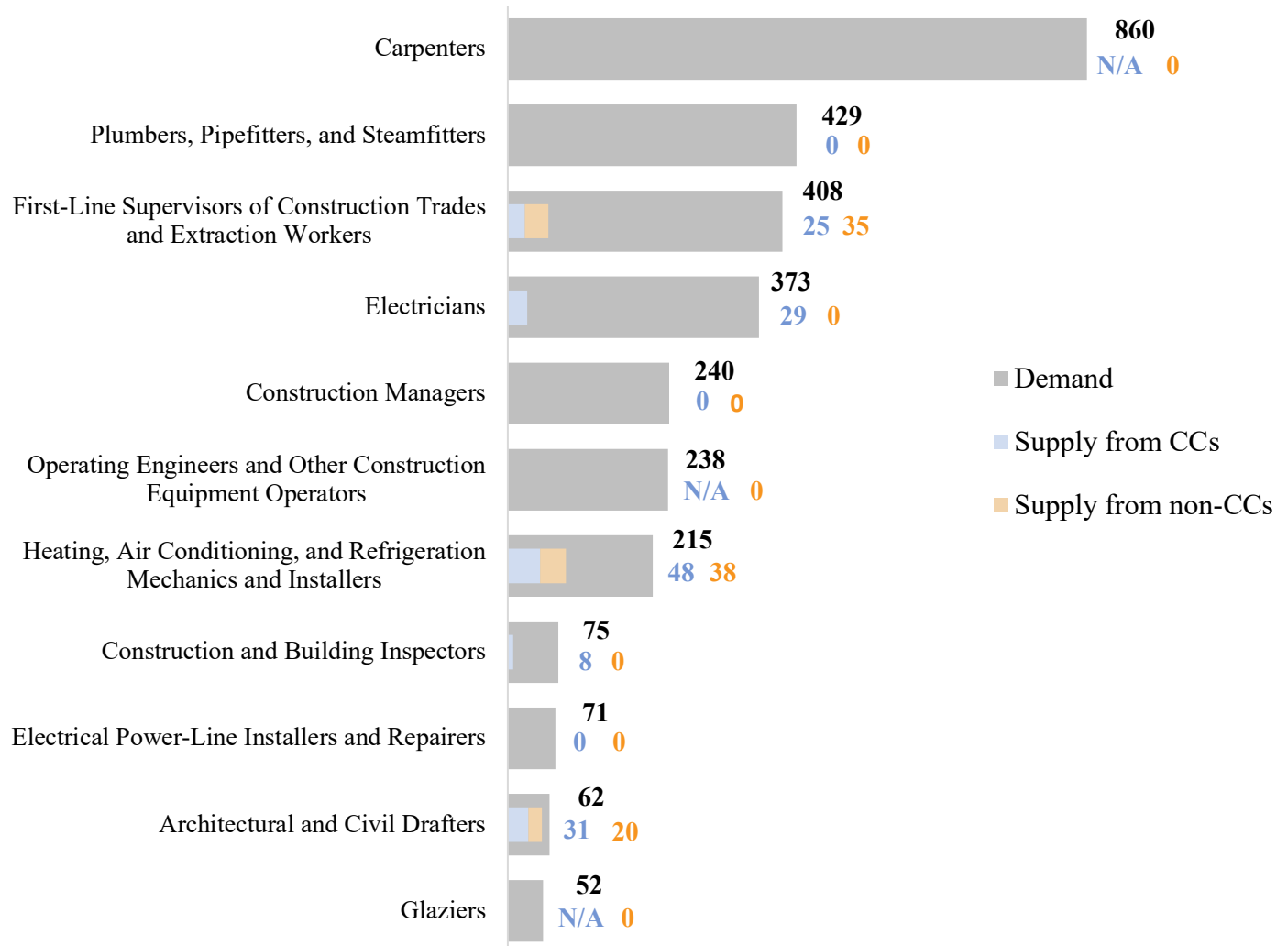
3,220
average annual program awards
(labor market supply)

5,749
supply gap (number of
awards needed to close the gap)

ENERGY, CONSTRUCTION, AND UTILITIES

The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Energy, construction, and Utilities with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

**Energy, Construction and Utilities Top Middle-Skill Jobs in
South Central Coast:
Labor Market Demand vs. Supply**



ENERGY, CONSTRUCTION, AND UTILITIES

Key Findings: Energy, Construction, and Utilities

Of the 11 occupations (SOC codes) analyzed for the Energy, Construction, and Utilities sector, there is a labor market demand of 3,023 annual job openings, a program supply of 234 awards, which creates a sector supply gap of 2,789 awards. All Energy, Construction, and Utilities middle-skill jobs in South Central Coast have supply gaps.

3,023

annual job openings
(labor market demand)

234

average annual program awards
(labor market supply)

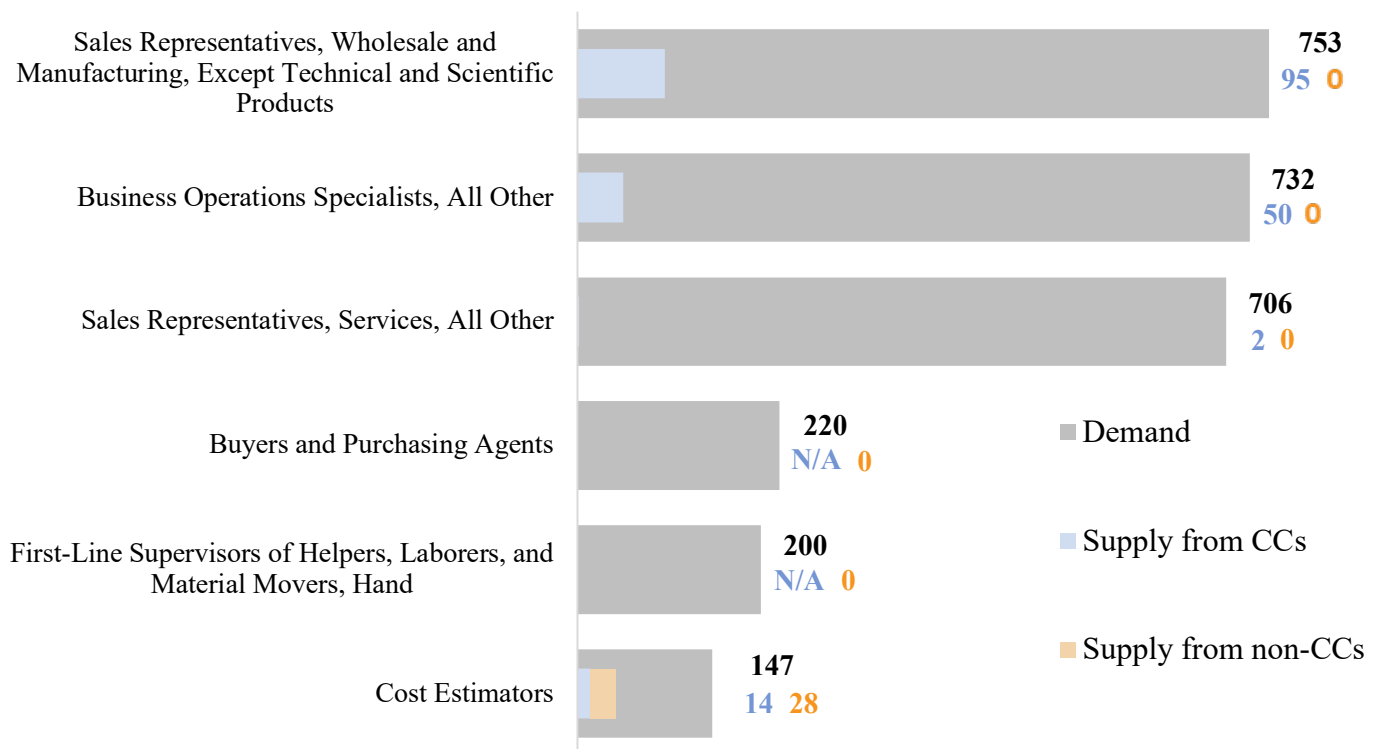
2,789

supply gap (number of
awards needed to close the gap)

GLOBAL TRADE

The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Global Trade with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

**Global Trade Top Middle-Skill Jobs in South Central Coast:
Labor Market Demand vs. Program Supply**



Key Findings: Global Trade

Of the 6 occupations (SOC codes) analyzed for the Global Trade sector, there is a labor market demand of 2,758 annual job openings, a program supply of 189 awards, which creates a sector supply gap of 483 awards. All middle-skill Global Trade jobs in South Central Coast have supply gaps.

2,759
annual job openings
(labor market demand)

189
average annual program awards
(labor market supply)

2,569
supply gap (number of
awards needed to close the gap)

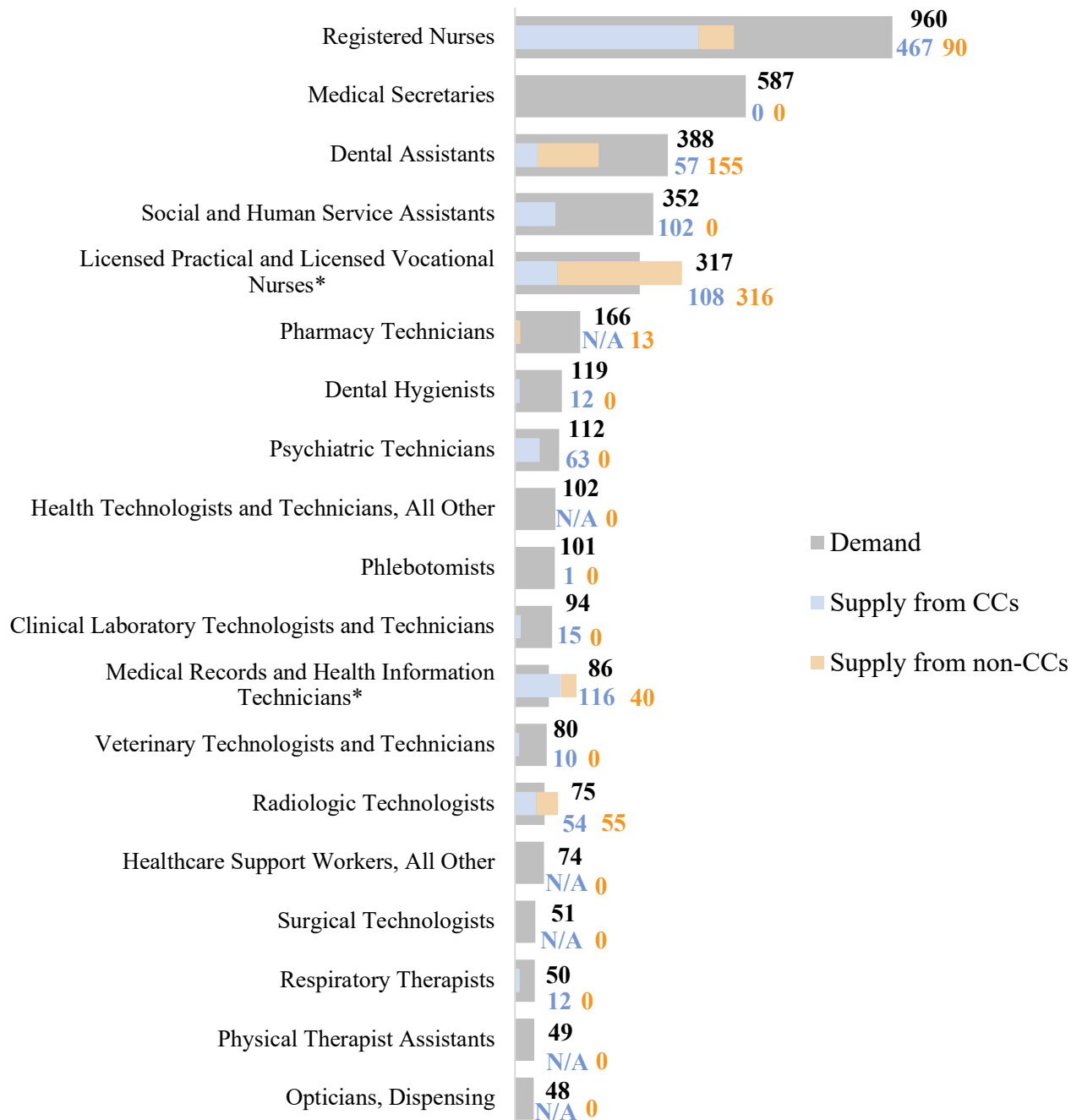
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HEALTH CARE

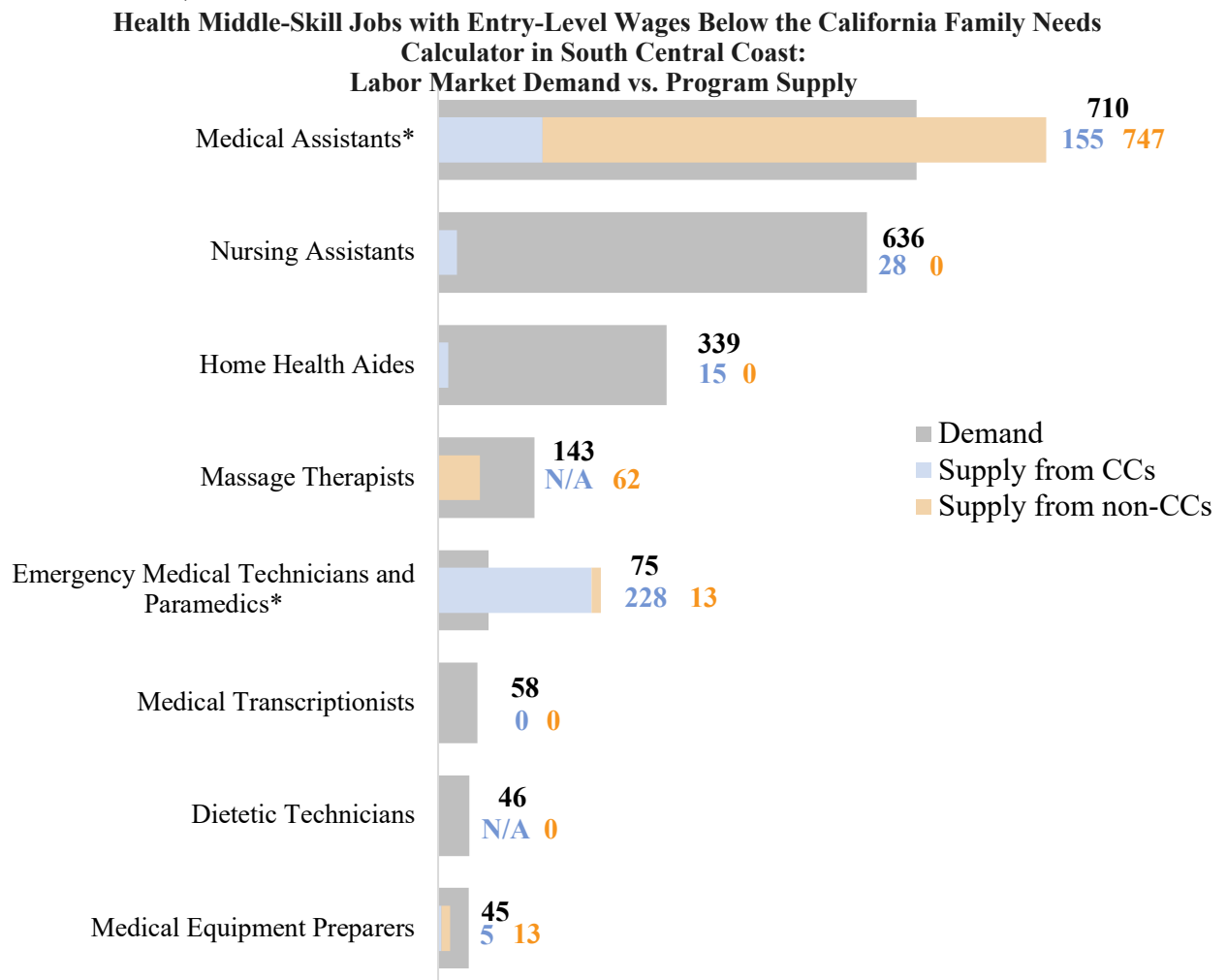
The following chart compares South Central Coast's labor market demand for the top middle-skill jobs in Health Care with program supply from the region's community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a "living wage").

**Health Top Middle-Skill Jobs in South Central Coast:
Labor Market Demand vs. Program Supply**



HEALTH CARE

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities. As seen in the following chart, middle-skill Health Care jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).



Key Findings: Health Care

Of the 27 occupations (SOC codes) analyzed for the Health sector, there is a labor market demand of 5,863 annual job openings, a program supply of 2,952 awards, which creates a sector supply gap of 2,911 awards.

5,863
annual job openings
(labor market demand)

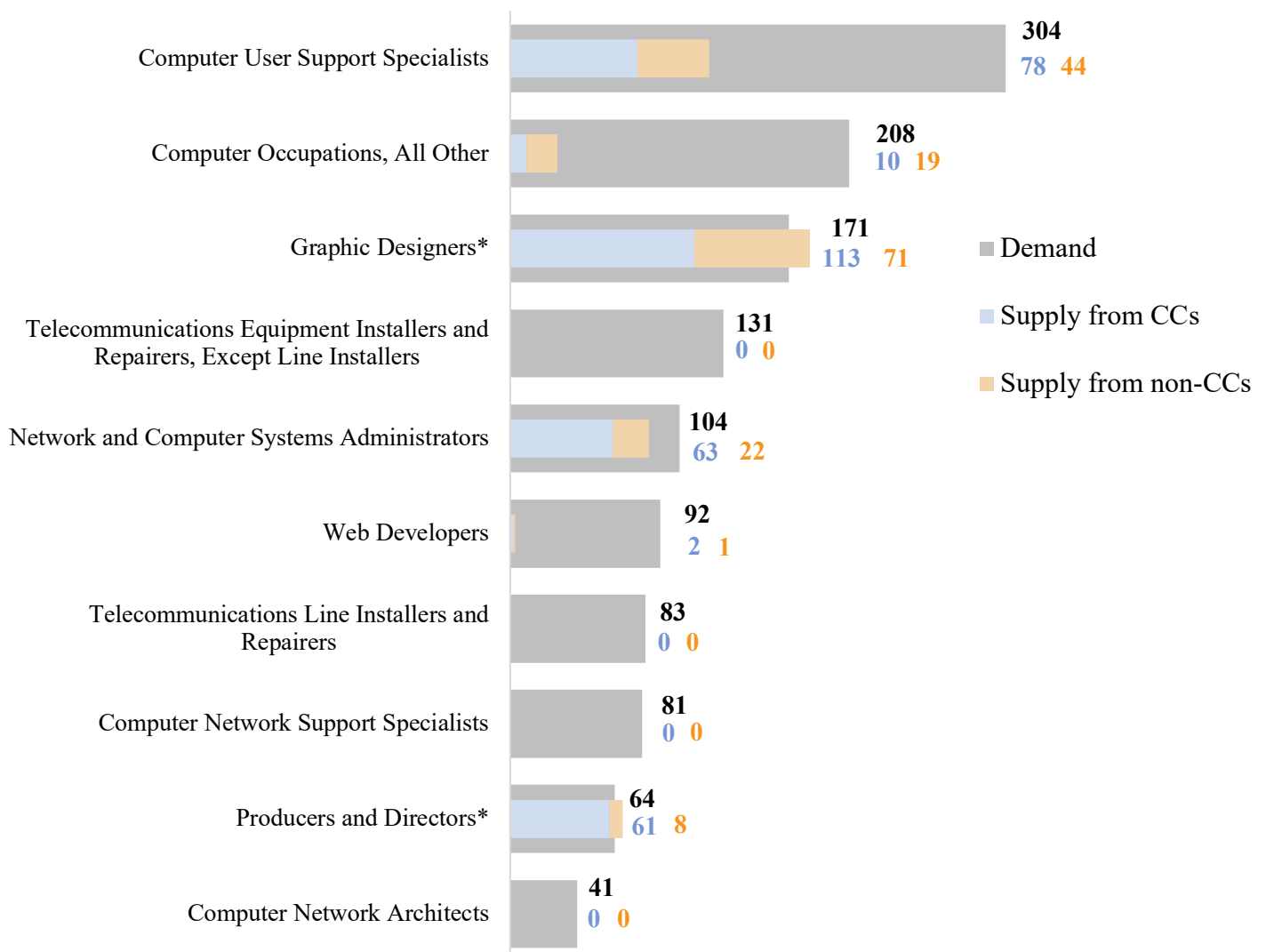
2,952
average annual program awards
(labor market supply)

2,911
supply gap (number of
awards needed to close the gap)

INFORMATION & COMMUNICATION TECHNOLOGIES (ICT) AND DIGITAL MEDIA

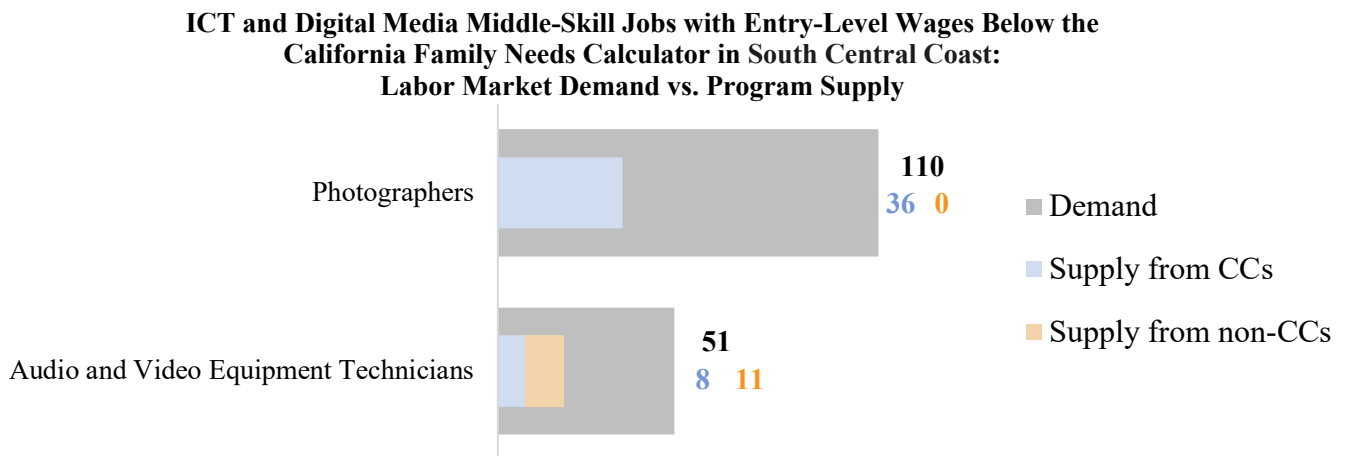
The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in ICT and Digital Media with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

**ICT and Digital Media Top Middle-Skill Jobs in South Central Coast:
Labor Market Demand vs. Program Supply**



INFORMATION & COMMUNICATION TECHNOLOGIES (ICT) AND DIGITAL MEDIA

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities. As seen in the following chart, middle-skill ICT and Digital Media jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).



Key Findings: ICT and Digital Media

Of the 12 occupations (SOC codes) analyzed for the ICT and Digital Media sector, there is a labor market demand of 1,440 annual job openings, a program supply of 547 awards, which creates a sector supply gap of 893 awards. Ten out of the twelve ICT and Digital Media middle-skill jobs in South Central Coast have supply gaps.

1,440
annual job openings
(labor market demand)

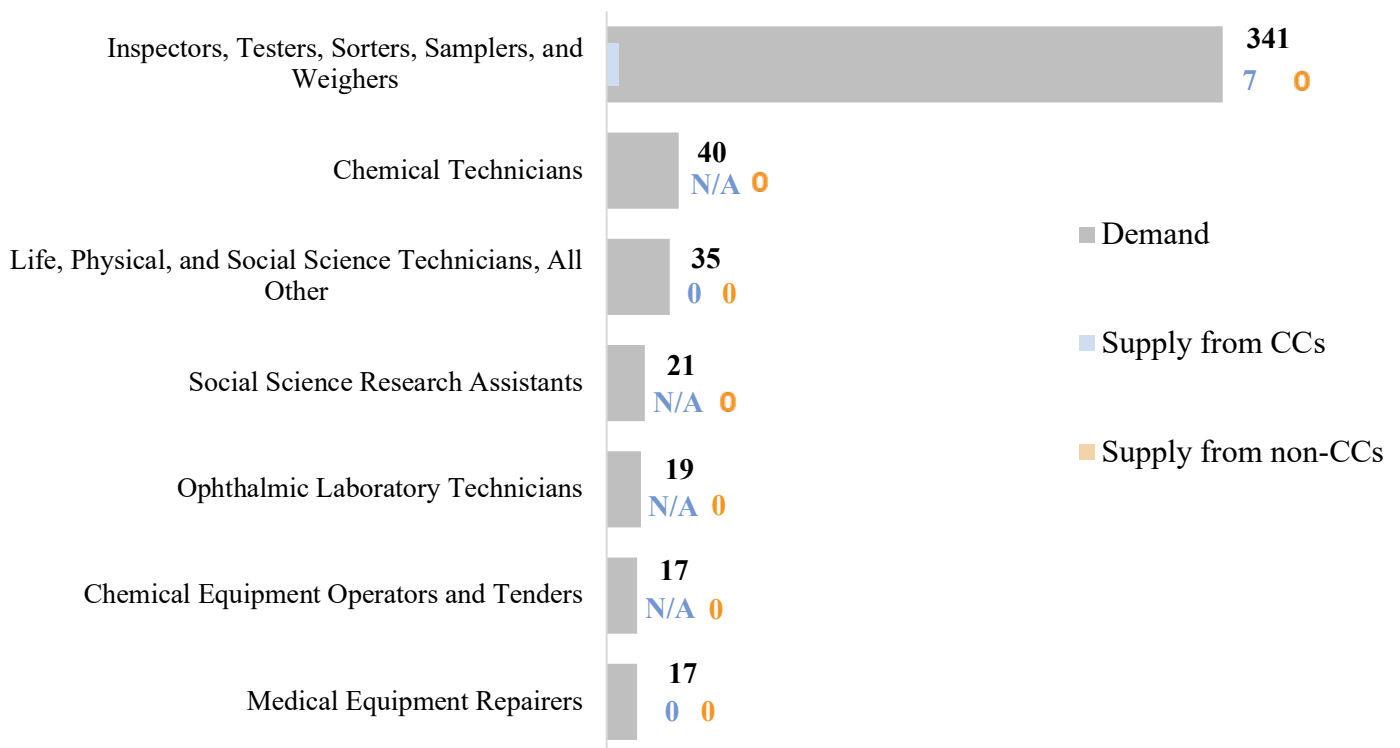
547
average annual program awards
(labor market supply)

893
supply gap (number of
awards needed to close the gap)

LIFE SCIENCES AND BIOTECHNOLOGY

The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Life Sciences and Biotech with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

**Life Sciences and Biotech Top Middle-Skill Jobs in South Central Coast:
Labor Market Demand vs. Program Supply**



Key Findings: Life Sciences and Biotech

Of the 7 occupations (SOC codes) analyzed for the Life Sciences and Biotech sector, there is a labor market demand of 490 annual job openings, a program supply of 7 awards, which creates a sector supply gap of 483 awards. All middle-skill Life Sciences and Biotech jobs in South Central Coast have supply gaps.

490
annual job openings
(labor market demand)

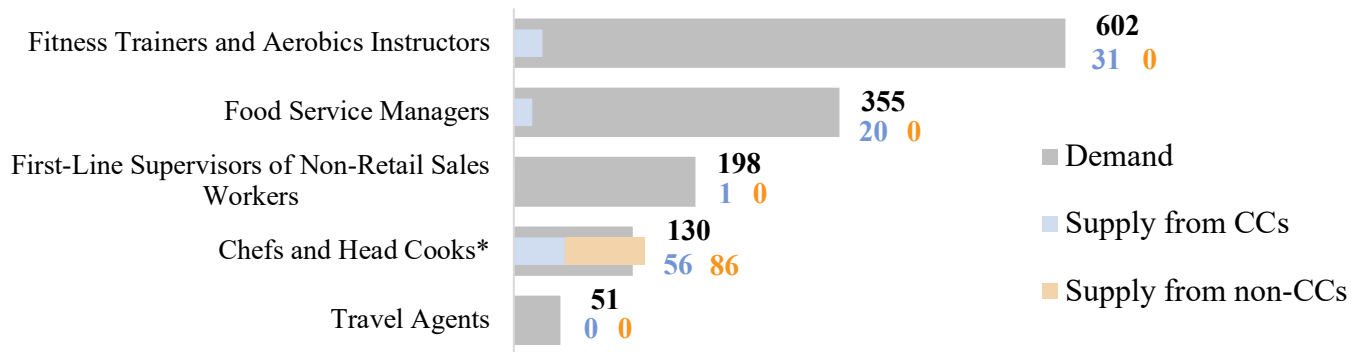
7
average annual program awards
(labor market supply)

483
supply gap (number of
awards needed to close the gap)

RETAIL, HOSPITALITY, AND TOURISM

The following chart compares South Central Coast’s labor market demand for the top middle-skill jobs in Retail, Hospitality, and Tourism with program supply from the region’s community colleges and non-community college providers. Top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”).

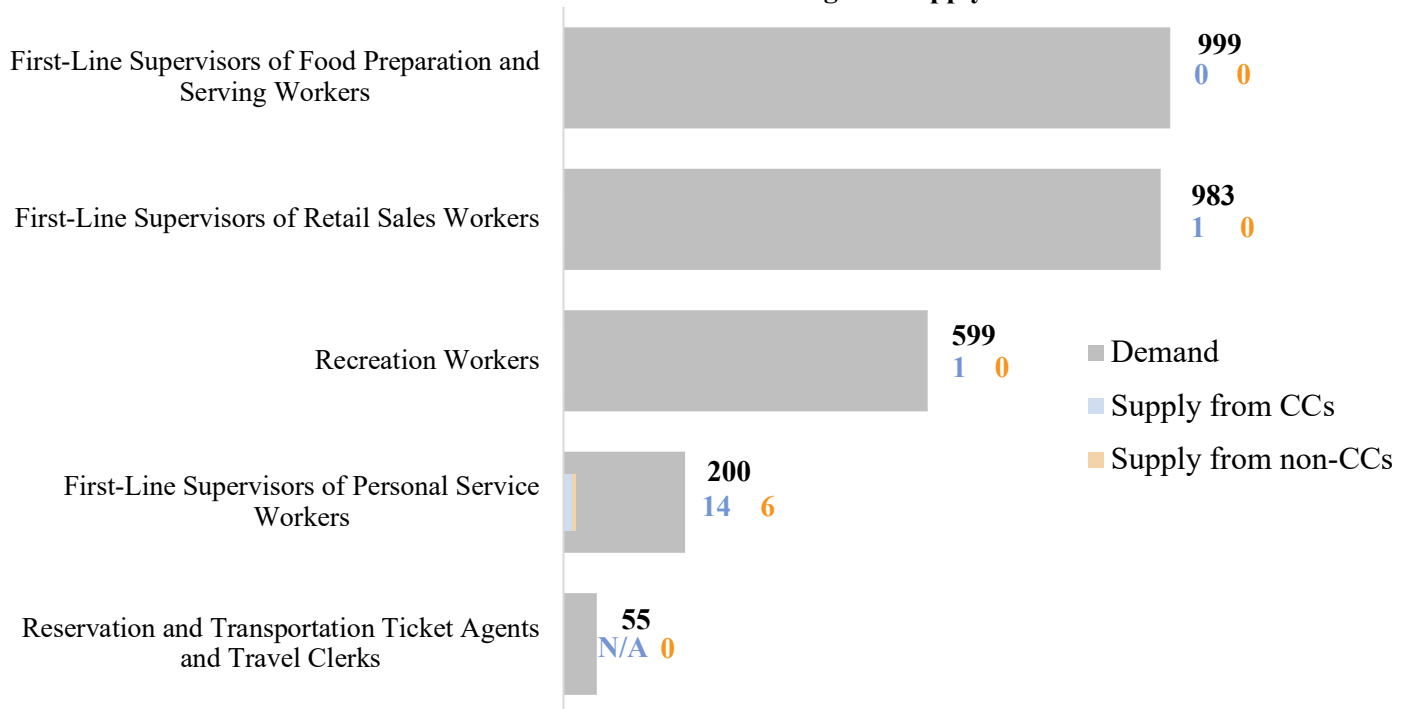
**Retail, Hospitality, and Tourism Top Middle-Skill Jobs in
South Central Coast: Labor Market Demand vs. Program Supply**



RETAIL, HOSPITALITY, AND TOURISM

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities. As seen in the following chart, middle-skill Retail, Hospitality, and Tourism jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).

**Retail, Hospitality, and Tourism Middle-Skill Jobs with Entry-Level Wages Below the California Family Needs Calculator in South Central Coast:
Labor Market Demand vs. Program Supply**



Key Findings: Retail, Hospitality, and Tourism

Of the 10 occupations (SOC codes) analyzed for the Retail, Hospitality, and Tourism sector, there is a labor market demand of 4,172 annual job openings, a program supply of 216 awards, which creates a sector supply gap of 3,956 awards. Nine out of the ten Retail, Hospitality, and Tourism middle-skill jobs in South Central Coast have supply gaps.

4,172
annual job openings
(labor market demand)

216
average annual program awards
(labor market supply)

3,956
supply gap (number of
awards needed to close the gap)

METHODOLOGY

The Centers of Excellence for Labor Market Research (COE) prepared this report by analyzing data from occupations and education programs. Occupational data is derived from Emsi, a software program that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

The California Community Colleges (CCC) define “sectors” by TOP codes. To determine what occupations should be analyzed in this brief, the COE first reviewed the TOP codes associated with each sector and then matched them with the SOC codes. Using a TOP-SOC crosswalk, the COE then identified middle-skill jobs for which programs within these TOP codes train. The COE examined more than 850 occupational codes from the Standard Occupational Classification (SOC)¹ system and identified approximately 300 occupational codes as middle-skill jobs.

Middle-skill jobs include:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor’s degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

For this study, the COE analyzed occupations with a labor market demand of at least 50 annual job openings. (For comparison, the average and median demand for an occupation in South Central Coast is 307 and 63 annual job openings, respectively.)² The number of annual job openings estimates employment change and turnover for an occupation each year between 2018 and 2023. Annual job openings include:

- Job Growth: An employer experiences increased demand for products and hires new employees to increase production. If job growth is zero or negative, then any and all openings are due to replacement needs.
- Replacement Needs: An employer hires replacement workers for employees who leave the workforce or change occupations. Replacement rates are derived from national 10-year, occupation-specific percentages published by the U.S. BLS’s Employment Projections program.

The COE then cross-referenced the SOC codes with CIP and TOP codes to compare labor market demand with program supply. The COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a “supply table” with this information, which is the source of the program supply data for this report. TOP data comes from the California Community Colleges Chancellor’s Office MIS Data Mart (datamart.cccco.edu) and CIP data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. TOP is a system of numerical codes used at the state level to collect and report information on California

¹ SOC is a federal statistical standard used by EDD, BLS and other federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

² Emsi. Data set 2019.3. QCEW Employees + Non-QCEW + Self-Employed. 2018-2023.

South Central Coast Region Sector Analysis Project



community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education in the United States and Canada. Institutions outside of the California community college system do not use TOP codes in their reporting systems.

Because a TOP/CIP code may train for more than one occupation, simply aggregating all supply from all related codes may overestimate supply for an occupation. Therefore, the COE de-duplicated TOP codes that trained for more than one occupation to avoid counting the program supply more than once. Doing so provides a more accurate representation of the supply gaps in the region by occupation.

For the purpose of this report, labor market demand is determined by the number of annual job openings employers expect to fill due to job growth and employee turnover between 2018 and 2023. An indicator of whether South Central Coast is providing enough program supply to meet labor market demand is the average annual-number of related awards (e.g., certificates, degrees) generated between 2015 and 2017 by the region. However, it should be noted that a student may earn more than one award; therefore, supply may be overestimated for certain occupations.

The California Family Needs Calculator (commonly known as a “living wage”) is the hourly wage that a single adult needs to earn in order to meet basic needs in their County of residence. In this brief, the COE identified Ventura County as having the highest living wage in South Central Coast Region, which is currently \$15.38 per hour. For this reason, the living wage set for the region is \$15.38, so a student knows if they could potentially earn a living wage that would allow living in any part of the region. Listing of each county within the South Central Coast Region and their living wage listed below.

- | | |
|---------------------------|---------|
| 1. Ventura County | \$15.38 |
| 2. Santa Barbara County | \$15.08 |
| 3. Los Angeles County | \$15.04 |
| 4. San Luis Obispo County | \$13.77 |

In this brief, top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator (commonly known as a “living wage”). The California Family Needs Calculator is the hourly wage that a single adult needs to earn in order to meet basic needs in the South Central Coast Region, which is currently \$15.38 per hour.³ As seen in Exhibit 2, the entry-level wages⁴ for these top middle-skill jobs are higher than \$15.38 per hour.

³ Top middle-skill jobs have the most labor market demand, stable employment growth, and entry-level wages at or above the California Family Needs Calculator. The California Family Needs Calculator is the hourly wage that a single adult needs to earn to meet basic needs in Ventura County, \$15.38 per hour. selfsufficiency.org.

⁴ In this report, Entry-level wage is defined as the 25th percentile hourly wage, which means that 25% of all workers in the field earn equal to or below this amount. Generally, workers with less experience earn lower wages.

South Central Coast Region Sector Analysis Project



Important Disclaimers

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host college/district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Appendix A

CLNA Table Discussion of Gaps: Table Discussion Based on Data in Appendix A	
Subject	
Accountability	Gap in the special population (disabled) getting services (outreach, connection to program of study). 3
	Focus for gaps should be above and beyond the "Youth" 18-24 model on the three new special populations. 3
	There is a gap in industry certifications being accounted for in the metrics. 6
	There is a gap in determining what certifications business/industry values. 6
	There is a gap in employers and professional associations sharing data. 6
	There is a too much lag time in core indicator data (2 years). 6
Articulation	Gaps in alignments between secondary, postsecondary (including UC/CSU) in guided pathways and industry sectors. 3
Basic Skills	Gap in creating life skills courses. 1
	Need to increase transferable skills. 2
	Gaps in needed soft skills/employability skills (starting in early grades). 3,4, 6, 7
	Gaps in needed soft skills/employability skills specifically developed for special populations (specifically disabled). 3
	Gaps in offering basic skills/employability skills, (mandating those skills & offering them through contract education). 3
	There is a gap in the foundation of the basic skills (math, reading and writing). 7
Counseling/ Outreach/ Guidance/ Mentoring	There are professional development gaps in giving counselors (secondary & postsecondary) an extensive understanding of CE (what each program provides, requirements for each program, the lucrative careers offered, the multiple entry and exit points allowing advancement, the wage attainment at each level and services available for special populations to help them retain and complete) empowering them to guide students in CE. 1,2
	Consistent sharing of more specific CE information needs to happen with counseling faculty (counselor & faculty relationships). 1, 7
	Need for assessing what outreach/counseling/ marketing etc. will lead to a high school student choosing a program of study within secondary and continuing on to postsecondary (this includes outreach to parents in secondary to understand CE and lucrative careers, living wage attainment, multiple exit and entry point). 1,5,
	There is a gap in needed counseling staff (particularly CE counselors and CE industry specific counselors).1,3,7
	Gaps in implementing two-year scheduling plans. 3
	Gaps in peer counseling and advising (Example: work study for University counseling students at Community Colleges). 3, 6
	Gaps in career exploration reaching down to middle school (knowledge & awareness) of programs of study and guided pathways. 4, 6,7
	Gaps in high-end marketing tools all the way down to middle school. Examples would be (demo of skills learned in a program of study from middle school through community college level or outreach videos showing industry/tech changes from "old school to new school." 6
	Gap in programs/programs of study career day at colleges and outreach programs such as boot camps. 6.7
Certifications	Gaps in getting certification during and after completing programs. 1

Appendix A

LMI Data	Labor market information is inaccurate due to reporting methodology. Job requisitions are not one for one. One requisition may be for up to 100 positions. 1
	There is a gap with Education/Public Safety not included as a Industry Sector and no data provided. 3
	There is a gap including all occupations as job titles are fluid. 3
	There is a gap in tracking LMI data within self-employment. 3
	There is a gap in tracking LMI for student that are employed outside the region. 3
	Gap in alignment of programs/programs of study from secondary to postsecondary (using LMI data as foundational for both). 4
	Gap in secondary being able to connect program/programs of study with accurate LMI data due to no staffing. 4
Personnel	Gap in needed personnel (faculty, paraprofessionals, classified staff) currently the level is too small to run programs appropriately. 1
	There are gaps in recruiting CE faculty (particularly diverse faculty) and alternatives need to be developed. 2,3
Pedagogy/ Teaching Strategies	Gaps in SIP/SOC/TOP Code alignment. 3
	Gaps in numerical literacy (understanding how math is used in the real world and being able to apply it to make the best possible decision). 3
	Gaps in having cross-functional program for student to work in several fields (mentioned were Entrepreneurs, manufacturing, STEM). 3, 6
	Intergenerational Gaps in instruction and curriculum. 3
	Gaps in building in global thinking/cultural competency (communication/diverse experience/cultural values/global awareness). 3
	Gaps in transitioning non-credit to credit. 3
	Gaps in designing stackable certificates (multiple entry and exit points). 3
	Gaps in courses are not aligned with industry needs (are advisory committees as currently designed really working?) 4
	Curriculum regulations do not allow for quick changes in content for those courses already approved (in order to respond quickly to industry and regulation changes). 6, 7
	Need for more apprenticeship program for the trades. 7
	Need to build in more contextualized learning early for secondary students. 7
Prior Learning Credit	Gaps in giving credit for prior learning (example was veterans). 3
Professional Development	Faculty and Instructors need professional development on TOP codes (how to use them and how to read accountability around them). 1
	Professional development needs to be more CE oriented and with more on pathways and student outcomes. 1
	Gaps in professional development for curriculum development especially when new programs are launched (examples included: simulation equipment, Build Your Dreams - Industrial Manufacturing, Technician Apprenticeship). 1
	Gaps in part-time staff getting professional development in teaching adult learners (andragogy), implementing basic framing, classroom management, student learning styles. 3,4, 7
	There is a gap in faculty be sponsored to get training and receive current certifications. 7

Appendix A

Professional Development (cont'd)	Gaps in professional development to middle school (administrators, teachers, paraprofessionals) giving them an understanding of programs of study, the guided pathway concept in order to build as plan of awareness and exposure to student in selected programs of study. 5
	Gap in faculty understanding of industries by sectors so a need for professional development workshops. 6
Relationship Building	Need for continued collaboration and alignment between Secondary and Postsecondary programs/programs of study. 1,4
	Gaps in relationships down to 5th grade (elementary/middle school) to inform a comprehensive plan on introducing programs of study/career pathways. 5
	There are gaps in producing regional goals between education systems to drive change. 4
	Need to build inclusion of industry partners (particularly to encourage work-based learning.) 1, 2
	There are gaps in collaboration between secondary and postsecondary counselor developing K-14 guidance and not auto recommending transfer. 4, 7
Support Services	Gap in outreach for available student support services. 3
	Gap in availability for student support services during convenient times for the student demographic. 3
Technology	Gap in incorporating the newest technology into programs (data, systems, analytical tools, visualization tools). 6, 7
Work Based Learning/ Employment	There is a gap in work-based learning opportunities (experience is required employment is not being received). 1,2,3,4,6,7
	There is a gap in aligning and providing a targeted approach for work-based learning in each education segment (secondary, postsecondary, industry -- including what gap it fills for industry). 4
	There is a gap in developing guidelines for internships and measures to support interns. 4
	There are gaps for K-12 regarding liability when addressing work-based learning (particularly referenced internships). 4
	Gaps in providing students with work-based learning for all in-demand sectors that have programs of study. 5
	Gaps in working with out-of-the box options for work-based learning (mentioned virtual/remote access, or project-based learning). 6
	There is a gap in thinking out of the box for placement with industry (Example: virtual job fairs). 6.

WORK BASED LEARNING/EMPLOYMENT

- There is a gap in work-based learning opportunities (experience is required employment is not being received). 1,2,3,4,6,7
- There is a gap in aligning and providing a targeted approach for work-based learning in each education segment (secondary, postsecondary, industry -- including what gap it fills for industry). 4
- There is a gap in developing guidelines for internships and measures to support interns. 4
- There are gaps for K-12 regarding liability when addressing work-based learning (particularly referenced internships). 4
- Gaps in providing students with work-based learning for all in-demand sectors that have programs of study. 5
- Gaps in working with out-of-the box options for work-based learning (mentioned virtual/remote access, or project-based learning). 6
- There is a gap in thinking out of the box for placement with industry (Example: virtual job fairs). 6.

APPENDIX B

PROCESS WHEN USING THE REGIONAL CONSULTATION GROUP

The following is the process that will need to be used to effectively get a regional consultation/advisory group together and meet the requirement that they inform your comprehensive local needs assessment and 4-year application.

The regional consultation/advisory group will:

- Contain the minimum of all required members from different parts of the region.
- Meeting on March 6th in Ventura and be trained in Perkins V (an overview of the purposes of the funding source, the purpose of the consultation group, and the Comprehensive Local Needs Assessment). With round table sessions held that day that will have this group inform the regional Comprehensive Local Needs Assessment in determining gaps in process.

Robin Harrington (Harrington Education Consulting) will:

Provide the training listed above and then using the information provided by the afternoon round table process, produce a product (using Advisory Committee specified gaps) giving a listing by table, a visual table incorporating all information, and then determining which specified gaps match questions already required as part of the Comprehensive Local Needs Assessment and 4-year application and if any further questions need to be added as part of the consultation group gaps. Send copies to the products to the Regional Consortium for appropriate distribution to Districts (the round table comments, combined table, and a document showing all needed narrative process questions to be answered with helpful hints such as -- how you frame the questions, what the State Perkins plan said about how you meet the process and anything the consultation group wanted to know).

All Districts will:

Each District (Allan Hancock, San Luis Obispo, Santa Barbara, Ventura, Antelope Valley, Santa Clarita) will still need to go back to their campuses and do the following:

LMI Data

Each district needs to determine if they are using the Sectors chosen regionally when strong workforce made that determination and how that was determined and/or using the LMI data choosing other In-demand Industry sectors using local LMI data that meets the Perkins definition of in-demand and the Chancellor's Office definition of size, scope and quality.

Accountability/Core Indicator Data

Each District will need to do an evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965. This means that each College must review their core indicator data for gaps (minimally under 2P1, 3P1, 4P1, and 5a) as found online up to 2019-20 and review for all special populations, etc. (see reference above) and determine student success gaps (which will be added to their Comprehensive Local Needs Assessment).

Narrative Sections

Each College will review the narrative questions provided by Robin Harrington (see above) for a process in place, to find possible gaps, and write narratives around the following:

1. What strengths and gaps were identified as part of the assessment process in CTE program/programs of study?
2. How those gaps will equate to activities within the 1-year focused application or the use of in-kind funding?
3. What must be modified (policies, activities, structures) due to identified gaps overall and in professional development and career exploration/guidance?
4. What professional development (resources, support) is needed to enhance the structure of CTE programs/programs of study?
5. What professional development (resources support) is needed to recruit and retain special populations?

NOTE: Using the above review, any gaps will have a section that discusses what strategies/actions steps will be used to reach improvement goals for CTE programs/programs of study, who will be working on those goals (secondary, postsecondary, business/industry, Workforce Development) and the data used to review the requirement.

Once a College finds a gap within core indicators and/or narrative process review they should review current funding sources (strong workforce etc.) to determine if another program is currently working on the gap and specify the (who, what, when, etc.) and only come up with the couple of gaps left. These three sections (LMI, Accountability Core Indicators, and Narrative Question) will make up your Comprehensive Local Needs Assessment along with a board type one-pager that needs to be sent back to the region that contains the In-demand Industry Sectors you use are using and how you determined them, the gaps you found and the activities you will need to do with Perkins or in-kind to meet them.

The regional consultation/advisory group will then:

- Get a Board Item that synthesizes how this process worked, how their input was added into gap analysis and a table (or something similar) that by District/College(s) showing the in-demand industry sectors for that District and how they were determined and what activities/gaps will be worked on with Perkins or in-kind funding.
- This group will be asked to approve this assessment as part of the process and the Districts/College(s) can then determine their application process (only funding in-demand industry sectors that were approved and making sure part of the process is working on activities/gaps identified).

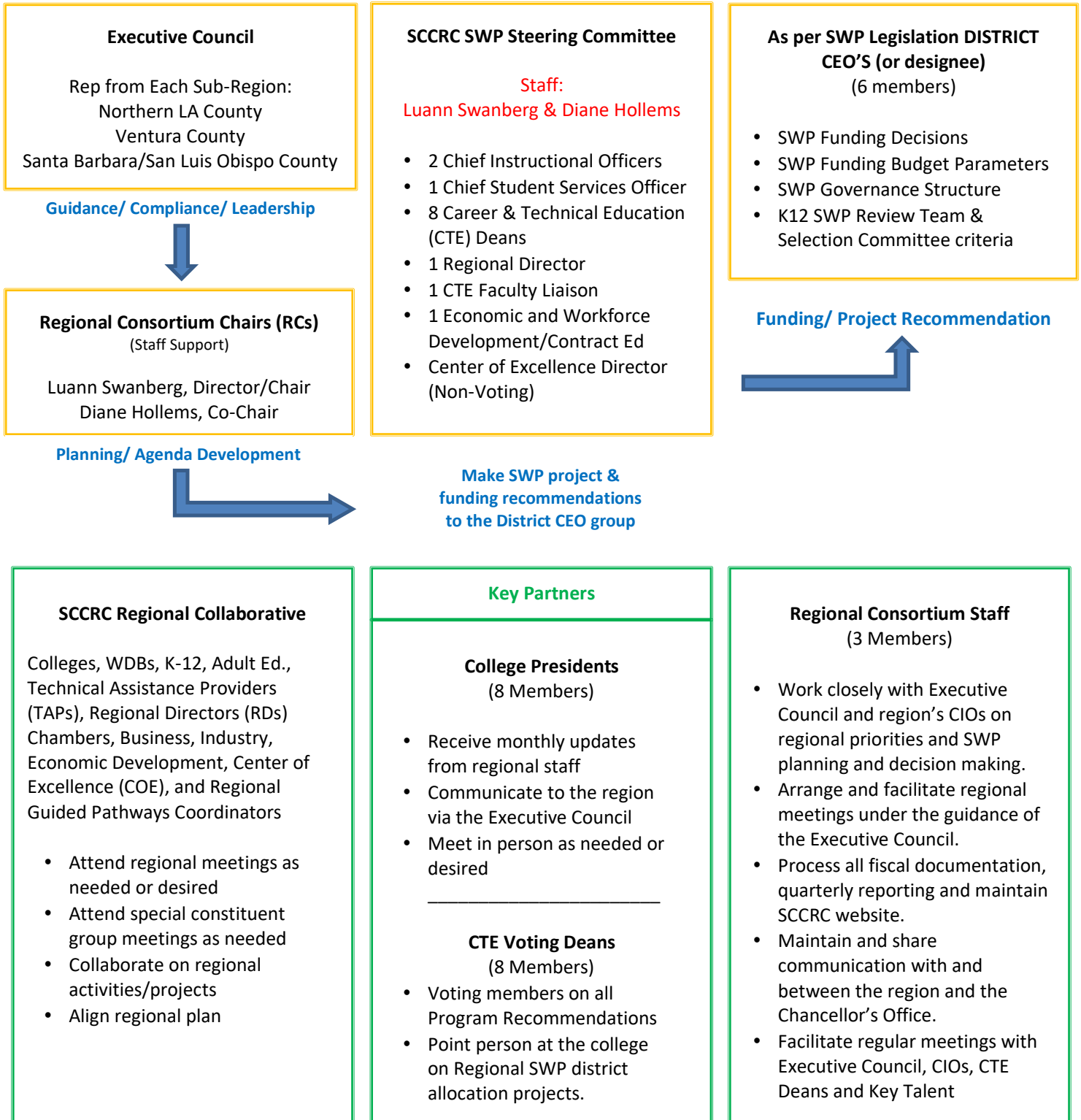
When the narrative sections and the comprehensive local needs assessment are completed the District should be able to answer all the narrative requirements of the on-line chancellor's Office application.

APPENDIX C



South Central Coast Regional Consortium

Strong Workforce Program (SWP) Governance and Regional Decision-Making Structure





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