



SOUTH CENTRAL COAST REGIONAL CONSORTIUM

STRONG WORKFORCE PROGRAM

4-YEAR PLAN UPDATE

JANUARY

2023

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I. EXECUTIVE SUMMARY

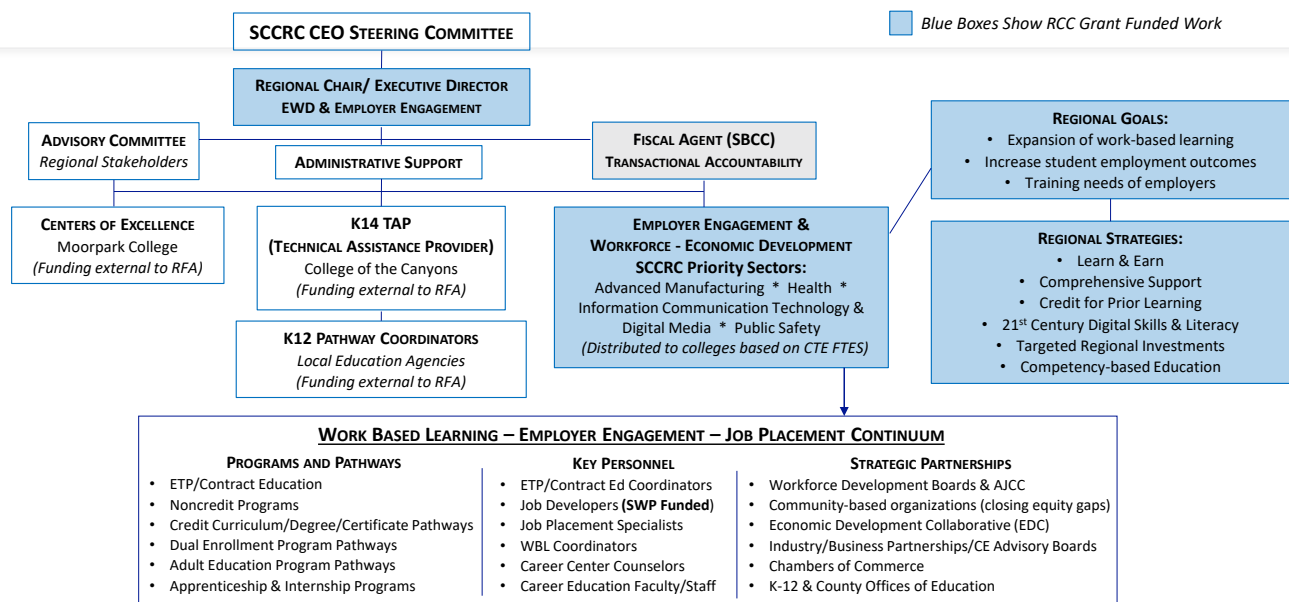
The South Central Coast Regional Consortium (SCCRC) spent the first six months of 2022 developing individual college Employer Engagement (EE) plans. Each plan outlines how colleges will use available funds to support the three outcomes identified in the Regional Collaboration and Coordination (RCC) Grant:

1. Expand work-based learning
2. Increase job placement
3. Responsiveness to employer needs

Each regional college received a prorated allocation of EE funds based on baseline Career and Technology Education Full-Time Equivalent Student (CTE FTES) data from 2018-19. The initial funding has been disbursed and colleges are actively promoting efforts to satisfy these three objectives.

A new Executive Director, Holly Nolan Chavez was hired in May 2022 and has assumed the programmatic oversight of regional efforts hosted at Ventura County Community College District. The fiscal agent for the Regional Collaboration and Coordination funds and regional Strong Workforce Program (SWP) funds remains at Santa Barbara City College. Funds are overseen by Luann Swanberg as the Fiscal Agent Director. The structural revision of the consortium has allowed for increased support for both fiscal and programmatic efforts regionally and promoted greater responsiveness to individual colleges.

New Organizational Structure The Regional Team



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I. EXECUTIVE SUMMARY *(cont.)*

The new consortium structure has also enhanced the promotion and support of regional SWP efforts both at the community college and K12 levels. The region is also scaling up contract education efforts at regional colleges as an effort to be more responsive to employer needs. These efforts are further bolstered by the regional Career Connect employer hub which allows employers to post job openings at all eight regional colleges through one portal. Currently over 35,000 job postings have been listed for students in the South Central Coast.

The new Executive Director/Chair has been actively involved in three large regional Community Economic Resilience Fund (CERF) grant proposals that include most of the South Central Coast region and the southernmost counties of the Bay Area. These proposals include a High Road Transition Collaborative planning grant to support Workforce Development, a Regional K16 Collaboration grant, and a National Science Foundation Engines grant targeting aerospace investments. These efforts will both support and enhance regional efforts already under way.

As the South Central Coast continues to experience economic recovery, new strategies and educational programs are needed for a changing industry landscape. A record number of new college programs have been proposed in 2022 that align with the four priority industry sectors while supporting programs that lead to living wage jobs.

In late 2022 legislative changes allowed for expansion of Community College Bachelor's Degree programs. Several regional colleges have prepared proposals or are in the process of developing programs to serve the needs of students and regional employers. These programs not only provide expanded educational options for students but also support the SWP incentive funding. The colleges in the region will be actively developing and proposing these new degree programs. The following programs have been proposed to date:

- Cybersecurity Bachelor of Science – Moorpark College
- Sustainable Architecture Bachelor of Arts – College of the Canyons
- Airframe Manufacturing Technology Bachelor of Science – Antelope Valley College (Existing)
- Automotive Technology Bachelor of Science – Ventura College
- Dental Hygiene Bachelor of Science – Oxnard College
- Legal Advocacy Bachelor of Arts – Oxnard College

Ongoing regional efforts support student enrollment, persistence, and completion that align with both the Student Centered Funding Formula (SCFF) and the Strong Workforce Program Incentive Funding program metrics.

II. REGIONAL COLLABORATION AND COORDINATION GRANT UPDATE

The first year of the Regional Collaboration and Coordination (RCC) Grant was spent developing individual college Employer Engagement (EE) plans, hiring/onboarding the new Executive Director, and developing a reporting matrix for EE outcomes:

Employer Engagement Matrix

RCC Goal	Required Quarterly Metrics per RFA	Directly Supporting Activities (Leading Indicators)	Reporting Tools	Suggested Reporting Timeline	Responsible Person(s)	
<u>Goal #1</u> Expand Work-Based Learning for College Students	#1: Number of employers offering work-based learning programs to college students (Leading metric)	#1.1: No. of Employers (unduplicated) offering internship/CWEE opportunities	Employer Engagement Platform Data (e.g., Jobspeaker, Handshake, etc.) and/or Local CWE Enrollment Data	Quarterly	SCRRC Executive Director; Campus CTE Dean; Campus Job Developer; Career Connect Hub	
		#1.1.1: No. of internship/CWEE opportunities related to field of study (duplicated)				
		#1.1.1a: No. of paid internship/CWEE opportunities				
		#1.1.1b: No. of unpaid internship/CWEE opportunities				
		#1.1.1c: No. of on-campus internship/CWEE opportunities				
		#1.1.1d: No. of off-campus internship/CWEE opportunities				
	#2: Number of work-based learning program completions (Lagging metric)	#1.2.1: Number of internships/CWEEs completed				Quarters 2 and 4
		#1.2.1a: No. of paid internships/CWEEs completed & total hours				
		#1.2.1b: No. of unpaid internships/CWEEs completed and total hours				
		#1.2.1c: No. of on-campus internships/CWEEs completed and total hours				
		#1.2.1d: No. of off-campus internships/CWEEs completed and total hours	Career Center Outreach Data and/or CWE Course Rosters and/or Final Grade Sheet Data	Quarterly		
		#1.2.2: No. of Career Exploration Outreach Events and Courses Completed (including Pre-apprenticeships)				
		#1.2.2a: No. Participants in Career Exploration Outreach Events (one-offs)				
		#1.2.2b: No. of completers of Career Exploration Courses/Workshops (e.g. GFSF and pre-apprenticeships)				
<u>Goal #2</u> Increase College Student Employment Outcomes	#1: Percent of students reporting employment outcomes upon graduation (Lagging metric)	#2.1: % employed of all CTE program completers (credit and noncredit)	Lagging LaunchBoard SWP Students Who Earned a Degree, Cert, or Journey Status and Employer Engagement Platform Alumni Data (e.g., Jobspeaker, Handshake, etc.); Annual CTEOS Reports. Note: LaunchBoard does not disaggregate PT from FT employment; Annual CTEOS Reports provide three categories of employment status: > 40 hrs; > 20 hrs; < 20 hrs.	Annually	SCRRC Executive Director; Campus CTE Dean; Campus Job Developer; Career Connect Hub	
	#2: Number of students receiving PT employment upon graduation (Lagging metric)	#2.1.a: No. of CTE completers reporting PT employment upon graduation	Lagging SWP LaunchBoard Data: SWP Students Who Earned a Degree, Cert, or Journey Status + Economically Disadvantaged Drill Down			
	#3: Number of students receiving FT employment upon graduation (Lagging metric)	#2.1.b: No. of CTE completers reporting FT employment upon graduation				
	#4: Number of economically disadvantaged students receiving PT and FT employment upon graduation (Lagging metric)	#2.1.c: Of the no. of CTE credit and noncredit program completers, the number of those who are economically disadvantaged				

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II. REGIONAL COLLABORATION AND COORDINATION GRANT UPDATE (cont.)

RCC Goal	Required Quarterly Metrics per RFA	Directly Supporting Activities (Leading Indicators)	Reporting Tools	Suggested Reporting Timeline	Responsible Person(s)
Goal #3 Responsiveness to the Needs of Employers	#1: Number of employers participating in employee training programs offered by the college (Leading metric)	#3.1: No. of employers participating in noncredit CDCP or workforce skills-based fee-based offerings or instructional service agreements (credit or not-for-credit)	Regional Contract Ed Tool Kit (To be launched AND maintained with regional support); ETP data; Noncredit fee-based enrollments and rosters; Credit or Not-for-credit Instructional Service Agreements	Quarterly	SCRRC Executive Director; Campus CTE Dean; Noncredit/Community Education Dean; Contract Ed Point of Contact
	#2: Number of training programs approved by the college (Leading metric)	#3.2: No. of training programs approved by the college (including CDCP, workforce skills-based fee-based offerings, and instructional service agreements)			
	#3: Number of student completions in the employer training programs (Lagging metric)	#3.3: No. of training program completers (including CDCP, workforce skills-based fee-based offerings, and instructional service agreements)			

III. WORK-BASED LEARNING AND JOB PLACEMENT UPDATE

The Jobspeaker platform continues to facilitate work-based learning and job placement activity for regionally supported Job Developers and career education students. Through the deployment of the Career Connect platform (powered by Jobspeaker and LinkedIn Learning software applications), SCCRC is able to engage regional employers, provide quantifiable student outcomes for state reporting, and expand career education noncredit courses through leveraging LinkedIn Learning.



The Career Connect project is being successfully utilized by employers and is gaining momentum. Currently, a statistical dashboard is being developed to serve as a snapshot view on employer engagement and job placements for participating colleges. Meetings with regional Job Developers were conducted for sharing best practices in employer and student engagement. In addition, Career Connect marketing materials have been provided for use with employers.

IV. EMPLOYER ENGAGEMENT

Each college completed individual employer engagement plans during June 2022 and adopted a standard system for reporting metrics. Each college plan is designed to address three metrics as outlined in the Regional Collaboration and Coordination grant.

1. Expand work-based learning
2. Increase job placement
3. Responsiveness to employer needs

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IV. EMPLOYER ENGAGEMENT *(cont.)*

Quarterly reporting of these metrics commenced in October 2022 and will continue as each college works to expand and increase student occupational outcomes while being responsive to the needs of regional employers. The information collected will be used to improve outcomes in support of Strong Workforce incentive funding metrics.

Employer Engagement college-level investments will support and leverage continuing regional efforts for job developer functions at each college. This will happen by better serving employers and providing support for student-level work-based learning opportunities to meet grant objectives. These functions are further supported by the regional Career Connect platform which provides an employer facing portal for centralized job postings supporting student employment.



V. SHORT-TERM TRAINING AND CONTRACT EDUCATION TO SUPPORT RESPONSIVENESS TO EMPLOYERS UPDATE

The Region continues to grow short-term training and Contract Education programs important for responding to employers' training needs. Contract Education is an effective tool in increasing employer engagement with the colleges. By being able to quickly pivot to offering a requested training, employers view the college as a solution to their incumbent worker training needs. The many benefits of colleges' being viewed as solutions-providers and partners for regional employers includes more motivation for participation in advisories, increased enthusiasm for discussing job placements and internships, and greater willingness to provide letters of support for grant applications.

V. SHORT-TERM TRAINING AND CONTRACT EDUCATION TO SUPPORT RESPONSIVENESS TO EMPLOYERS UPDATE (cont.)

The short-term training and Contract Education work group has continued to engage SCCRC members from around the region to develop survey interview questions which were initially intended to be given to each college's CTE Deans. Those interviews, while completed and the input included in short-term training and Contract Education Toolkit and Directory for the Region, have led to additional questions and information needed to finalize the project.

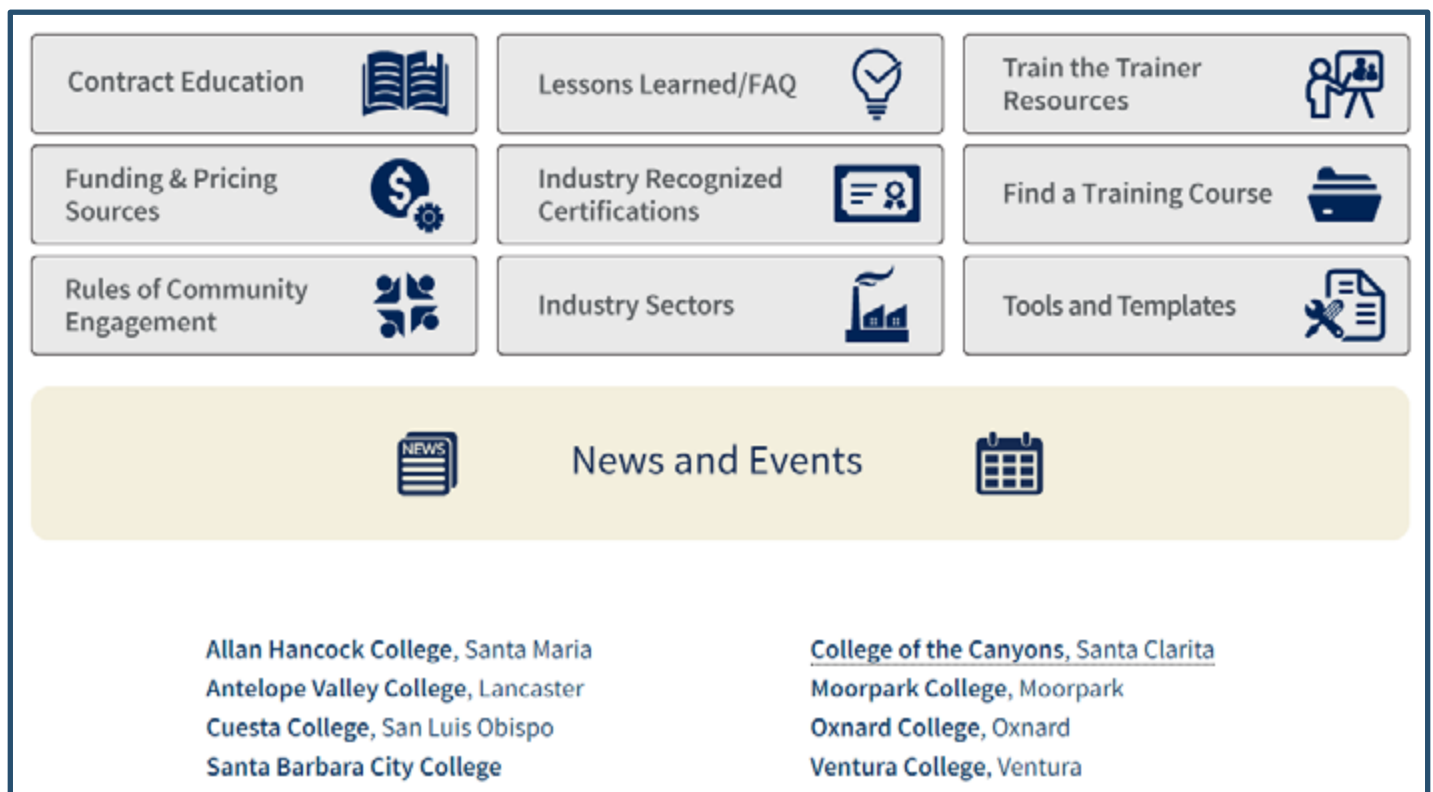
Phase 1 of The Contract Education Toolkit and Directory was completed in mid-2022 and is available on the SCCRC website at <https://sccrcolleges.org/contract-education-toolkit/>:



The Directory lists the primary college contacts for contract education and the colleges that have funding available (i.e. Employment Training Panel) to support Contract Education.

The Toolkit includes sample contracts, customizable marketing pieces, funding strategies (Employment Training Panel and others), lessons learned, industry-specific strategies, industry-recognized credentials in demand, and trainer and curriculum resources. The Toolkit is comprehensive and contains all the pertinent information needed for college faculty, staff, and administrators who are new to contract education and short-term training. It can be used as a reference guide or be read from beginning to end to obtain a full understanding of contract education and not-for-credit:

V. SHORT-TERM TRAINING AND CONTRACT EDUCATION TO SUPPORT RESPONSIVENESS TO EMPLOYERS UPDATE *(cont.)*



A training program on the Toolkit & Directory, and strategies for employer and community engagement has been developed and is ready for delivery to SCCRC members. This training will be delivered two times and recorded for future viewing (as part of Phase 2).

The work group continues to develop a community-of-practice with focused one-on-one meetings with individual college personnel, including Job Developers and other college staff implementing employer engagement strategies. Moving forward, the work group is preparing quarterly online zoom meetings and an annual in-person gathering of those utilizing contract education, short-term training, and customized corporate training programs (as part of Phase 2).

The need for contract education and not-for-credit programs in colleges has increased as the recovery from the recent pandemic continues to impact employers in the region. Currently, there are many state and federal grants, and other funding opportunities, that support upskilling today's workforce and helping people achieve higher-wage jobs.

The SCCRC Contract Education Toolkit & Directory is a major step in ensuring all colleges in the region have the necessary information, contacts, and resources to take advantage of the available funding, develop the programming, and meet the demands of the region's workforce and employers.

Moving forward, the short-term training and Contract Education work group has proposed Phase 2 of the SCCRC Contract Education Toolkit & Directory. Phase 2 would include in-depth interviews with CEOs and their designees from all eight colleges in the region; updated SCCRC

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V. SHORT-TERM TRAINING AND CONTRACT EDUCATION TO SUPPORT RESPONSIVENESS TO EMPLOYERS UPDATE (cont.)

Directory information from all eight colleges; optimized directory web functionalities; design and creation of new artwork needed; and the design and delivery of two training sessions that will be recorded and uploaded for future viewing.

VI. LABOR MARKET INFORMATION AND ECONOMIC RECOVERY UPDATE

South Central Coast Center of Excellence (COE)



Regional Demographics

The South Central Coast Region includes San Luis Obispo, Santa Barbara, and Ventura Counties and thirty-two 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 2021, there were close to a million jobs (951,866) in the South Central Coast Region. Over the next ten years, the number of new jobs is expected to increase by 68,000.

The educational pipeline in the region has grown by 37% over the last five years, 56,478 graduates in 2021, with 62% coming from regional community colleges. 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	2,230,017	283,159	446,475	839,784	638,731
Total Jobs	963,000	125,025	231,200	342,968	252,673
Total Graduates	56,478	11,704	18,294	15,962	10,518
Total Graduates (Community Colleges)	35,175	5,491	9,253	11,998	8,433
Educational Pipeline Growth Over Last 5 Years	37%	64%	29%	41%	23%
Average Earnings per Job	\$76,000	\$78,000 (2020)	\$79,000 (2020)	\$89,000 (2020)	\$79,000 (2021)
Racial Diversity	HIGH Compared to National Average	LOW Compared to National Average	HIGH Compared to National Average	HIGH Compared to National Average	HIGH Compared to National Average

Source: Economic Modeling Specialists International (EMSI)

VI. LABOR MARKET INFORMATION AND ECONOMIC RECOVERY UPDATE *(cont.)*

In 2020-21 there were 133,140 students taking courses at our eight regional colleges. Regional colleges offered over 25,000 sections and there were 13,262 online or distance education courses offered. Online or distance education courses more than doubled from 5,875 in 2019-2020 to 13,262 in 2020-2021 demonstrating the response of the community colleges to the pandemic. Our colleges had a term-to-term retention rate of 70% and over 14,000 completers.

South Central Coast Region

Students Taking Courses at our 8 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
133,140	25,043	13,262	70%	14,392
Students Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
55% Female 43% Male	68%	38%	27%	73%

*Cal-PASS Plus Launchboard, 2020-21

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

Students Taking Courses at our 8 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
40,999	8,902	3,639	-	3,812
Students Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
53% Female 47% Male	67%	39%	26%	74%

*Cal-PASS Plus Launchboard, 2020-21

San Luis Obispo/Santa Barbara: Allan Hancock College, Cuesta College & Santa Barbara City College

Students Taking Courses at 3 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
44,978	8,968	4,683	-	5,830
Students Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
57% Female 41% Male	73%	35%	27%	73%

*Cal-PASS Plus Launchboard, 2020-21

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VI. LABOR MARKET INFORMATION AND ECONOMIC RECOVERY UPDATE *(cont.)*

Ventura: Moorpark College, Oxnard College & Ventura College

Students Taking Courses at our 8 Different Colleges	Sections Offered	Online or Distance Education Courses Offered	Term-to-Term Retention Rate	Completers
47,163	7,173	4,940	-	4,798
Students Gender	Students Economically Disadvantaged	Students First-Generation	Full-Time Students	Part-Time Students
57% Female 41% Male	66%	39%	20%	80%

*Cal-PASS Plus Launchboard, 2020-21

Priority Sectors

Advanced Manufacturing

- The Advanced Manufacturing sector is broad and encompasses many industries that find their home in the South Central Coast Region including **aerospace, maritime, clean technology, biomedical devices and products, pharmaceuticals, sporting goods, beverage and precision manufacturing.**
- **Santa Barbara County** has a growing Computer & Electronic Product Manufacturing sector, which is closely linked to technology commercialization programs at UC Santa Barbara.
- **San Luis Obispo County** is well known for its wine and beverage industries (beverage manufacturing).
- **Ventura County** has the distinct quality of hosting three naval warfare center commands research labs, all of which contribute to the region's advanced manufacturing sector and high wage research and development and production jobs.
- **Santa Clarita Valley** has prominent advanced manufacturing firms, including Woodward HRT, Advanced Bionics, and ITT Aerospace Controls.
- In 2016 Northrop Grumman announced it will be building the new B-21 bomber at its **Antelope Valley** facility, expanding to an additional 2,200 jobs.
- Electric vehicle manufacturer BYD is adding jobs to the **Antelope Valley** area in construction electric buses and planning to build a second plant in Lancaster where electric trucks will be manufactured.

Number of Regional Community Colleges Offering Courses	Students Taking Courses at our 8 Different Colleges	Completers Employed within 6 months	Median Change in Earnings Upon Completions	Earned a Living Wage
8	3,792	71%	39%	58%
Students Gender	Students Economically Disadvantaged	Students First-Generation	Skill-builders	Previously earned a certificate or degree
82% Female 16% Male	71%	39%	12%	10%

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VI. LABOR MARKET INFORMATION AND ECONOMIC RECOVERY UPDATE *(cont.)*

TOP MIDDLE SKILLS JOBS

- First-Line Supervisors of Production and Operating Workers
- Welders, Cutters, Solderers, and Brazers
- Machinists
- Industrial Machinery Mechanics
- Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers

SOC Code	SOC (Occupational) Title	Demand (Annual Openings)	Entry-Level Wage (25 th Percentile)	Median Wage
51-1011	First-Line Supervisors of Production and Operating Workers	287	\$22.76	\$29.50
51-4121	Welders, Cutters, Solderers, and Brazers	226	\$18.16	\$22.91
51-4041	Machinists	221	\$18.08	\$22.79
49-9041	Industrial Machinery Mechanics	136	\$22.77	\$29.21
17-3023	Electrical and Electronic Engineering Technologists and Technicians	111	\$27.35	\$37.98

Health

- The Health Care sector's demand for workers is expected to increase in the next several years, due to an aging population, expansions in Medi-Cal enrollment, and new medical technologies.
- Many regional Health Care educational programs have teamed with local partners to form job placement and internship programs, providing students with on-the-job training to gain valuable work experience.
- Innovation and advancements in Health Care technology will increase the demand for skilled workers in the field in the coming years.
- Numerous educational pathways allow students to enter the Health Care workforce directly with industry-related certificates or continue their education at four-year universities.
- Within the Health Care sector are several emerging occupations such as those related to Nursing Informatics and Health Information Technology.
- Health care is the most populated industry in Ventura County with over 46,000 workers.

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VI. LABOR MARKET INFORMATION AND ECONOMIC RECOVERY UPDATE *(cont.)*

Number of Regional Community Colleges Offering Courses	Students Taking Courses at our 8 Different Colleges	Completers Employed within 6 months	Median Change in Earnings Upon Completions	Earned a Living Wage
8	11,704	72%	33%	44%
Students Gender	Students Economically Disadvantaged	Students First-Generation	Skill-builders	Previously earned a certificate or degree
66% Female 33% Male	81%	39%	9%	19%

TOP MIDDLE SKILLS JOBS

- Registered Nurses
- Medical Assistants
- Medical Secretaries and Administrative Assistants
- Social and Human Service Assistants
- Dental Assistants

SOC Code	SOC (Occupational) Title	Demand (Annual Openings)	Entry-Level Wage (25 th Percentile)	Median Wage
29-1141	Registered Nurses	1,165	\$43.83	\$52.23
31-9092	Medical Assistants	657	\$17.65	\$18.32
43-6013	Medical Secretaries and Administrative Assistants	589	\$17.75	\$19.17
21-1093	Social and Human Service Assistants	417	\$18.18	\$22.05
31-9091	Dental Assistants	324	\$18.14	\$22.53

Information and Communication Technologies – Digital Media

- Though the region is home to many small and mid-size ICT firms, big tech companies Apple and Google capture as much as 13% of the South Central Coast's ICT talent pool.
- In Santa Clarita alone, the demand for ICT workers increased by 51% from the previous year.
- ICT companies in the South Central Coast overwhelmingly recruit employees with education levels below that of a bachelor's degree. With in-demand skills and industry certifications, students can gain fulfilling and well-compensated employment with minimal upfront educational costs.

VI. LABOR MARKET INFORMATION AND ECONOMIC RECOVERY UPDATE *(cont.)*

- As the nationwide unemployment rate during the pandemic approached 15%, ICT in the region experienced a modest 4.3%. ICT represented only 1% of total job loss across all sectors.
- Though one of the smallest sectors in the region by population, ICT offers some of the highest-paying jobs. In 2021, Computer and Mathematical Occupations yielded an average yearly income of over \$100,000.
- Santa Clarita is known to some as “Hollywood’s Backlot,” as many films are produced there due to its location within the 30-Mile Zone and varied scenery.

Number of Regional Community Colleges Offering Courses	Students Taking Courses at our 8 Different Colleges	Completers Employed within 6 months	Median Change in Earnings Upon Completions	Earned a Living Wage
8	16,226	58%	22%	35%
Students Gender	Students Economically Disadvantaged	Students First-Generation	Skill-builders	Previously earned a certificate or degree
44% Female 55% Male	74%	34%	7%	9%

TOP MIDDLE SKILLS JOBS

- Computers User Support Specialists
- Telecommunications Equipment Installers and Repairers, Except Line Installers
- Network and Computer Systems Administrators
- Electrical Power-Line Installers and Repairers
- Word Processors and Typists

SOC Code	SOC (Occupational) Title	Demand (Annual Openings)	Entry-Level Wage (25 th Percentile)	Median Wage
15-1232	Computer User Support Specialists	245	\$22.03	\$28.82
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	97	\$23.29	\$29.64
15-1244	Network and Computer Systems Administrators	97	\$35.59	\$46.03
49-9051	Electrical Power-Line Installers and Repairers	71	\$38.38	\$59.11
43-9022	Word Processors and Typists	67	\$20.54	\$22.92

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VI. LABOR MARKET INFORMATION AND ECONOMIC RECOVERY UPDATE *(cont.)*

Public Safety

- Public safety is distinct from Public Service and encompasses specialized occupations dedicated to the protection of public and critical infrastructure across various departments such as EMS, police, and other civil organizations.
- Public Safety career educational programs in the South Central Coast collaborate with public agencies and private businesses to provide students with the foundational skills and on-the-job training they will rely on throughout their careers.
- With advancements in health and law enforcement technology, Public Safety has many growing and emerging occupations. As such, Public Safety has a need for workers with up-to-date skills to meet the technical demands of an evolving sector.
- Public Safety jobs tend to be some of the best compensated and most secure, with robust benefits and retirement packages in addition to high wages.
- The South Central Coast is somewhat unique in its propensity for wildland fires, making regional wildland fire degree and certificate programs critical for protecting human life and the environment.

Number of Regional Community Colleges Offering Courses	Students Taking Courses at our 8 Different Colleges	Completers Employed within 6 months	Median Change in Earnings Upon Completions	Earned a Living Wage
8	13,347	69%	18%	69%
Students Gender	Students Economically Disadvantaged	Students First-Generation	Skill-builders	Previously earned a certificate or degree
32% Female 67% Male	54%	27%	21%	14%

TOP MIDDLE SKILLS JOBS

- Police and Sheriff's Patrol Officers
- Correctional Officers and Jailers
- Firefighters
- Library Technicians
- Court, Municipal, and License Clerks

SOC Code	SOC (Occupational) Title	Demand (Annual Openings)	Entry-Level Wage (25 th Percentile)	Median Wage
33-3051	Police and Sheriff's Patrol Officers	370	\$46.52	\$49.27
33-3012	Correctional Officers and Jailers	168	\$29.83	\$37.66
33-2011	Firefighters	140	\$29.34	\$37.10
25-4031	Library Technicians	90	\$18.45	\$22.56
43-4031	Court, Municipal, and License Clerks	63	\$21.84	\$26.50

VII. COMMUNITY COLLEGE UPDATES



Allan Hancock College

Allan Hancock College continues to fund and implement CTE projects that support the five SCCRC strategic goals aligned to the Chancellor's Office Vision for Success, SWP Legislation and the Guided Pathways framework. These include: Regional Leadership and workforce priorities, build and clarify the path, enter the path, stay on the path and ensure learning and employment preparation and transition to work. These goals are embedded in AHC planning and implementation of projects in 2021–2022.



In 2021–2022, the region and Allan Hancock College continue to promote and implement Jobspeaker and LinkedIn contracts to maintain support of a robust, regional employer engagement hub. Not only does Jobspeaker help prepare students for transition to work, but it also provides instructional resources to ensure students persist on their path and continue to learn in Career Technical Education. Career Connect (Jobspeaker) is a systematic regional approach giving employers a single access point to identify and recruit workforce talent.

Perkins V funds continue to be leveraged by Allan Hancock College to help support SWP funding to support Job/Career development services and placement support activities through the AHC Career Center. These helped to increase the number of students engaging employers by creating Jobspeaker profiles, online job search, resume completion and job interviews. This activity has led to the placement of students for in-demand jobs that have the potential to pay a living wage. The Career Center continues to report increases in work-based learning opportunities through Work Experience, College Corps and individual internships.

Allan Hancock College continues to allocate SWP funds to support Public Safety programs housed at the Regional Public Safety Training Center at the Lompoc Valley Center. As one of the four regional priority sectors identified in the SCCRC SWP 4-Year Plan, this project critically supports students as they prepare for employment in a variety of Public Safety occupations. These funds continue to support instructional and operational supplies and equipment. With adequate SWP support, Public Safety continues to flourish with effective management practices and quality CTE Instruction. A recent California Police Officer Standards and Training (POST) visit rendered a review consistent with an "A" letter grade according to POST officials.

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VII. COMMUNITY COLLEGE UPDATES *(cont.)*



Antelope Valley College

Antelope Valley College is working on the following CTE projects: Avionics and Electronics lab upgrades and targeted outreach to special populations to increase enrollment. This should lead to an increase in employment by various aerospace industry partners. Arts and Photography have upgraded facilities, equipment, and have a targeted outreach campaign to increase enrollment. The Emergency Medical Technician (EMT) program has a new simulation lab as a part of program expansion along with a new full-time instructor. Fire Technology, both the Firefighter I Academy and the Wildland Fire Academy, now each have a fire truck, expanded equipment inventory, and a new lab. Registered Nursing and Vocational Nursing are both upgrading their simulation labs and receiving Next Generation National Council Licensure Examination (NCLEX) test preparation programs to better prepare their students for their respective NCLEX examinations. The Welding program is receiving a mobile welding lab to accommodate the expansion of the program and the addition of Aerospace Welding and Pipe Fitting certificates. The mobile lab will allow instructors to deliver instruction at various sites in the Antelope Valley area. Last, we continue to fund the Job Developer and job placement services.



VII. COMMUNITY COLLEGE UPDATES (cont.)



College of the Canyons

College of the Canyons is focusing on several key projects in addition to the regional commitments focusing on Job Developers and the Workforce Development Toolkit using Strong Workforce and Perkins funding. College of the Canyons is also taking the lead as the project manager for the opt-in Career Connect project for employer engagement and student internship and job placement.

Project One: The Advanced Technology Center. This project has been under way for the past three rounds of Strong Workforce and we have finally secured an interim site that will be opening in March 2023. The Advanced Technology Center (ATC) is a world-class advanced manufacturing & technology facility aligned with the National Coalition of Advanced Technology Centers (NCATC) that will help meet the demand for skilled technicians in the Santa Clarita Valley and Greater Los Angeles area. The ATC provides education and hands-on training for the future of work in high-demand, high-skill, and high-wage jobs. In addition to our traditional offerings for manufacturing technology, new pathways are being added to the curriculum that include the Milling & Tooling, Certified Production Technician (CPT), and Certified Technician for Supply Chain Automation (CT-SCA).

Project Two: Accredited Regional Fire Academy Training Program. The College is currently in the process of applying for the Accredited Regional Training Program with the Office of the State Fire Marshal with a targeted start date of fall 2024. This process includes the purchasing of fire apparatus and related equipment. Additionally, an AB288 pathway is in development at the William S. Hart Union School District as the "Fire Cadet Academy."

Project Three: New Program Development for Allied Health Care. Over the next five years, the College will be adding to its Allied Health programs by introducing the following programs: Physical Therapy Assistant, Pharmacy Technician, Surgical Technician, Sonography Technician, and Occupational Therapy Assistant. Each program will be aligned with third party accreditors.

Project Four: Commercial Music Lab. This project has been under way since Round 5 and is almost at completion. A state of the art, industry designed, commercial music lab will provide students in the music and sound arts pathways with hands-on learning as they prepare to enter the entertainment industry.

VII. COMMUNITY COLLEGE UPDATES *(cont.)*

Project Five: Intersect Labs. This project is entering into its third year in which pathways in the creative economy, also known as the ICT sector, have internship offerings on campus with local creative directors and faculty mentors guiding students in preparing for the workforce in the “gig” economy. Programs that will be added this round include podcasting, photography and film.

Project Six: Project-Based Learning. Project-Based Learning is the next level of our Guided Pathways efforts in terms of providing students with integrative learning (work-based, community-based, and civic-based learning) that is embedded in the curriculum. These “light-the-fire” courses provide students a new level of engagement with the programs of study they are working to complete and become employed in. This project includes the integration of the Maker Space as an extension of the traditional classroom and community partnerships, both non-profit and for-profit, to provide students with opportunities for real-world problem solving and design-thinking solutions.



VII. COMMUNITY COLLEGE UPDATES *(cont.)*



Cuesta College

Cuesta College has many ongoing projects that are using SWP and Perkins funds. Some of the important ongoing efforts include bolstering the efforts of the Cuesta's Career Connections office to increase employer engagement, enhanced marketing efforts targeting disadvantaged populations, and improvement of career pathways alignment with local high schools through our Dual Enrollment office.



Cuesta is also exploring new and/or expanded activities to address the needs of our students. We are looking to create a certification testing center on the San Luis Obispo (SLO) campus, research options to offer bachelor's degree programs, and develop or expand apprenticeship, contract education and green energy programs.

Post-pandemic efforts to increase enrollment, particularly in-person instruction, is vital to Cuesta's plans moving forward. We have identified additional needs in our Marketing and Communications Department to expand capacity to develop new marketing campaigns for our CTE programs. Efforts to reach students and enhance awareness of career education opportunities are planned and include several of our programs, such as Aviation Maintenance Technician, Automotive, Nursing, Allied Health, Commercial Music, and several others. In addition, we are working to ensure that our targeted marketing efforts are reaching disadvantaged populations.

Building capacity in our Career Connections office has also been identified as a top priority to address student employment preparation and placement, as well as employer engagement and work-based learning. Career Services staff will also assist in marketing our programs through planned outreach activities and employer events. In addition, we are looking to onboard student ambassadors to attend events and talk to others about their experiences and successes in their chosen industry sectors.

One of the identified needs for our Automotive program is Automotive Service Excellence (ASE) certification testing in SLO County. We are currently researching the requirements to establish a testing center on the SLO campus to allow our students to test for their ASE certifications on site. There are also plans to expand this center to allow for several types of certifications testing to meet the needs of our students.

VII. COMMUNITY COLLEGE UPDATES *(cont.)*



Santa Barbara City College (SBCC)

Santa Barbara City College continues to use SWP and Perkins funds to upgrade outdated infrastructure (i.e., learning labs) to better serve students and to ensure that the education received is aligned to the needs of industry. These upgrade actions have been completed or are in progress to be completed in 2022-23 in the Marine Diving Technology, Automotive Services and Technology, and Nursing programs, just to name a few examples. Combined, these programs serve over 300 CTE students each semester and their graduates find employment locally and throughout the region.

Employer engagement continues to be a focus for SBCC and in addition to the regionally approved "Job Developer" position, which is supported by SWP funds, the college has received approval to hire a Director of Employer Engagement employee. This position will facilitate responsive, relevant, and skills-based education and training, in all modalities and manner of offerings, to meet local and state workforce needs. The Director of Employer Engagement works with the South Central Coast Regional Consortium (SCCRC) leadership in supporting and aligning Job Developers and Career Services staff in producing required employer engagement and work-based learning activity outcomes. This position is expected to be filled by March 1, 2023.

New program redesign and development continues, and actions are being taken to align to changing workforce needs and student demand. Automotive Services and Technology, which draws 60% of its students from the local district (but places graduates throughout the region) is redesigning its curriculum around stackable certificates. Radiological Technology, which draws students throughout the region and state, is redeveloping its program around "HyFlex" and/or online learning modalities. These changes started in 2021 and are projected to be completed in 2022-24.



VII. COMMUNITY COLLEGE UPDATES *(cont.)*



Ventura County Community College District

There are three primary objectives of the Strong Workforce Program (SWP): 1) Expand the availability of quality community college career education programs, 2) Increase CTE enrollments/completes, and 3) Improve CTE student employment outcomes.

District-wide SWP Projects

- **Allied Health Support Program**
 - The Allied Health Project continues to provide funding to support the extensive tracking required for our allied health programs. Funds are used for staffing and continued work on developing a custom database that serves Ventura College and Moorpark College. Funds are also used to support student intake at Moorpark College.
- **Career Center Support**
 - The Career Center is a key college department in moving the needle on two of the major goals of the Strong Workforce Program-- more students graduating from Career Education (CE) programs and more students acquiring employment at a living wage and/or in the field of study. At Moorpark, Oxnard and Ventura colleges, the Career Center counseling services are a critical resource for students who need to select and/or confirm a major. Additionally, the Centers' career preparation support is valuable to Career Education students who seek to enter or progress employment. The Career Center offers services aimed at successful job search, networking, interviewing and professional presentations for Career Education students.

VII. COMMUNITY COLLEGE UPDATES *(cont.)*

- **Job Development/Placement Services**
 - At Moorpark, Oxnard and Ventura colleges, this position has two primary functions: 1) to transition CTE completers from education to employment and 2) to work directly with employers and local and regional CTE professionals to create an employment pipeline. Additionally, to meet the intent of this position, the colleges have hired one full-time employee that will focus on tracking CTE completers and building relationships with local employment bases.
- **Marketing Regional Project**
 - At Moorpark, Oxnard and Ventura College, this project uses printing, advertising, social media, and staff to create and revamp marketing and advertising materials and websites for local programs specific to each college. The creation of new and up-to-date marketing/advertising/promotional materials are tailored to each CTE program and diverse audiences. This will lead to increased demand for the CTE programs and more industry partnership/recognition for all CTE programs. This project aims to simplify the process for students to navigate through a site, learn about the particular college's offerings, and successfully apply.
- **Program Innovation**
 - This project identifies research-based criteria to support development of innovative, regionally focused partnership projects that promote Strong Workforce Program goals. It will have a strong impact on student success and meeting workforce needs in the region such as creating new certificate/degree programs, credentials, curriculum review, and alignment of existing programs.
 - At Ventura College, the Emergency Medical Services (EMS) programs have purchased an immersive simulation system that allows them to create an interactive scene for simulation to better prepare the Emergency Medical Technician (EMT) and Paramedic students for working in varied field settings. They are now enhancing the system by creating videos that capture content from Ventura County locations and create a lifelike simulation environment with recorded scenes to be used in the classroom without safety risks to students. In tandem with the ambulance simulator that is on site, students would be able to respond from the ambulance simulator to a scene with their equipment, assess and treat a patient in a realistic environment, move the patient to the ambulance for transport, and then arrive at a hospital scene for transfer of patient care. This level of simulation involves almost all aspects of actual response to a 911 call and will better prepare students for work in the field.
 - At Moorpark and Oxnard Colleges, this project will be used to support work to develop new career education programs.

VII. COMMUNITY COLLEGE UPDATES *(cont.)*

- **Zero Textbook Costs (ZTC)**
 - This project helps support dual enrollment efforts by providing textbooks to area high schools. The classes are supported by the effort create a pathway for students entering and completing CTE programs at the colleges.
 - At Oxnard and Ventura College, ZTC funds are used to pay faculty to (re)design courses around available Open Educational Resources or to develop original content for use in their courses at no cost to students. Also, textbooks are available at the college library for student use in their CTE classes.
 - At Moorpark College, ZTC funds have been used to support textbook needs for dual enrollment classes at area high schools. The college is studying how to provide classroom textbook sets for college-based courses.
- **Computer Networking & Cybersecurity**
 - This project expands campus efforts to the district to give students additional exposure to train in computer networking. The estimate is based on the numbers of students projected to be part of the programs. The students will benefit by being exposed to training for high-wage, high-skill careers.
 - At Moorpark and Oxnard Colleges, the funds are being used for projects to support cybersecurity efforts. The Computer Network Systems Engineering program at Moorpark College has expanded and is working toward certification as a Center of Excellence. Moorpark is also looking at providing additional classified staff support to give faculty more time to work on projects to expand the program.
- **Articulation and Dual Enrollment Support**
 - At Moorpark and Oxnard Colleges, this project helps support articulation efforts within the college's Admissions and Records department. At Moorpark, the project covers a portion of the salary of a technician who reviews student records for completion of degrees and certificates. Additionally, these funds will be used to support the articulation staff at Oxnard College.
- **Districtwide Career Education Research**
 - This project provides data to support Career Education projects at Moorpark College, Oxnard College, and Ventura College. Each college provides funds for a research position housed at the district office. The data allows programs at the colleges to focus curriculum and training on new trends and developments in industry. Students are positively impacted when the colleges provide training that leads to high-skill, high-wage careers. The project also supports the administrative assistant assigned at 25% to support the regional Center of Excellence.

VII. COMMUNITY COLLEGE UPDATES (cont.)

Local Project SWP

Funds from Local SWP are commonly to support the grant administrators as well as other classified support staff. Additionally, funds are used to upgrade equipment to industry standards, offer additional classroom and lab support, upgrade lab equipment that enables students to be better prepared to enter their respective field, hire instructional lab technicians to maintain quality control and work site safety while improving inventory management, logistics and project coordination, upgrade IT equipment and provide professional development for faculty.

Economic Workforce Development

Ventura Community College District (VCCCD) is working collaboratively with our colleges (Moorpark, Oxnard, Ventura) to address the needs of our employers and incumbent workers.

Primary Focus: To build an *Integrated Districtwide Career Pathway System* to increase **new** student Access, Enrollment and Completion through engagement strategies to restore broader access through:

1. Districtwide Contract Education System: development of a not-for-credit workforce upskilling training pipeline for adult incumbent workers leading to the career education pathways at the community colleges.

Career pathways can contribute to an inclusive economic recovery when they intentionally address the needs of workers who have been most impacted by COVID-19, as well as by structural barriers of discrimination or limited opportunity – specifically workers who earn low wages, and workers of color. Career pathways can help small and medium businesses – those most impacted by the pandemic – train and hire workers in a changing economy.

Career pathways partnerships will be built upon the best principles of career pathway design, which means they are aligned with the skills needs of employers in our region. This new career pathways programs model will connect adult learners to skills training that is responsive to the needs of local employers and stacks to progressively higher credentials that lead to quality employment.

2. Coaching and navigation assistance to meet the needs and support the success of adult students: through the integration of Graduation Alliance and Career Navigators.

VII. COMMUNITY COLLEGE UPDATES *(cont.)*

Coaching and navigation services ensure that adult education, part time, and working adult students also receive the holistic guidance that responds to their goals and needs. Ongoing assessment of student needs for both academic and nonacademic support allows “navigators” to connect students with the career pathways programs, workforce services, and the comprehensive supports that are available within the community college and workforce partners. Integrated, individualized coaching, navigation assistance, and connection to support services are essential components of effective career pathways models.

3. **Evaluation System:** Utilization of research analysts and a data specialist to develop the evaluation framework will measure impact and success. This systems-approach of utilizing Logic Models to frame projects clearly allows for the identification of resources utilized and needed, the establishment of project goals, clearly defined objectives with target outcomes, development of short-term impacts and identification of longitudinal long-term influences made.



VIII. Guided Pathways

Three Guided Pathways Regional Coordinators (GPRCs) share responsibility for supporting South Central Coast (SCC) regional colleges. They work under the leadership of Dr. Natalie Nagthall and their assignments are as follows:

- Brandy Thomas (she/her/sis): College of the Canyons
- Antonio Ramirez (he/him): Antelope Valley College, Cuesta College, Moorpark College, Oxnard College, Santa Barbara City College, and Ventura College
- Lesley Bonds (she/her): Allan Hancock College

The GPRCs use a three-pronged approach to support colleges, as detailed in the table below:

Support Strategy	Example Interventions
<i>Relationships & Capacity Building:</i> Through interpersonal connections, build individual and college capacity to lead transformational redesign on campus for the Vision for Success	South Central Coast Community of Practice for Guided Pathways Practitioners; Launched in Spring 2022
<i>Equity-Minded, Student-Centered Design Coaching:</i> Facilitate connections with and among colleges to elevate best practices and catalyze scaling of evidence-based interventions	Pathways to Equity Regional Convenings , California Guided Pathways Project Facilitation, and the REACH Project
<i>Communication & Resource Dissemination:</i> Improve timely access to needed resources while strengthening RC presence and accessibility across the region	Greater Los Angeles Region Guided Pathways Resource Guide and the GLA YouTube Channel

HISTORY OF GUIDED PATHWAYS IN THE SOUTH CENTRAL COAST REGION

The Guided Pathways framework centers students in system- and college-wide decision making, ultimately helping colleges meet the goals of the Vision for Success and Call to Action. In 2017, the California Community Colleges formalized their commitment to implementing the Guided Pathways framework, backed by \$150 million in legislated funding. In total, the South Central Coast was awarded \$9,547,453 for the 2017-2022 five-year funding cycle.

2017-2022 Guided Pathways Funding Allocations by College	
Allan Hancock College: \$974,376	Moorpark College: \$1,091,668
Antelope Valley College: \$1,781,026	Oxnard College: \$804,174
College of the Canyons: \$1,507,317	Santa Barbara City College: \$1,370,600
Cuesta College: \$882,269	Ventura College: \$1,136,023

(continued on next page)

VIII. Guided Pathways (cont.)

In the 2021-22 budget, California allocated an additional \$50 million to the system to support ongoing efforts. In total, the South Central Coast was awarded \$3,380,498 for the 2022-2026 funding cycle to date.

2022-2026 Guided Pathways Funding Allocations by Community College District	
Allan Hancock Joint Community College District (Allan Hancock College): \$368,851	San Luis Obispo County Community College District (Cuesta College): \$335,479
Antelope Valley Community College District (Antelope Valley College): \$613,317	Santa Barbara Community College District (Santa Barbara City College): \$432,198
Santa Clarita Community College District (College of the Canyons): \$529,660	Ventura County Community College District (Moorpark, Oxnard, and Ventura Colleges): \$1,100,993

CHALLENGES & UNMET NEEDS

Enrollment: Much like colleges throughout the state and nationally, South Central Coast colleges have experienced sharp enrollment declines since 2020. In aggregate, SCC colleges lost nearly 10,000 students from 2019-20 to 2020-21 – a decline of 6.4 percent. Enrollment declines among new and returning students place additional pressure on colleges to re-envision traditional enrollment and retention efforts using the guided pathways framework.

Funding Integration: In the 2022 State of the System Report, the California Community Colleges Chancellor's Office reported a commitment to alignment of policy and student support. The document reads,

Aligning myriad fiscal, policy and program supports through the lens of the Guided Pathways framework is critical to serving students. Guided Pathways is a framework for transformative institutional change that provides a structure for colleges to scrutinize their practices, disaggregate data to uncover opportunity and attainment gaps, and redesign college programs and policies with the aim of providing every student with a clear path to graduation and quality job opportunities.

While funding alignment and priority integration are high priorities for the system and colleges alike, colleges throughout the region continue to report a need for system guidance and technical assistance to achieve these goals.

VIII. Guided Pathways (cont.)

KEY GUIDED PATHWAYS PRIORITIES FOR THE 2022-26 FINANCIAL CYCLE

Social Determinants of Educational Success: In the past year, the California Community Colleges Chancellor's Office (CCCCO) has been focused on shifting from addressing "total cost of attendance" toward addressing "total cost of success." The Guided Pathways framework acknowledges that disconnected initiatives and siloed programs limit colleges' ability to fully meet students' needs and create the conditions for students to thrive. As such, a targeted effort to redesign financial aid and basic needs services using the "Social Determinants of Educational Success" framework is a primary focus for the CCCCCO and all colleges moving forward. In particular, this student-centered support ecosystem includes:

4. **Financial Stability**, such as cost of attendance, emergencies, housing, and future planning
5. **Health & Mental Health**, including staying healthy, getting better, and coping
6. **Support Networks**, including educational resources, cultural/identity-based, and social

To address these three social determinants, colleges will engage in work to clarify problems, maximize and align resources, and shift structures for serving. The GP framework has already catalyzed a cultural shift at colleges toward this kind of inquiry and action, positioning the system well to advance this goal.

Racial Equity for Adult Credentials in Higher Education (REACH) Collaborative: Holistic student support requires an integration of all efforts, including Guided Pathways and Strong Workforce. The South Central Coast Guided Pathways Regional Coordinators currently see this integration happening in the REACH Collaborative, an initiative funded by the Lumina Foundation and programmatically supported by the Foundation for California Community Colleges and WestEd. Through this partnership, REACH is working to help adult learners of color gain high-wage, high demand careers. Twenty California community colleges are participating in the REACH Collaborative, creating academic pathways that acknowledge and address the needs and lived experiences of adult students of color. The goal of the REACH Collaborative is to increase credentials earned by Black, Hispanic, and Native American adults, ages 25-64, by 2% within two years. To accomplish this goal, we must strengthen or develop cross campus and industry partnerships so that communities of color may achieve more economic freedom and justice through our educational system. Learnings from the first cohort of participants can be used to strengthen racial equity in adult credential programs across the state.

VIII. Guided Pathways (cont.)

Strategic Planning: Finally, all California Community Colleges will be required to develop and submit a work plan for 2022-26 period as a condition of funding. This required document is a tool and a reflective artifact for colleges to demonstrate:

1. Progress towards full implementation of Guided Pathways
2. Integration efforts surrounding existing student programs such as: the Student Equity and Achievement Program, Strong Workforce, Zero Cost Textbooks, Basic Needs, and other statewide efforts
3. Supports needed from the Chancellor's Office

Guided pathways leaders will be expected to work with a broad range of constituents to ensure the plan reflects institutional efforts in student services, instruction, and more. The plan will need to be fully vetted and approved through colleges' participatory governance processes and will be due to the California Community College Chancellor's Office in April 2023.

IX. K12 Strong Workforce Program

The K12 Strong Workforce Program (K12 SWP) is a competitive grant process, the objective of which is "to support essential collaboration across education systems between the K-12 sector and community colleges, or intersegmental partnerships, with involvement from industry businesses and organizations in strengthening CTE programs and pathways aligned with regional workforce needs." The K12 SWP has provided 5 rounds of grant funding since 2018. Within the SCCRC, a total of \$51,265,983 has funded 31 projects supporting regional efforts to strengthen education and workforce development of the K14 talent pipeline and support the Community Colleges' CTE programs through postsecondary education to living-wage employment in industries reflecting the region's economic need. Every sector and pathway have been identified within these 31 funded projects. Overall, the projects have demonstrated innovation, capacity-building, and addressed the need of equity by targeting specific underrepresented populations, as outlined by Perkins.

The K12 Strong Workforce Program Metrics that measure K-12 student-level outcomes are:

- 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.

IX. K12 Strong Workforce Program (cont.)

SCCRC provides a regional structure to communicate, coordinate, collaborate, promote and plan K14 CTE and Workforce and Economic Development. The K12 partners within the service areas of SCCRC's 8 Community Colleges include:

- North LA, Ventura, Santa Barbara, SLO Counties
- 3 County Offices of Education
- 70+ K12 Districts
- 46 High School Districts

Links to K12 SWP Projects & Funding:

- [South Central Coast Region K12 SWP 21-22 Round 4 Grantees](#)
- [South Central Coast Region K12 SWP 20-21 Round 3 Grantees](#)
- [South Central Coast Region K12 SWP 19-20 Round 2 Grantees](#)
- [South Central Coast Region K12 SWP 18-19 Round 1 Grantees](#)

The K14 Technical Assistance Provider (TAP) provides leadership guidance and technical assistance to the region related to efforts aligning K12 to the 8 community colleges within the SCCRC. The K14 TAPs across the state have developed a professional learning community with a common voice to improve the practices and processes that can be standardized statewide. Regional responsibilities include leading Pathway Coordinators, providing technical assistance for applicants when the annual K12 SWP Request for Applications (RFA) is released, facilitation of the selection committee, and technical support of grantees in executing the self-identified goals of their funded projects.

Each community college service area has a designated Pathway Coordinator housed within a K12 partner county office or school district. The Pathway Coordinators are the point of contact for and work with high school and community college CTE programs, with the intent of building and strengthening K14 pathways that respond to industry needs and facilitate industry connections with K14 career technical education programs.

- The K14 TAP and Pathway Coordinators work in tandem across the region to:
- Conduct and/or coordinate professional development activities for the region to address equity gaps among K12 and community colleges and help make recommendations for furthering pathway development
- Promote regional partnerships between K12 and business and industry
- Ensure the collection of data documenting that Local Education Agencies (LEAs) are meeting the K12 SWP metrics for each project funded with K12 SWP
- Provide technical assistance to inform the development and implementation of CTE curriculum and development of work-based learning opportunities.
- Support postsecondary transitions and completion. Encourage and facilitate the intersegmental work between LEAs and Community Colleges.

X. Community College Baccalaureate Degree Program

The California Community Colleges Board of Governors has affirmed approval of three additional degrees for the [Baccalaureate Degree Program](#), helping to further train the state's workforce and giving more Californians an opportunity to earn a four-year degree from a community college. The program expansion will benefit California by awarding more advanced degrees in high-demand workforce industries and putting Californians on a path toward employment in their field of study and in industries of greatest need for the state's economy.

The Baccalaureate Degree Program, which began in 2014, became permanent last year when Gov. Gavin Newsom signed [AB 927](#). The bill allows for an expansion of up to 30 new bachelor's degree programs at community colleges each year. All California community college bachelor's degree options are exclusive to the system and do not duplicate degrees offered at California State University (CSU) or University of California (UC) campuses. Currently there are 15 bachelor's degree programs, each individually designed for colleges and carefully selected based on the workforce demands in each region.

These programs reflect the critical role community colleges play in the state's economy and in the lives of many Californians. Approximately 51% of CSU graduates and 29% of UC graduates begin their educational career at a California community college. At a time when four-year segments are impacted and are turning away transfer students, Californians now have a new direct pipeline to baccalaureate degrees. The programs provide accessible bachelor's degrees and offer a high-quality education at colleges that often have associate degree programs in the same workforce fields and lead directly to jobs in the local area. Another benefit is affordability. The state's education code requires that bachelor's degree students taking lower division courses pay the same general course enrollment fees as other California community college students, currently \$46 per unit. For upper division courses, students pay the general course fee and a supplemental \$84 per unit fee, bringing the total charge to \$130 per upper division unit.

XI. Regional Strong Workforce Program Investments

The regional Strong Workforce Program projects/investments from Rounds 5 (2020-21), Round 6 (2021-22), and Round 7 (2022-23) are attached in [Appendix B](#) (page 43). These projects/investments align with the priorities in the region as well as the needs of the local and/or regional economies.

Appendix A



The Center of Excellence (COE), South Central Coast, as part of a multi-region project (Centers of Excellence in the Bay, Far North (FN), South Central Coast (SCC), and Central Valley/Mother Lode (CVML)), conducted a study of the Construction Sector Workforce. The study results may be used to help shape policy and guide industry leaders and stakeholders in addressing the workforce needs of the construction sector.

This study found that the construction sector is facing significant workforce challenges. It is recommended that the findings of this study be used by stakeholders and industry leaders to inform the planning process for workforce resiliency within the construction sector. The overall findings of this study include:

- Businesses are impacted by an **insufficient pool of qualified job candidates**
- Most businesses expect **their need for qualified employees to increase** in coming years
- A majority of businesses only require a **minimum of a year or less of related work experience for candidates who are at an education level of high school diploma or higher**
- **Many businesses are interested in working with community colleges to develop programs that could help fill training gaps**

Full Report is Available Here:

<https://coeccc.net/bay-area/2022/09/construction-sector-workforce-study/>

Report Brief

A brief of the report is provided here for the South Central Coast Region. The South Central Coast region in this report is based on those delineated by the California Community College Chancellor's Office with slight adjustments made to follow county lines. Some counties are split between regions so, for the purpose of this analysis, all of Los Angeles County is included in the South Central Coast region.

This report covers the results of a COE survey administered by the Center for Economic Development (CED) at Chico State University, to California construction sector employers and stakeholders. The survey asked the targeted employers general questions about their business characteristics, workforce challenges, hiring processes, community college partnership opportunities, and other business needs and challenges.

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Appendix A (cont.)

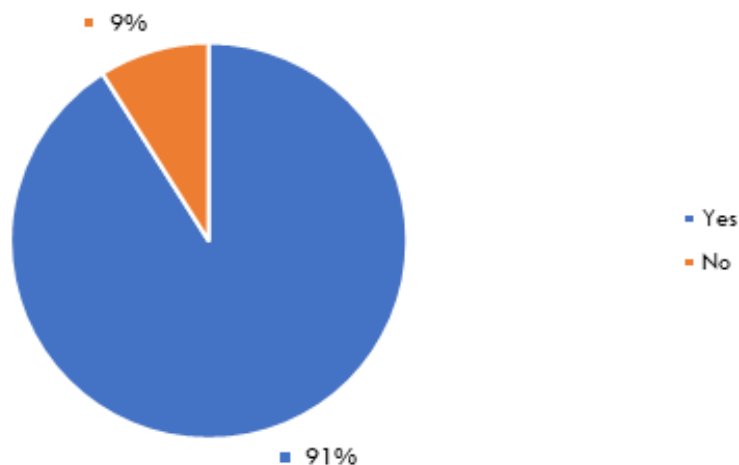
Business Characteristics

Most businesses responding to the survey categorized themselves as either “General Contractor” or “Other.” The top “Other” responses include HVAC contractors (2 responses) and automatic gate and fence contractors (2 responses). Most of the businesses who responded to the survey are small to medium sized businesses, with 40 percent of the respondents having under 10 employees, and 71 percent having under 50 employees. The vast majority of respondents (77 percent) have under 100 employees.

Anticipated Worker Change

Respondents were asked if they plan to have more construction workers two years from now. A large majority of respondents, 91 percent, plan to have an increase in construction workers two years from now (Figure 1).

Figure 1: Do you plan to have more construction workers 2 years from now?



The following represents the total number of responses: n=35

Occupational Demand

In order to better frame this information, secondary employment and projections data were pulled. The top 10 construction industry occupations are displayed in Table 1. Construction laborers are projected to have the greatest number of annual openings at 1,132. This is followed by carpenters at 847 and first-line supervisors of construction trades and extraction workers at 484. First-line supervisors of construction trades and extraction workers have the greatest projected growth rate at 14 percent.

Appendix A (cont.)

Table 1: Top 10 construction occupations employment and occupational projections in the South Central Coast region.

Occupation	2020 Jobs	2025 Jobs	5-Year Change	5-Year % Change	Annual Openings
Construction Laborers	9,220	10,082	862	9%	1,132
Carpenters	8,725	8,563	-162	-2%	847
First-Line Supervisors of Construction Trades and Extraction Workers	3,586	4,077	492	14%	484
Electricians	3,521	3,460	-61	-2%	374
Painters, Construction and Maintenance	3,666	3,750	84	2%	359
Plumbers, Pipefitters, and Steamfitters	2,941	2,949	8	0%	326
Operating Engineers and Other Construction Equipment Operators	1,889	2,140	251	13%	275
Drywall and Ceiling Tile Installers	1,838	1,823	-15	-1%	179
Cement Masons and Concrete Finishers	1,664	1,426	-238	-14%	146
Roofers	1,313	1,352	39	3%	144
TOTAL	38,363	39,622	1,260	3%	4,266

Source: Emsi

Postsecondary Supply in the South Central Coast Region by TOP/ CIP Code

Table 2 shows the college supply of graduates from the TOP codes that align with the occupations used for the supply/demand gap analysis in this study. Construction laborers, carpenters, electricians, and first-line supervisors of construction trades and extraction workers are included in the TOP codes and title: 095200 - Construction Crafts Technology, 095210 - Carpentry, and 095220 - Electrical.

Appendix A (cont.)

Table 2: Postsecondary supply in the South Central Coast region by TOP/ CIP code.

TOP/ CIP Code	Title	Supply
46.0415	Building Construction Technology	26
094600	Environmental Control Technology	25
095220	Electrical	16
095200	Construction Crafts Technology	16
095700	Civil and Construction Management Technology	13
095720	Construction Inspection	6
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology	5
094610	Energy Systems Technology	1
095640	Sheet Metal and Structural Metal	-
094730	Heavy Equipment Operation	-
095210	Carpentry	-
095250	Mill and Cabinet Work	-
TOTAL		108

Gap analysis in the South Central Coast Region

The construction of the high-speed rail and other state and local infrastructure projects are expected to spur demand for more construction workers, especially those in the unionized building trades. In addition, state legislation, such as AB 32 which fights against global warming, will create more workforce opportunities across the regions as California moves away from natural gases and petroleum production and integrates more renewable energy. As demonstrated in Table 3, there is an undersupply of workers in energy systems technology, which prepares students to work in the field of renewable energy. Although TOP code/title 094610 - Energy Systems Technology appears to currently be a low priority for employers in the South Central Coast region, recent federal and state policy changes are anticipated to significantly change this scenario. The enacted Inflation Reduction Act will expedite this process.

A similar scenario exists with automation and artificial intelligence (AI) in that the construction industry is beginning to prioritize the integration of these technological advancements into many of their work processes. However, construction crews currently still have to assemble a variety of building types, even prefabricated ones. Software, a precursor to, and intertwined with AI, is also playing an increasingly important role in the construction trades. A few examples are the benefits being realized through the digitalization of drawings, increased precision in construction cost estimates, and the ability to more efficiently manage water and energy consumption.

Even though technology will alleviate some construction workforce demand, employers are still suffering from a significant work shortage compounded by an aging workforce that is retiring at greater rates than previously anticipated; a suspected and highly probable outcome of the pandemic. The results of this study combined with several COE occupational demand and supply analyses confirm these findings. There is a large undersupply of workers that can be trained under TOP and CIP codes/titles: 095200 – Construction Crafts Technology and 46.0415 - Building Construction Technology (Table 5). The results of this study along with the anticipated impacts of legislative priorities clearly show that construction workers need hands-on construction skills, and face a growing need to be proficient in advanced technologies. It appears that mastery of these latter skills will quickly lead to advancement or direct employment into supervisory and management positions. Future opportunities will be better for workers with expertise in energy auditing and energy management along with civil and construction management.

Appendix A (cont.)

Table 3: Gap analysis in the South Central Coast region.

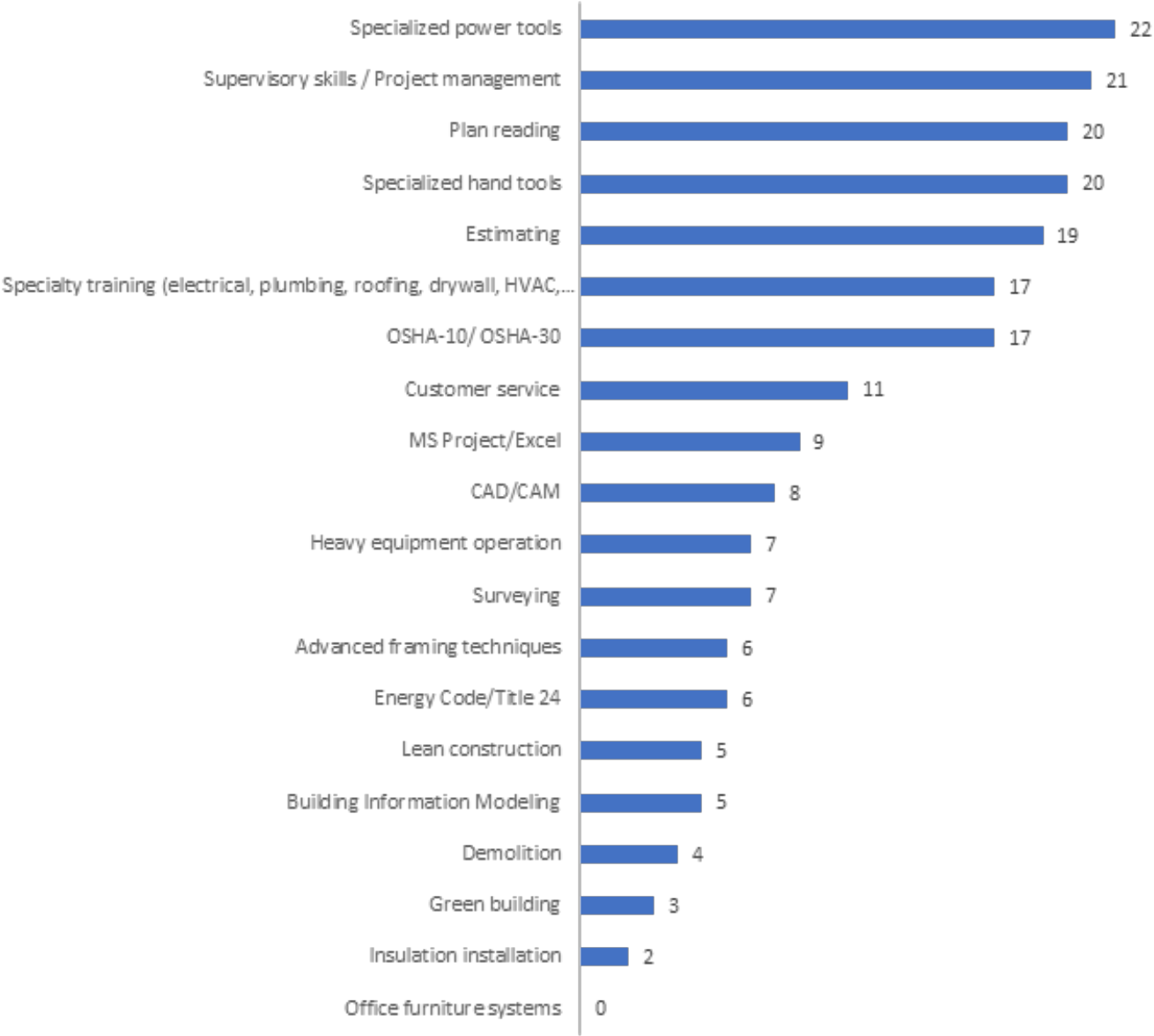
TOP/ CIP Code- Title	Demand	Supply	Gap
095200 - Construction Crafts Technology and 46.0415 - Building Construction Technology	1,678	42	1,636
095210 - Carpentry	1,358	-	1,358
095250 - Mill and Cabinet Work	874	-	874
095220 - Electrical	879	16	863
095700 - Civil and Construction Management Technology	813	13	800
095720 - Construction Inspection	579	6	573
095230 - Plumbing, Pipefitting and Steamfitting	385	-	385
094730 - Heavy Equipment Operation	290	-	290
095640 - Sheet Metal and Structural Metal	123	-	123
094610 - Energy Systems Technology	67	1	66
094600 - Environmental Control Technology and 47.0201- Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology	61	30	31

Appendix A (cont.)

Professional Development Opportunities

Respondents were provided a list of 20 professional development opportunities and asked their interest in each for their existing workers. As displayed in Figure 2, the greatest number of respondents expressed interest in specialized power tools. This was followed closely by supervisory skills/project management, plan reading, and specialized hand tools.

Figure 2: Which of the following professional development opportunities would you be interested in for your existing workers? (Select all that apply).



The following represents the total number of professional development opportunity responses: n=35

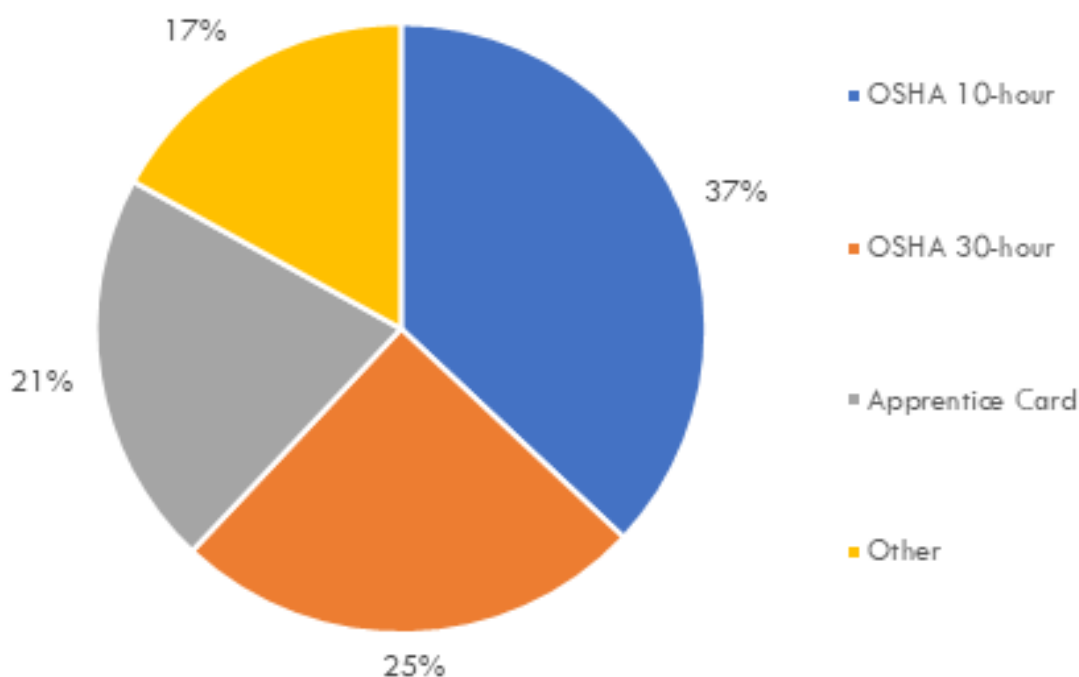
Appendix A (cont.)

Certifications

Respondents were asked to identify the certifications required for construction workers. The largest portion of participants indicated an Occupational Safety and Health Administration (OSHA) 10-hour certification requirement. OSHA 30-hour and Apprentice Card certifications were also required by a substantial number of respondents. These findings can be used by community colleges and other training providers to better understand the specific certifications that are valued by the construction sector, and tailor their curricula to provide these certifications.

An OSHA 30-hour training is generally required by construction workers in supervisory roles, and an OSHA 10-hour training is required for non-supervisory roles. The survey results suggest that a greater number of non-supervisory occupations need to be filled within the construction sector. Further evaluation of these results indicate that the surveyed employers need to fill one supervisory or leadership position for roughly two non-supervisory positions that employers are attempting to fill.

Figure 3: Which of the above certifications are the most important certification for a construction worker to possess?

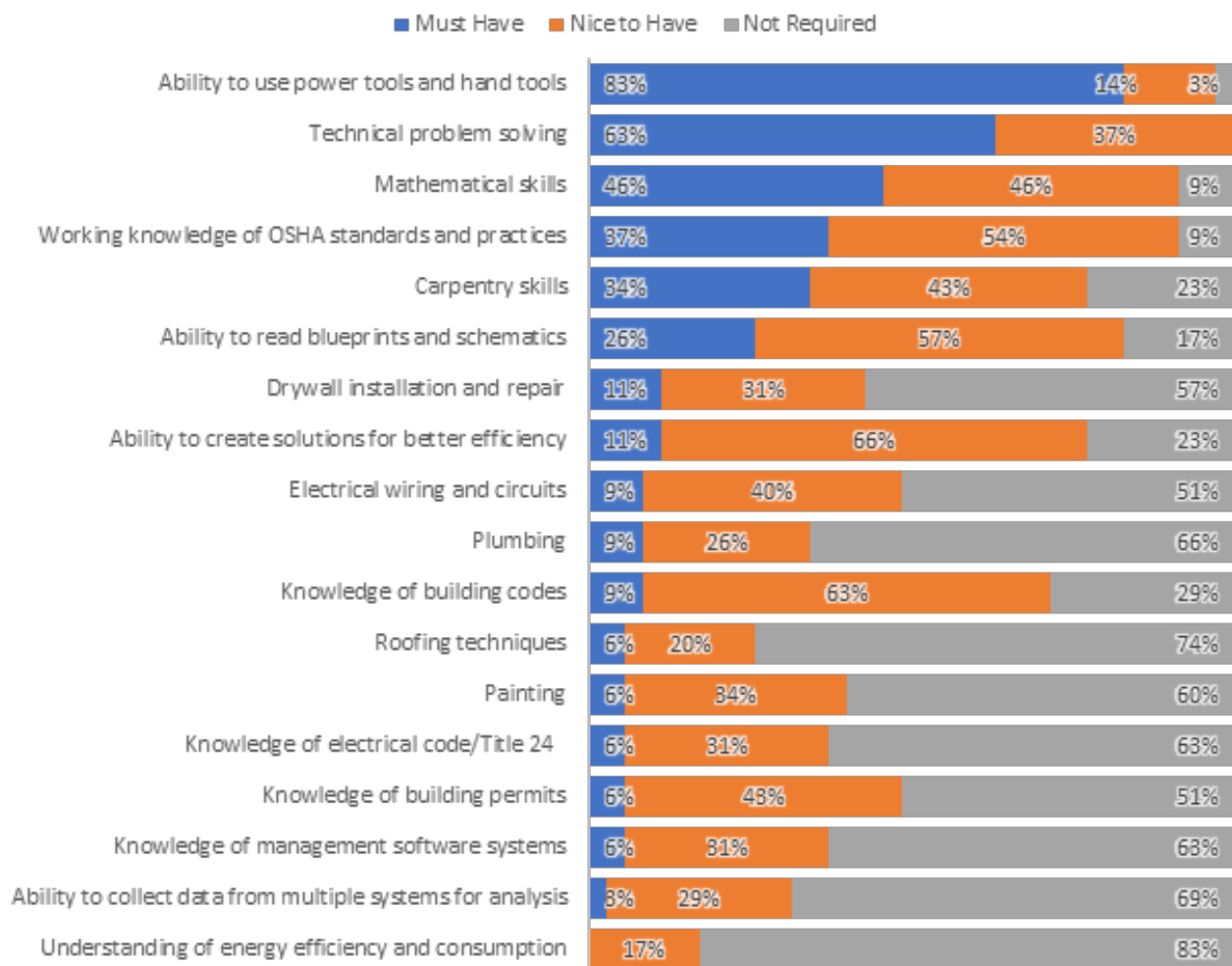


Appendix A (cont.)

Importance of Skills

Respondents were prompted to identify the importance of particular skills using a scale of “Must Have,” “Nice to Have,” and “Not Required.” A majority of respondents identified an “Ability to use power tools and hand tools” as a “Must Have” skill. This was followed by “Technical problem solving” and “Mathematical skills.” Figure 4 displays the survey results.

Figure 4: Importance of skills for a qualified construction worker to possess.



The following represents the total number of important skills for the South Central Coast region: n=35

Recommendations for Community Colleges

The survey findings suggest several takeaways for community colleges. When asked about their methods of recruitment, few respondents chose the option “Community Colleges.” Community colleges can use this result to inform their decision to increase marketing and outreach efforts to local employers.

Appendix A (cont.)

Community colleges can also use the results of this survey to inform their decisions on certification offerings. Because respondents indicated that the most important certifications are OSHA 10-hour, OSHA 30-hour, and Apprentice Card, community colleges can adjust their curricula to fill this certification need in the construction industry or inform students on how to complete these certifications.

Community colleges can integrate and prioritize the “Must Have” skills in their construction related courses. The top three skills include the ability to use power tools and hand tools, technical problem solving, and mathematical skills. By developing and prioritizing curricula that train for these skills, community colleges can more adequately support the construction sector’s need for more skilled workers. The professional development opportunities section of this report can be used as a basis for continued outreach to local employers for specialized training or contract education for specialized power and hand tool instruction, supervisory/project management education, and plan reading training. Community colleges can also better meet the needs of employers by prioritizing these and other known professional development opportunities in their program change and development processes.



Appendix B

SOUTH CENTRAL COAST REGIONAL CONSORTIUM (SCCRC) Regional Strong Workforce Program Rounds 5-7 PROJECTS/INVESTMENTS

ROUND 5 (2020-21)		
DISTRICT	PROJECT TITLE	DISTRICT ALLOCATION
Allan Hancock College	Rnd 5 Regional Career Connect Powered by Jobspeaker Implementation - Continued	\$1,034,534
	Rnd 5 Advanced Manufacturing	
	Rnd 5 Commercial Truck Driving	
	Rnd 5 Job Development & Placement Support	
	Rnd 5 Construction and Welding Trades	
	Rnd 5 CTE Multimedia Marketing/Branding	
	Rnd 5 Pubic Safety	
	Rnd 5 CTE Liaison	
Antelope Valley College	Aeronautical and Aviation Technology Programs Expansion - Continued	\$1,078,884
	Aeronautical and Aviation Technology Programs Expansion - Continued	
	R5 Job Development/Placement Services	
College of the Canyons	R5 Commercial Music 2.0	\$970,176
	R5 Job Developer 2.0	
	R5 Film Production Intersect Lab 2.0	
	R5 CTE Marketing 2.0	
	R5 Advanced Technology Center: Construction 2.0	
	R5 Advanced Technology Center: Low Observable Pathway 2.0	
	R5 Advanced Technology Center: Metrology Lab 2.0	
Cuesta College	CTE Marketing - Round 5	\$636,734
	FTVE Upgrades - Round 5	
	Job Developer - Round 5	
	Counseling/Career Education - Round 5	
	Ranch Management - Round 5 (formerly Animal Livestock/Training)	
	Aviation Maintenance Technology - Round 5	
	Career Pathway Exploration - Round 5	
Ventura County CCD		
Moorpark College	Marketing - FY21	\$2,189,887
	Job Development/Placement Services - FY21	
	CTE Labor Market Support Center - FY21	
	Center of Excellence Research Project - FY21	
	CTE Allied Health Support Program - FY21	
	Career Center Support - FY21	
	Articulation Support - FY21	
	Computer Networking & Cybersecurity - FY21	
Oxnard College	Career Center Support - FY21	\$2,189,887
	Job Development/Placement Services - FY21	
	Marketing - FY21	
	Articulation Support - FY21	
	Zero Textbook Cost Instruction - FY21	
	Computer Networking & Cybersecurity - FY21	
Ventura College	Program Innovation & Apprenticeships - FY21	\$2,189,887
	Marketing - FY21	
	Job Development/Placement Services - FY21	
	CTE Allied Health Support Program - FY21	
	Career Center Support - FY21	
	Zero Textbook Cost Instruction - FY21	
VCCCD District Office	Program Innovation & Apprenticeships - FY21	\$2,189,887
	Marketing - FY21	
Santa Barbara City College	YR 5 CR Radiologic Technology Lab	\$784,532
	YR 5 CTE Internship Coordinator/Job Placement Specialist (Job Developer)	
TOTAL		\$6,694,747

(continued on next page)

SOUTH CENTRAL COAST REGIONAL CONSORTIUM (SCCRC) Regional Strong Workforce Program Rounds 5-7 PROJECTS/INVESTMENTS

ROUND 6 (2021-22)		
DISTRICT	PROJECT TITLE	DISTRICT ALLOCATION
Allan Hancock College	Rnd 6 CTE Liaison	\$1,243,643
	Rnd 6 Job Developer	
	Rnd 6 Career Connect Project Management	
	Rnd 6 CTE Multimedia Marketing/Branding Support	
	Rnd 6 Public Safety	
	Rnd 6 Career Connect Powered by Jobspeaker with LinkedIn Learning Integration	
	Rnd 6 Microregional AWET Sector Support	
Antelope Valley College	R6 Job Developer/ Job Placement Services	\$1,210,557
	R6 ELTE - Electronics & Avionics Programs Improvements	
	R6 FTEC - Fire Technology Program Update	
College of the Canyons	R6 Employer Engagement CRM	\$1,095,457
	R6 CTE Marketing	
	R6 Intersect Labs	
	R6 Job Developer	
	R6 Industrial Maintenance Technician	
	R6 Regional Fire Academy	
	R6 Advanced Technology Center	
Cuesta College	R6 CTE Marketing	\$717,028
	R6 Career Planning courses- Dual Enrollment	
	R6 Aviation Maintenance Tech	
	R6 Job Developer	
	R6 CTE Counseling	
	R6 Ranch Management	
Ventura County CCD		
Moorpark College	Zero Textbook Cost Instruction - FY22	\$2,414,241
	Program Innovation - FY22	
	Articulation Support - FY22	
	CE Allied Health Support Program - FY22	
	Center of Excellence Research Project - FY22	
	Computer Networking & Cybersecurity - FY22	
	Job Development/Placement Services - FY22	
	Marketing - FY22	
	Career Center Support - FY22	
	CTE Labor Market Support Center - FY22	
Oxnard College	Computer Networking & Cybersecurity - FY22	\$2,414,241
	Zero Textbook Cost Instruction - FY22	
	Marketing - FY22	
	Articulation Support - FY22	
	Job Development/Placement Services - FY22	
	Career Center Support - FY22	
Ventura College	Zero Textbook Cost Instruction - FY22	\$2,414,241
	CE Allied Health Support Program - FY22	
	Job Development/Placement Services - FY22	
	Career Center Support - FY22	
	Marketing - FY22	
	Program Innovation - FY22	
VCCCD District Office	Program Innovation - FY22	
Santa Barbara City College	YR 6 CTE Internship Coordinator/Job Placement Specialist (Job Developer)	\$876,707
	YR 6 CTE Regional Infrastructure, Instructional, and Employment Preparation	
TOTAL		\$7,557,633

SOUTH CENTRAL COAST REGIONAL CONSORTIUM (SCCRC) Regional Strong Workforce Program Rounds 5-7 PROJECTS/INVESTMENTS

ROUND 7 (2022-23)		
DISTRICT	PROJECT TITLE	DISTRICT ALLOCATION
Allan Hancock College	Rnd 7 CTE Liaison	\$830,878
	Rnd 7 CTE Multimedia Marketing/Branding Support	
	Rnd 7 Manufacturing and Industrial Technology	
	Rnd 7 Multimedia Arts	
	Rnd 7 Job Developer	
	Rnd 7 Public Safety	
	Rnd 7 Health Sciences	
Antelope Valley College	R7 Job Developer/ Job Placement Services - Continued	\$1,337,405
	Aeronautical Sciences and Aviation Technology Programs Expansion - Continued	
College of the Canyons	R7 Workforce Toolkit	\$1,495,540
	R7 Project Based Learning	
	R7 Program Development	
	R7 Regional Fire Academy - Continued	
	R7 Visual and Performing Arts	
	R7 Intersect Labs - Continued	
	R7 Job Developer - Continued	
	R7 Marketing and Outreach	
	R7 Job Speaker and LinkedIn Learning	
	R7 Advanced Technology Center - Continued	
Cuesta College	R7R Planning, Development & Expansion-Contract Ed, Apprenticeship, Green Energy	\$794,931
	R7R Community Engagement-Partnerships in Work Experience and Professional Development Studies	
	R7R CTE Re-entry Specific Counseling	
	R7R Testing Center creation	
	R7R Job Developer	
	R7R Career Services	
	R7R Administrative Support	
	R7R CTE Marketing	
Ventura County CCD		
Moorpark College	Districtwide Career Education Research -FY23	\$2,534,674
	Zero Textbook Cost Instruction - FY23	
	Program Innovation - FY23	
	Articulation and Dual Enrollment Support - FY23	
	Computer Networking & Cybersecurity - FY23	
	CE Allied Health Support Program - FY23	
	Job Development/Placement Services - FY23	
	Marketing, Career Education - FY23	
	Career Center Support - FY23	
Oxnard College	Computer Networking & Cybersecurity - FY23	\$2,534,674
	Zero Textbook Cost Instruction - FY23	
	Marketing, Career Education - FY23	
	Program Innovation - FY23	
	Job Development/Placement Services - FY23	
	Articulation and Dual Enrollment Support - FY23	
	Career Center Support - FY23	
Ventura College	Zero Textbook Cost Instruction - FY23	
	CE Allied Health Support Program - FY23	
	Career Center Support - FY23	
	Job Development/Placement Services - FY23	
	Marketing, Career Education - FY23	
	Program Innovation - FY23	
Ventura County CCD	Program Innovation - FY23	
	Districtwide Career Education Research -FY23	
Santa Barbara City College	YR 7 CTE Internship Coordinator/Job Placement Specialist (Job Developer) - Continued	\$889,729
	YR 7 CTE Regional Infrastructure, Instructional, and Employment Preparation - Continued	
Regional Consortium (SCCRC/SBCCD)	R7 Website Update	\$50,000
TOTAL		\$7,932,707