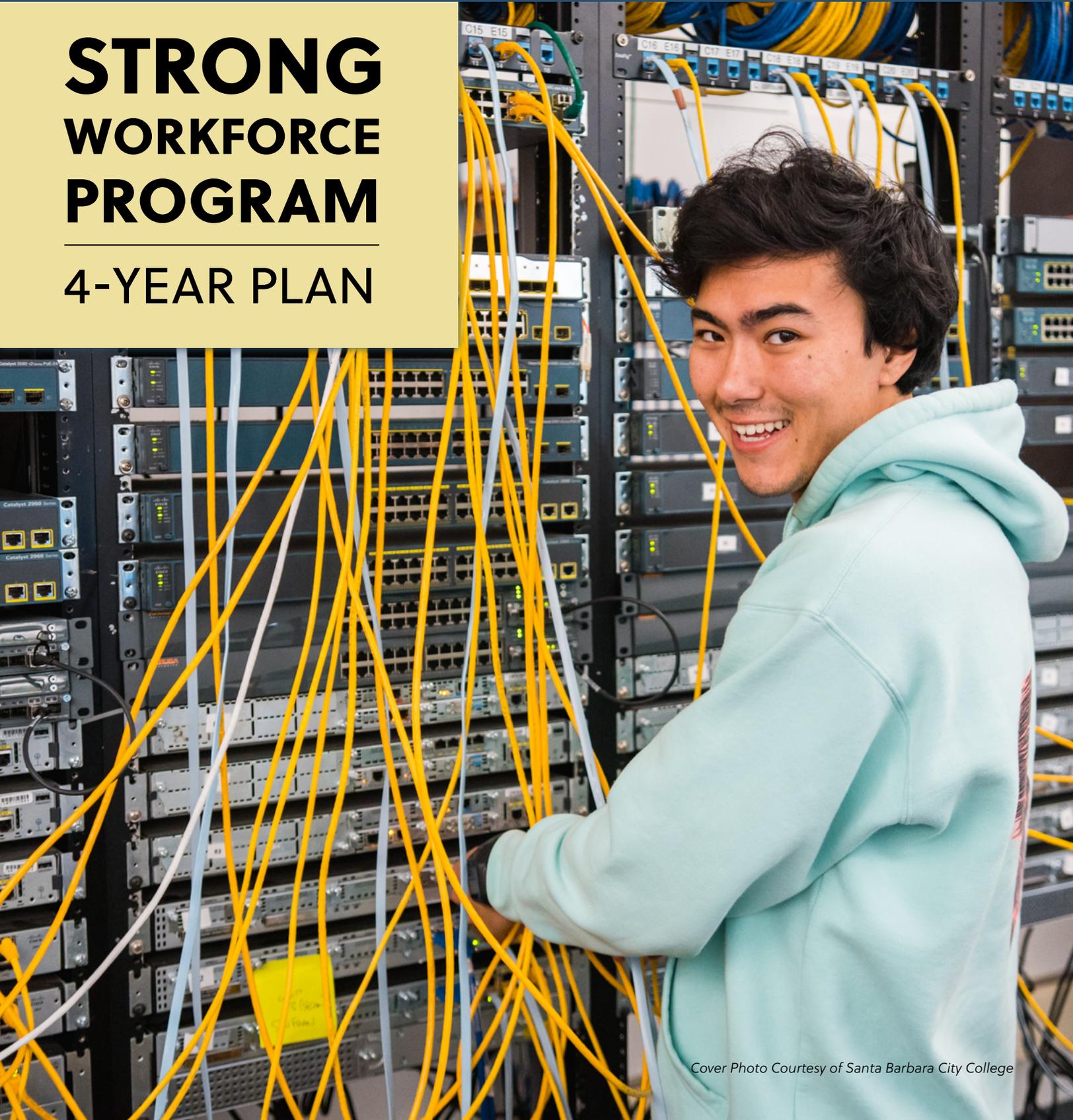




SOUTH CENTRAL COAST REGIONAL CONSORTIUM

STRONG WORKFORCE PROGRAM

4-YEAR PLAN



Cover Photo Courtesy of Santa Barbara City College

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I. EXECUTIVE SUMMARY

The South Central Coast Regional Consortium's (SCCRC) 4-Year Strong Workforce Plan serves as the guiding document for regional Strong Workforce investment among our eight community colleges while aligning with the California State Plan for Career Technical Education (CTE) Framework, [Vision 2030](#), and the forthcoming New State Master Plan for Career Education.

The [California State Plan for Career Technical Education \(CTE\)](#) outlines a vision for equity and excellence in CTE throughout California, focusing on improving access and outcomes across the state's diverse geography, student and worker populations. The plan also sets forth the following key priorities:

- Supply that meets demand
- Effective delivery and support
- Data that informs investments
- System alignment

Also included are specific initiatives related to career pathways, CTE teacher and faculty preparation, dual enrollment, regional partnership development, and work-based learning. There are four main goals in this plan to be achieved over the next three years, including:

1. Boosting data-informed decision-making for equity and impact.
2. Increasing access to high-quality CTE programs and pathways.
3. Expanding work-based learning opportunities.
4. Understanding and planning to address CTE teacher and faculty shortages.

The plan outlines key strategies for achieving equity in California's CTE, including building an inclusive system, delivering effective programs, and using data to create opportunities based on labor market dynamics. Additionally, it emphasizes the development of regional partnerships to link up systems and remove siloes.

SCCRC's 4-Year Strong Workforce Plan is a living document that will be periodically revised and updated to reflect the evolving context, priorities, and needs in our region. It is centered around equity and access, aiming to develop a diverse, relevant, and qualified workforce to maintain economic vitality and meet labor market demand regionally. Our objective is to remove barriers among systems and institutions to achieve the vision of a regional CTE system that is coherent, flexible, adaptable, and grounded in the [Guiding Policy Principles to Support Student-Centered K-14+ Pathways](#).

II. OVERVIEW OF THE REGION AND ENGAGEMENT IN PLAN DEVELOPMENT

The South Central Coast Regional Consortium (SCCRC) consists of eight colleges located in four counties along the central coast of California. The SCCRC is one of eight regional consortia that serve to coordinate Career Education and Workforce Development efforts in a manner that leverages resources and promotes education efforts that align with workforce needs.

The Community College Districts comprising SCCRC are as follows:

- Allan Hancock Joint Community College District
Allan Hancock College
- Antelope Valley Community College District
Antelope Valley College
- Santa Barbara Community College District
Santa Barbara City College
- Santa Clarita Community College District
College of the Canyons
- San Luis Obispo Community College District
Cuesta College
- Ventura County Community College District
Moorpark College, Oxnard College, Ventura College

The SCCRC's Fiscal Agent is Santa Barbara City College.



Photo courtesy of Santa Barbara City College

II. OVERVIEW OF THE REGION AND ENGAGEMENT IN PLAN DEVELOPMENT *(cont.)*



SCCRC Collaboration Partners

SCCRC partners with a host of community based organizations and regional and national service providers such as:

- Centers of Excellence
- Guided Pathways Regional Coordinators
- California Adult Education Program (CAEP)
- California Workforce Development Board
- California Workforce Association (CWA)
- Regional Economic Action Coalition (REACH)
- Regional K-16 Education Collaboratives Grant Program
- National Alliance for Partnerships in Equity (NAPE)
- U.S. Economic Development Association (EDA)

The California Community Colleges Regional Consortia are designed to enhance the coordination and delivery of education and workforce development services across the California Community Colleges system. The state of California is divided into multiple regions, and each region has its own consortium comprising several community colleges.

II. OVERVIEW OF THE REGION AND ENGAGEMENT IN PLAN DEVELOPMENT *(cont.)*

The primary purpose of these consortia is to foster partnerships between community colleges, K-12 school districts, universities, employers, workforce development boards, and other stakeholders within a specific geographic area. By working together, these institutions and organizations can align their efforts to better meet the educational and workforce needs of their local communities.

Key functions and activities of the California Community Colleges Regional Consortia include:

- **Workforce Development:** Consortia collaborate to develop and implement workforce training programs that align with the needs of local industries. By identifying high-demand occupations, they can tailor educational programs to provide students with relevant skills and qualifications.
- **Career Pathways:** Consortia work on creating clear pathways for students to transition smoothly from K-12 education to community college and then onto universities or the workforce. These pathways are designed to provide students with a structured route to their desired careers, ensuring they acquire the necessary skills and knowledge along the way.
- **Resource Sharing:** Consortia facilitate the sharing of resources and best practices among member colleges. This can include sharing curriculum designs, instructional strategies, and student support services, leading to a more cohesive and efficient educational system.
- **Collaborative Planning:** Members of the consortia engage in collaborative planning efforts to address common challenges and leverage resources effectively. This collaborative approach allows for a more strategic allocation of funds and resources to support student success and community needs.
- **Data Collection and Analysis:** Consortia collect and analyze data related to student outcomes, labor market trends, and other relevant metrics. This data-driven approach helps institutions make informed decisions about program offerings and support services, ensuring they remain responsive to changing community needs.
- **Grant Funding:** Consortia often pursue grant funding opportunities collectively, pooling their resources and expertise to secure funding for special projects, research initiatives, and innovative educational programs.

The SCCRC plays a central role in enhancing the quality of education and workforce development services provided by our constituent member groups: regional community colleges, local industry, Workforce Development Boards, and community-based organizations. By fostering collaboration and coordination, we aim to contribute to the overall improvement of the region's educational system as well as the economic vitality of our local communities.

III. OVERARCHING FRAMEWORK, GUIDING PRINCIPLES, AND STRONG WORKFORCE PROGRAM GOVERNANCE

Mission and Goals

The South Central Coast Regional Consortium (SCCRC) serves to facilitate and promote effective regional educational initiatives for 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.

The SCCRC operates within a comprehensive framework designed to enhance workforce development, foster economic growth, and empower communities within the region. The framework is rooted in collaboration, innovation, and inclusivity, aiming to address the diverse needs of the workforce and the evolving demands of the job market.

Strategic Goals

1. Strengthening communication, coordination, and timely decision-making in regional workforce training and education efforts.
2. Enhancing participation in career pathway development and implementation,
3. Reinforcing regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of career and technical education.
4. Aligning college programs with regional and industry needs, creating a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community.
5. Promoting career development and reinforcing the value of career and technical education programs.

To implement the Strong Workforce Program, the California Community College Chancellor's Office expanded the role of the eight regional consortia to provide leadership in the coordination of career education in each region to serve local and regional workforce needs. The SCCRC is one of the eight regional consortia that serves as a framework of support to communicate, coordinate, collaborate, promote, and plan career education, workforce, and economic development in the South Central Coast Region.

Guiding Principles

Collaboration

The Consortium fosters partnerships among educational institutions, employers, community organizations, and government agencies to create a unified approach to workforce development. By collaborating closely, stakeholders can leverage their collective expertise and resources for the benefit of the region.

III. OVERARCHING FRAMEWORK, GUIDING PRINCIPLES, AND STRONG WORKFORCE PROGRAM GOVERNANCE *(cont.)*

Inclusivity

Ensuring equal access to educational and employment opportunities is a core principle. The Consortium is committed to promoting diversity and inclusivity, addressing barriers faced by underrepresented communities, and providing tailored support to individuals with varying needs and backgrounds.

Innovation

Embracing cutting-edge educational methods, technology, and industry practices is fundamental. The Consortium encourages continuous innovation in curriculum development, training programs, and outreach strategies, aligning education with the rapidly changing demands of the job market.

Data-Driven Decision Making

The Consortium relies on data analysis and research to identify trends, skills gaps, and emerging sectors within the regional economy. Informed decision-making ensures that programs remain relevant and effective, meeting the demands of both employers and learners.

Strong Workforce Program/Consortium Governance

1. **Leadership and Oversight**

The Consortium operates under the guidance of a steering committee comprising representatives from regional community colleges and includes Vice Presidents of Instruction and voting member Deans from each college.

2. **Program Coordination**

A dedicated team at each college oversees the coordination of various programs and initiatives. This includes curriculum development, outreach efforts, partnerships with employers, and the provision of support services to learners. Effective coordination ensures seamless integration of efforts across different sectors.

3. **Resource Allocation/Distribution of Fiscal Resources**

A transparent and equitable allocation of resources is essential. The Consortium allocates funding, grants, and other resources judiciously, prioritizing programs and initiatives that align with the overarching goals and priorities. Regular assessments help optimize resource allocation for maximum impact.

Consortium decisionmakers include the following:

- a. The Executive Council. Comprised of three CEOs/Presidents among our eight community colleges, these individuals work closely with all the colleges' CEOs/Presidents.

III. OVERARCHING FRAMEWORK, GUIDING PRINCIPLES, AND STRONG WORKFORCE PROGRAM GOVERNANCE *(cont.)*

- b. The Steering Committee. Comprised of 1 Chief Instructional Officer and 1 CTE Dean from each of the 8 colleges. These members make Strong Workforce Program funding recommendations to the CEOs.
- c. The Chief Executive Officers/Presidents of each of the 8 colleges. These members take into consideration the recommendations of the Executive Council and the Steering Committee.

[See Appendix A for a diagram of SCCRC's governance and grant funding sources.](#)

4. **Performance Evaluation**

Rigorous evaluation mechanisms are in place to assess the effectiveness of programs. Data on employment outcomes, learner satisfaction, and employer feedback are analyzed to measure the success of initiatives. This feedback loop allows for continuous improvement and adaptation to changing needs.



Photo courtesy of Allan Hancock College

IV. Industry Engagement - Equitable Workforce and Economic Development

Employer Engagement

Each college submitted local employer engagement plans and continues to track student outcomes. This began in June 2022 and was adopted as the standard system for reporting metrics. Each college plan was designed to address three metrics as outlined in the Regional Collaboration and Coordination Grant:

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



Photo courtesy of Ventura College

The information collected was used to improve outcomes in support of Strong Workforce incentive funding metrics.

Example: A Ventura County survey was conducted to determine the definition of work-based learning (WBL). The broad definition used by the region is: an educational strategy that aligns classroom and workplace learning by providing students/workers with real-life work experiences connected to employers where academic, technical, and soft-skills are applied to enhance employability and knowledge. This includes career assessment, exploration, and preparation.

Regional Work-Based Learning and Job Placement



The Career Connect platform for the region continues to provide opportunities for all employers and students at participating colleges. It allows community colleges to become responsive to economic workforce needs, supports the continuum from career exploration to job placement, and is employer/Job seeker-centric (ease of use, access). The platform addresses Vision for Success goals by integrating LinkedIn Learning and JobSpeaker, which include:

- Regional CareerConnect quarterly meetings with Job Developers
- Integrating diversity, equity, and inclusion in all priority sectors
- Using the Workforce Development Boards' work-based learning continuum framework:
 - a. Employ and train educators on industry-relevant skills, abilities, and certifications; collaborate to identify workforce needs and sector strategies.
 - b. Activate regional economic, workforce and educational development organizations.
 - c. Convene entities and employers to adopt career pathway systems related to their regional priority sectors.

IV. Industry Engagement - Equitable Workforce and Economic Development *(cont.)*

The SCCRC collaborates with regional Workforce Development Boards to support strategic economic development initiatives. The region conducts an annual review of progress with employers through surveys issued by the Centers of Excellence to:

1. Engage employers and labor sector leaders to determine joint sector priorities.
2. Align educational skills development with employer needs.

By identifying issues in survey results, the region can begin tackling structural barriers that lead to equitable outcomes.

Additionally:

- Our community colleges play a role in providing paid internship startup assistance for local small businesses and Community Based Organizations (CBO's) using Learning Aligned Employment Program (LAEP) funds.
- Career Centers create equitable access to online career services (virtual and in-person career fairs, live workshops, and virtual resume workshops) to prepare students for internships and jobs.
- Employer and Industry Relations: The goal is to provide multiple options for partnerships. In building positive relationships with industry partners, each college offers multiple avenues to keep businesses engaged with the college. Activities include submitting job postings, classroom visits, career panels and fairs, internships, advisory member participation, networking events, and speed interviews.
- [See Appendix B for Regional Industry Sector Profiles](#)

V. Regional Collaboration and Coordination Grant

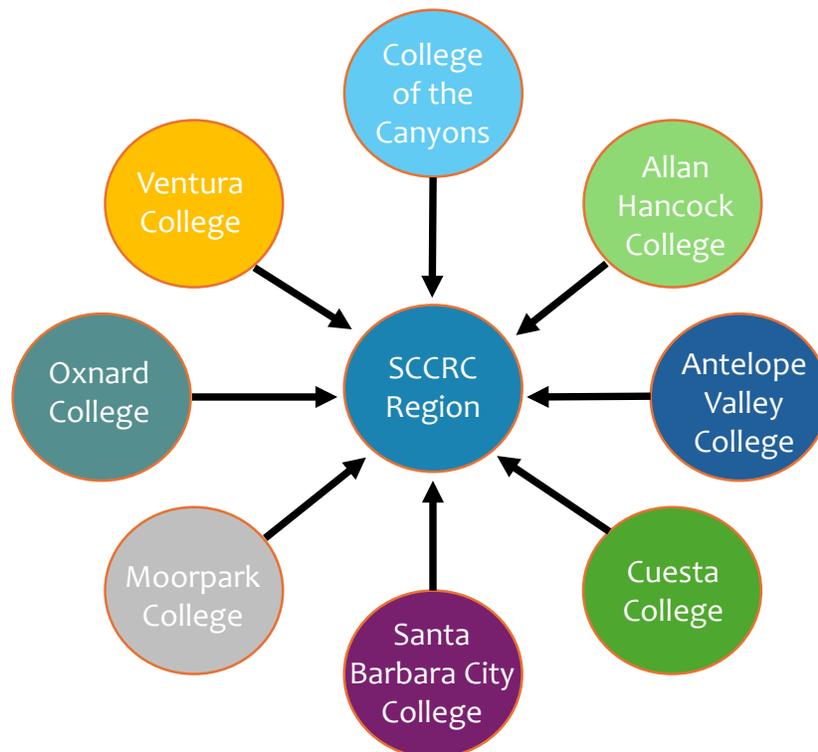
In 2021, the South Central Coast Regional Consortium (SCCRC) added a Regional Collaboration and Coordination (RCC) Grant award to the funding portfolio. The RCC RFA specifically called out three main outcomes:

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

The region's CEOs were the primary drivers of the response to the RFA and application. They determined early on that funds would be disbursed to each college in the region based on that college's CTE FTES. Each college would, in turn, hire or disburse the funds internally in order to meet the three main goals of the grant.

Importantly, the CEOs approved a major change bifurcating the SCCRCs administration:

- SBCCD will remain the region's Fiscal Agent
- Luann Swanberg will continue at SBCCD as the Regional Grant and Fiscal Agent Director.
- Holly Nolan Chavez was hired as the Executive Director, hosted at the Ventura County Community College District.



V. Regional Collaboration and Coordination Grant *(cont.)*

The RCC grant is aimed at strengthening regional workforce development efforts through collaboration and coordination among community colleges, key stakeholders, and employers.

Purpose:

- Enhance regional partnerships: Foster collaboration between community colleges, industry, labor, and economic development entities.
- Improve career and technical education (CTE): Align college programs with regional industry needs and improve their delivery.
- Promote career development: Increase awareness and value of CTE programs among students, parents, and the community.
- Reduce employment and equity gaps: Develop regional strategies to address workforce needs and create equitable access to career opportunities.

Key activities:

- Regional leadership and operational partnerships: Strengthen collaborations among stakeholders for effective workforce development.
- Career and technical education alignment: analyze regional labor market needs and adjust college programs accordingly.
- Public outreach and awareness campaigns: Promote CTE programs to attract students and engage stakeholders.
- Employer engagement: Build strong relationships with employers to understand their needs and create internship/job opportunities for students.
- More efficient and effective CTE programs: reduced duplication of efforts and improved program quality.
- A better-prepared workforce: graduates with skills and knowledge needed by regional employers.
- Improved economic development: a stronger regional economy due to a skilled and qualified workforce.
- These funds augment the existing efforts supported by Regional Strong Workforce funds that provide job developer positions at each regional college.

VI. Workforce Innovation and Opportunity Act – Measurable Goals

The Workforce Innovation and Opportunity Act (WIOA) is a major piece of legislation passed in 2014 that aims to strengthen and improve the United States' workforce development system. It builds upon the Workforce Investment Act of 1998 by focusing on:

- Innovation: Encouraging states and localities to develop new and creative approaches to job training and employment services.
- Alignment: Streamlining different workforce programs and funding streams to reduce duplication and improve coordination.
- Improvement: Enhancing the quality and effectiveness of training programs to ensure they meet the needs of employers and equip workers with the skills they need to succeed in the 21st-century economy.

Key components of WIOA include:

- Establishment of one-stop services where individuals can access a variety of workforce services in one place.
- Increased emphasis on career pathways that help individuals progress from basic skills training to higher-paying jobs.
- Performance accountability measures to track the success of various programs and ensure they are delivering positive outcomes for both workers and businesses.
- Support for youth workforce development activities to help young people prepare for and enter the workforce.

Overall, WIOA represents a significant effort to reform and modernize the United States' workforce development system. It aims to equip individuals with the skills and training they need to compete in the global economy and to ensure that American businesses have access to a qualified and productive workforce.

The South Central Coast Regional Consortium Strong Workforce Regional investments align with the key components of WIOA by offering career services at each college, emphasizing career pathways to living wage jobs, and providing support for youth workforce development activities in collaboration with regional Work Development Boards, K12 Lead Educational Entities, Adult Education Consortia, and Community Based Organizations.

VISION 2030

A Roadmap for California Community Colleges

Vision 2030 is a framework for bold and thoughtful action — action for policy reform, fiscal sustainability, systems development and for process and practice reform in the field — to support our students, our communities, and our planet.

Vision 2030 incorporates a shift in our approach to proactively bring college to our students, wherever they are and not to wait for students to come to us. This includes expanding equitable dual enrollment pathways to adult and high school students; offering credit for prior learning to veterans and working adults through employers and associations; working through community-based organizations to bring workforce training to low-income adults; and providing instruction through flexible modalities.

Framework for Vision 2030



The plan has three strategic directions, three goals and six outcomes and metrics. The framework is built upon ongoing Career Education efforts for the California Community Colleges.

VII. Vision 2030 (cont.)

Strategic Directions and actions

1. Equitable Baccalaureate Attainment

- All actions, policies and procedures, will be enacted centering equity and inclusion and dismantling prejudice and racism.
- Increase equitable access, success and support for:
 - i. Dual Enrollment in degree pathway
 - ii. Justice-involved and justice-impacted Californians' enrollment in degree pathways including the community college baccalaureate.
 - iii. Foster youth in degree pathways
 - iv. Veterans in degree pathways including the Military Articulation Program
 - v. Increase and improve access, success and support to quality online programs of study.
- Increase and improve access, success and support to quality online programs of study.
- Increase the number of eligible students who apply for, and receive federal, state, and local financial aid grants, including the federal Pell Grant, the state Cal Grant, and the California College Promise Grant, among others.
- Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increase their full-time course intensity.
- Increase credit mobility and transfer opportunities within the California Community Colleges and to the California State University (CSU), University of California (UC) and Association of Independent California Colleges and Universities (AICCU) institutions.

2. Equitable Workforce and Economic Development

- Increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them, including apprenticeships, work-based learning and incorporating Learning-Aligned Employment Programs.
- Health care: Expand access to health care pathway programs with particular attention to nursing, mental and behavioral health.
- Climate action: Advance community college engagement with the four fields of climate practice — facilities, workforce and curriculum, community engagements and benefits, resource development.

VII. Vision 2030 (cont.)

- STEM: Expand success, access and support in science, technology, engineering and math disciplines for historically underrepresented students.
- Education: Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.

3. The Future of Learning (Generative AI)

- Actively engage with the impacts of generative AI on the future of teaching and learning:
 - i. Improve the student experience with the use of generative AI as well as smart analytics applied to the “big data” systems (e.g. Student Information System, Learning Management System).
 - ii. Modernize system technology infrastructure to support online education delivery and faculty. Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development, and practices to advance success, access and support for our students.
 - iii. Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development, and practices to advance success, access and support for our students.

The South Central Coast Regional Consortium will align regional efforts with the Vision 2030 Strategic Directions, Outcomes, Metrics, and Goals which are all key components of Career Education efforts.

VIII. State CTE Plan



Photo courtesy of Diablo Valley College

The [California State Plan for Career Technical Education \(CTE\)](#) is a document that outlines a vision for equity and excellence in CTE in California. Developed under the purview of the California Workforce Pathways Joint Advisory Committee (CWPJAC), this plan is one piece of a larger vision for improving the CTE landscape in California. It sets forth a bold vision, key priorities and themes, short-term goals and strategies, and a call to action for achieving California's aims and outcomes for student success and meeting employers' future workforce needs.

The plan seeks to improve equity in access and outcomes across the state's diverse geography, student and worker populations, and individual identities. The framework includes key priorities and themes anchored in equity and access. To achieve the vision for CTE outlined in this plan, California will focus its efforts around four key priorities, aligned with the Guiding Policy Principles to Support Student-Centered K-14+ Pathways, over the next 10 years. The four key priorities are:

1. Supply that meets demand
2. Effective delivery and support
3. Data that informs investments
4. Systems alignment

VIII. State CTE Plan (cont.)

Also included in the plan are specific initiatives related to career pathways, CTE teacher and faculty prep and pipeline, dual enrollment, regional partnership development, and work-based learning.

The California State Plan for Career Technical Education (CTE) Framework has several main goals that the state aims to achieve over the next three years. These goals are:

- Boost data-informed decision-making for equity and impact.
- Increase access to high-quality CTE programs and pathways.
- Expand work-based learning opportunities.
- Understand and plan to address CTE teacher and faculty shortages.

The plan is a living document that will be periodically revised and updated to reflect the evolving context, priorities, and needs in California.

The vision for equity and excellence in CTE in California is centered around equity and access. The plan sets forth a bold vision for a cutting-edge, statewide CTE system that meets the needs of employers and is student-centered. The CTE system of the future will provide all students and workers with multiple entry and exit points, opportunities, and supports for access and success that reflect and respond to their lived experiences and their working, learning, and daily lives. It aims to develop a diverse, relevant, and qualified workforce to maintain the state's economic vitality and meet labor market demand.

To achieve these aims, California's desire is to have an overall statewide CTE system that is coherent, flexible, and adaptable, and grounded in the Guiding Policy Principles to Support Student-Centered K–14+ Pathways. The plan seeks to remove barriers among systems and institutions to achieve the vision of a statewide CTE system. The design of this system must keep sustainability and durability in mind to ensure CTE remains nimble in the face of new economies and new challenges and is funded based on evidence and research.

The California State Plan for Career Technical Education (CTE) Framework has several key strategies for achieving equity in CTE in California. These strategies are:

- Build an inclusive CTE system that aligns the supply of talent with the skills that are in demand.
- Deliver effective and equitable CTE programs that provide learners and workers with a wide range of opportunities to demonstrate and validate what they have learned in and outside the education system.
- Use data to create opportunities based on labor market dynamics, inform programming, understand what learners and workers need to be successful, make delivery and support more effective and efficient, and support progress on equity and access.

VIII. State CTE Plan (cont.)

- Develop regional partnerships that help link up systems, remove siloes, and create efficiencies across education and workforce efforts to meet employer demand.
- Ensure that teachers and faculty members are prepared to meet the needs of CTE and demands of the labor market now and in the future.
- Increase work-based learning opportunities to accelerate and advance student engagement and success.

SCCRC Strong Workforce investments align with the California State CTE Plan goals of increasing access to high quality CTE programs and pathways for students and of expanding work-based learning opportunities.



Photo courtesy of Cuesta College

IX. Regional Center of Excellence

The South Central Coast Center of Excellence (COE) is one of nine Centers of Excellence (COE) for Labor Market Research in California. It is a collaborative effort between eight community colleges in the South Central Coast region:

Allan Hancock College
Antelope Valley College
College of the Canyons
Cuesta College
Moorpark College
Oxnard College
Santa Barbara City College
Ventura College

The South Central Coast COE collects, analyzes, and disseminates labor market information to inform decision-making in education and workforce development. The COE's research covers a wide range of topics, including:

- Occupational employment projections
- Wage and salary data
- Education and training requirements
- Industry trends
- Workforce shortages and surpluses

Additionally, the COE also provides a variety of resources to help students, job seekers, employers, and policymakers make informed decisions about education and careers. These resources include:

1. Labor market reports
2. Data tools
3. Program recommendations
4. Publications
5. Training and events

The South Central Coast COE is committed to helping the region build a strong workforce that meets the needs of employers and supports economic growth. It is an indispensable resource for students, job seekers, employers, and policymakers. The COE's research and resources help to inform decision-making about education and workforce development and support our region's economic growth.

X. Community College Strong Workforce Program

Strong Workforce Program: More and Better Career Technical Education to Increase Social Mobility and Fuel Regional Economies with Skilled Workers

To develop more workforce opportunity and lift low-wage workers into living-wage jobs, California took a bold step in 2016 to create one million more middle-skill workers. At the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of \$248 million to spur career technical education (CTE) in the nation's largest workforce development system of 115 colleges.

Grouped into seven areas targeting student success, career pathways, workforce data and outcomes, curriculum, CTE faculty, regional coordination and funding, this leading-edge state economic development program is driven by "more and better" CTE. The "more" is increasing the number of students enrolled in programs leading to high-demand, high-wage jobs. The "better" is improving program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.

The Strong Workforce Program focuses on data-driven outcomes rather than activities, along with an emphasis on innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes. CTE Data Unlocked, a component of the program, helps colleges use CTE data to strengthen regional workforce plans by furthering local processes like program review, accreditation, and integrated planning.

This new ongoing funding is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortia of colleges to focus on the state's seven macro-economic regions. Both the Local and Regional Share require local stakeholders to collaborate, including industry and local workforce development boards. As much as possible, this program builds upon existing regional partnerships formed in conjunction with the federal Workforce Innovation and Opportunity Act, state Adult Education Block Grant and public school CTE programs.

[See Appendix C for SCCRC Strong Workforce Program Projects/Investments for Rounds 5-8](#)

XI. K12 Strong Workforce Program

The K12 Strong Workforce Program (K12 SWP) is a California state program that provides funding to local education agencies (LEAs) to create, support, and/or expand high-quality career technical education (CTE) programs at the K-12 level. K12 SWP is designed to prepare students for high-wage employment in industries that meet regional labor market needs.

K12 SWP funds can be used to:

- Create new CTE courses, programs, or pathways.
- Retool existing CTE programs with innovative practices.
- Expand current CTE courses, programs, and pathways.
- Support collaboration with local community colleges to extend education and career pathways for high school graduates.

LEAs must submit applications to the California Community Colleges Chancellor's Office, as K12 SWP is a competitive grant program. To be eligible for funding, LEAs must partner with one or more community colleges that are already participating in the Strong Workforce Program (SWP).

K12 SWP has several goals, including:

1. Increasing the number of students enrolled in CTE programs.
2. Improving the quality of CTE programs.
3. Increasing the number of students who complete CTE programs and transition to employment or postsecondary education.
4. Increasing the number of students who are employed in high-wage, high-demand jobs.

As a relatively new program, K12 SWP has already had a positive impact on CTE education in California. For example, in the 2018-19 school year, K12 SWP grantees served over 100,000 students in CTE programs. Additionally, K12 SWP has helped to develop new and innovative CTE programs, such as programs in cybersecurity, advanced manufacturing, and healthcare.

Overall, the K12 Strong Workforce Program is a valuable investment in California's future. By preparing students for high-wage, high-demand jobs, K12 SWP is helping to ensure that California's economy remains strong and competitive.

The K12 SWP program in the SCCRC supports regional efforts in the key areas of work based learning, support for new CTE programs and pathways, and student matriculation to postsecondary education. This program supports students transitioning from high school to community college.

[See Appendix D for a listing of K12 SWP Projects/Investments, Rounds 4-6](#)

XII. Adult Education in the Region

The [California Adult Education Program \(CAEP\)](#) is a public education program for all adults. It provides state funds to support a variety of adult education programs, including:

- Basic skills education, including English language learning (ELL) and literacy
- High school diploma and high school equivalency (HSE) preparation
- Career and technical education
- Citizenship education
- Parent education

CAEP programs are offered through a variety of providers, including community colleges, adult schools, and non-profit organizations. Classes are typically held in the evenings and on weekends to accommodate the needs of working adults. These programs are generally free or low-cost for students. Some programs may charge a small fee to cover the cost of materials or supplies. To find a CAEP program in your area, you can visit the California Department of Education's website or contact your local school district.

Here are some of the benefits of participating in a CAEP program:

- Earn a high school diploma or HSE certificate. This can lead to better job opportunities and higher wages.
- Improve your English language skills. This can help you communicate more effectively at work and in your community.
- Learn new job skills. This can help you advance in your current career or find a new job in a different field.
- Become a U.S. citizen. CAEP programs can help you prepare for the U.S. citizenship exam.
- Improve your life. Adult education can help you gain the knowledge and skills you need to live a more fulfilling life.

SCCRC convenes annual Adult Education meetings to discuss objectives, challenges, and support communities of practice, along with noncredit to credit transitions for community college students and career readiness training for community members.

XIII. K16 Collaborative

The South Central Coast region overlaps two K-16 Regional Collaboration Grants, one in the six county central coast region stretching from Santa Cruz to Ventura and the second in Los Angeles County serving five unique subregions including northern Los Angeles. Each K16 Collaborative is funded by a \$18.1 million general services grant award.



Central Coast K16 Collaborative

The Central Coast [K-16 Regional Collaborative](#) is a collective impact initiative of K-12, community colleges, California State University, University of California, and industry partners who are coming together to address long-standing educational and economic inequities in the region.

Spanning six counties, the Collaborative includes Santa Cruz, San Benito, Monterey, San Luis Obispo, Santa Barbara, and Ventura counties, and was established in 2023.

The Collaborative's mission is to create a Central Coast Region in which historically marginalized students achieve their goals within K-16 education and local industry, and secure high-wage, high impact careers that advance opportunities for upward mobility.

The Collaborative's goals are to:

- Increase the number of students from historically marginalized communities who are prepared for and succeed in college and careers.
- Close equity gaps in educational attainment and workforce participation.
- Strengthen partnerships between K-12, community colleges, California State University, University of California, and industry partners.

The Collaborative is working to achieve its goals by:

- Developing and implementing new and expanded educational pathways for students from historically marginalized communities.
- Providing professional development and support to K-12, community college, and higher education faculty and staff.
- Connecting students from historically marginalized communities with internships, apprenticeships, and other work-based learning experiences.
- Advocating for policies and practices that promote equity in education and workforce development.

XIII. K16 Collaborative (cont.)

Committed to using a data-driven and equity-centered approach to its work, the Collaborative is also dedicated to working in partnership with communities throughout the Central Coast to achieve its goals.

The Central Coast K-16 Regional Collaborative is a promising new initiative that has the potential to make a real difference in the lives of students from historically marginalized communities on the Central Coast.

The SCCRC is actively engaged in the K16 Collaborative in workforce preparation, closing equity gaps, and preparation for success in college and career for regional students in identified career pathways.

Los Angeles K16 Collaborative

The LA County K16 Collaborative is a countywide initiative aimed at improving educational equity and career opportunities for Los Angeles students, particularly in health care, engineering, and computer science fields.

Purpose:

- Increase equitable degree attainment: The collaborative aims to close the gap in college graduation rates between Black, Latinx, and White students in LA County.
- Streamline educational pipelines: By making the transition from high school to post-secondary education and into the workforce smoother and more accessible for all students.
- Address labor market demand: Preparing students for careers in high-demand fields within health care, engineering, and computer science.

Structure:

- Collaborative effort: The initiative involves a diverse group of partners, including:
 - ▶ CSU5 campuses: California State University campuses within LA County (Cal State Dominguez Hills, Cal State Los Angeles, Cal State Northridge, and Cal Poly Pomona).
 - ▶ Other higher education institutions: Community colleges, private universities, and research institutions.
 - ▶ K-12 districts and schools: Public and private K-12 schools across LA County.
 - ▶ Employers and business organizations: Companies and organizations seeking qualified graduates in the designated fields.
 - ▶ Local government: Los Angeles County Office of Education and other relevant government agencies.
 - ▶ Community partners: Non-profit organizations and other community-based groups supporting education and workforce development.

XIII. K16 Collaborative (cont.)

Activities:

- The collaborative is still in its early stages, but its plans include:
 - ▶ Developing shared curricula and career pathways across K-12 and higher education institutions.
 - ▶ Providing early college credit opportunities for high school students.
 - ▶ Offering high-quality academic and career advising services to students.
 - ▶ Building internship and apprenticeship programs with local employers.
 - ▶ Supporting faculty and staff development on equity and inclusive teaching practices.

Impact:

- ▶ The LA County K16 Collaborative has the potential to significantly improve educational outcomes and career opportunities for students in LA County, particularly underserved communities.
- ▶ Its success will depend on the active participation of all partners and its ability to effectively collaborate and implement its initiatives.



Photo courtesy of College of the Canyons

XIII. Baccalaureate Degree Programs

The [California Community College Baccalaureate Degree Program \(CBDP\)](#) is an exciting initiative that allows community college students in California to earn a bachelor's degree from their local community college. This program provides an affordable and accessible pathway for students to achieve their educational goals and advance their careers.



Photo courtesy of Oxnard College

Here are some key facts about the CBDP:

- Established in 2014 as a pilot program and made permanent in 2021.
- Offers bachelor's degrees in a variety of high-demand fields, such as nursing, cybersecurity, and public health.
- Programs are designed to be completed in four years after completing associate degree requirements.
- Tuition is significantly lower than at four-year universities.
- Open to students who have completed an associate degree from a California community college.

XIII. Baccalaureate Degree Programs *(cont.)*

Benefits of the CDBP:

- **Affordability:** Community college tuition is significantly lower than that of four-year universities, making the CDBP a more affordable option for students.
- **Accessibility:** Programs are offered at community colleges throughout California, providing convenient access to higher education for students who may not be able to relocate to attend a four-year university.
- **Quality:** The CDBP programs are held to the same high standards as those offered at four-year universities.
- **Career advancement:** Earning a bachelor’s degree can lead to higher-paying jobs and increased career opportunities.

If you are interested in learning more about the CDBP, here are some resources:

- California Community Colleges Chancellor’s Office, [Baccalaureate Degree Program](#)
- [California Community College Baccalaureate Association](#)
- [List of CDBP Programs](#)

The colleges of the South Central Coast Regional Consortium are actively pursuing Baccalaureate Degree Programs that align with regional labor market demand and provide career advancement opportunities for students in the region as follows:

College	Baccalaureate Degree Program <i>(proposed or approved)</i>
Allan Hancock College	Applied Professional Studies
Antelope Valley College	Respiratory Care
College of the Canyons	Sustainable Architecture
Cuesta College	Education
Moorpark College	Biomanufacturing
Oxnard College	Dental Hygiene
Oxnard College	Applied Advocacy and Organizing
Santa Barbara City College	Health Information Management
Ventura College	Automotive Career Education

XIV. Perkins Comprehensive Local Needs Assessment & Braiding of Funding

The Perkins V Comprehensive Local Needs Assessment (CLNA) is a process that is required by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) for all local recipients of Perkins funds. The purpose of the CLNA is to identify the needs of the local workforce and to develop a plan for meeting those needs through career and technical education (CTE) programs.

The CLNA must be completed at the beginning of the Perkins V grant period and then updated at least once every two years. It must be conducted by a diverse group of stakeholders, including educators, business and industry partners, parents, and students.

The CLNA must address the following five areas:

1. Student performance data: This includes data on student enrollment, completion rates, and job placement rates.
2. Program quality: This includes data on student satisfaction, teacher qualifications, and curriculum alignment with industry standards.
3. Labor market needs: This includes data on current and projected job openings, skill requirements, and wages.
4. Educator development: This includes data on the number of teachers with industry certifications and the availability of professional development opportunities.
5. Special populations' access to programs: This includes data on the participation of students from special populations, such as students with disabilities, students from low-income families, and English language learners.

Once the CLNA is complete, the local recipient must use the findings to develop a plan for meeting the needs of the local workforce. The plan must include goals, objectives, and strategies for achieving those goals and objectives.

The CLNA is an important tool for ensuring that CTE programs are meeting the needs of the local workforce. By involving a diverse group of stakeholders in the process, the CLNA can help to ensure that CTE programs are aligned with industry standards and are preparing students for success in the workforce.

In the fall of 2023 the South Central Coast Regional Consortium began the planning process for the 2024 CLNA by developing a strategy to engage regional business and industry partners as part of an employer needs assessment. This assessment will be used to inform and improve student employment placement, improve instructional offerings by regional colleges, and improve the industry advisory council process for program improvement.

The region is developing an industry engagement survey that will be embedded in the Career Connect regional employer platform, currently serving over 8,000 employers across the region. This platform will be utilized to collect employer survey data on an ongoing basis.

XVI. New State Educational Master Plan for Career Education

Governor Newsom issued an executive order calling on leaders across education, labor, and economic development to create a Master Plan for Career Education, aiming for better coordination of state efforts to strengthen career pathways and assurance that recent state investments will yield good outcomes for Californians. This document summarizes related efforts already underway in the California Community Colleges (CCC) that are aligned with the Administration's goals.



Photo courtesy of the Office of Governor Gavin Newsom

A Career Education Statewide Plan that Leads with Equity

As State leaders engage in a conversation about a Master Plan for Career Education, there is an opportunity to address long standing inequities in higher education through the lens of Vision 2030. Equity in success, equity in access and equity in support are the driving forces behind the transformational change set out in this plan for the California Community Colleges. These goals aim to reduce and ultimately eliminate equity gaps for students of color who are underrepresented, students of low income and students with disabilities.

The California Master Plan for Higher Education aimed in 1960 to organize higher education into a three-tiered system consisting of the University of California (UC), the California State University (CSU), and the California Community Colleges. Each segment had distinct roles and missions. Now more than 60 years later, we must update this statewide plan and address head-on equity issues; too many Californians are confronted with access disparities, limited transfer opportunities, and inadequate support to realistically engage with higher education thus perpetuating generational poverty. Like Vision 2030, centering students who are harmed by persistent systemic barriers to access, support and success must be the grounding principles of this new statewide plan.

For purposes of designing systemic changes and investments to equitably serve all students, a Career Education Master Plan will require:

- Allocating funds more equitably, particularly for the systems that serve the largest proportion of Californians and students of color.
- Committing to seamless pathways by building systems that “let the student data flow” through the buildout of the Cradle to Career Data System for transfer and equitable baccalaureate attainment.
- Acceptance of prior credits across institutional boundaries.
- Prioritizing building a sense of belonging for each student within all California's institutions of higher education.
- Insisting that curriculum, pedagogy, class scheduling patterns and teaching modalities incorporate diversity and inclusion approach to advance student outcomes equitably.
- Expanding higher education opportunities to underserved regions of the state.

XVI. New State Educational Master Plan for Career Education (cont.)

Such improvements will lead to a plan aligned with California's foundational values of equity in our policies, structures, and practices.

Community Colleges Play Lead Role in Career Education

A substantial share of projected job openings in California that offer family-supporting wages requires education or training beyond high school, clarifying the key contributions the CCC system can make to the Administration's goal of strengthening career pathways. Our colleges offer a broad range of career-oriented certificates, associate degrees and, increasingly, applied baccalaureate degrees, and work is already under way to better tailor the offerings to address the needs of students, employers, and communities. Recent high school graduates, under-employed and unemployed adults, workers seeking career advancement or retraining, veterans, and justice-involved individuals can all benefit from CCC programs that provide clear pathways to rewarding careers, and closer collaboration with our labor and economic development partners can ensure that our programs are well designed to meet their needs and support the state's economy.

The preliminary career education statewide plan is a document that outlines the California Community Colleges' goals and strategies for improving career education in the state. The plan aims to provide students with the skills and knowledge necessary to succeed in the workforce and meet the demands of California's economy. One of the key strategies outlined in the plan is to eliminate barriers to students accessing dual enrollment programs, such as the College and Career Access Pathways (CCAP) program. The plan also calls for modernizing the Economic and Workforce Development (EWD) program, which was established in the 1990s, to be more responsive to the needs of employers, workers, and students. The reauthorization of the EWD program would emphasize regional collaboration, coordination, and innovation to support a student-centered approach that expands work-based learning for students.

The Vision 2030 is a framework that builds on the goals of the Vision for Success (2017-2022) and the governor's Roadmap (2022-2027) to expand career pathways and improve workforce and economic development in California. The California Community Colleges' preliminary career education statewide plan is aligned with the Vision 2030 goals and aims to provide students with the skills and knowledge necessary to succeed in the workforce and meet the demands of California's economy. The plan calls for modernizing the Economic and Workforce Development (EWD) program to be more responsive to the needs of employers, workers, and students, which is also a goal of the Vision 2030. The plan also emphasizes the need to eliminate barriers to students accessing dual enrollment programs, which is a core component of the Vision 2030.

Overall, the preliminary career education statewide plan is part of a larger conversation about a Master Plan for Career Education in California, which aims to address long-standing inequities in higher education through the lens of Vision 2030 and reduce and ultimately eliminate equity gaps for students of color who are underrepresented, students of low income, and students with disabilities.

XVII. Guided Pathways

The California Community Colleges Guided Pathways framework is an ambitious initiative aimed at improving student success and completion rates across the entire system. Here's a breakdown:

What is it?

- Equity-focused framework: Creates clear educational pathways for all students, regardless of background or academic standing.
- Structured approach: Provides students with defined course-taking patterns, support services, and clear milestones to graduation or transfer.
- System-wide reform: All 116 California community colleges are implementing Guided Pathways to ensure a consistent and efficient experience for students.

Key goals:

- Increase student completion rates: More students graduate with degrees or certificates and achieve their educational goals.
- Reduce time to completion: Streamline pathways to minimize unnecessary units and shorten the time to graduation or transfer.
- Close equity gaps: Ensure all students have equal access to success regardless of race, ethnicity, socioeconomic status, or other factors.

How does it work?

- Clear pathways: Colleges develop multiple pathways aligned with different career and transfer goals. Each pathway outlines a recommended sequence of courses and support services.
- Early orientation and advising: Students receive personalized guidance in their first term to choose a pathway and develop an education plan.
- Ongoing support: Regular advising, academic workshops, and other resources help students stay on track and overcome challenges.

Benefits:

- Improved student success: Studies show Guided Pathways increases graduation and transfer rates by reducing confusion and providing focused support.
- Increased student satisfaction: Students benefit from clearer pathways and feel more confident in their academic progress.
- Stronger workforce: A more educated and skilled workforce benefits the entire state economy.

The South Central Coast Regional Consortium actively supports guided pathways efforts at all regional colleges with leveraged resources. These efforts support student retention and completion, with the goal of living wage attainment for students.

XVIII. Acknowledgements

We extend our heartfelt gratitude to all the individuals who have contributed to the development of this regional 4-year plan. Their dedication, expertise, and collaborative efforts have played a significant role in shaping the structure and content of this document.

We would like to express our appreciation to Dr. Celine Park of Santa Barbara City College, Robert Cabral of Moorpark College, Leticia Rodriguez of Ventura College, Raquel De Los Santos of Ventura College, and Dr. Giselle Bice, hosted by College of the Canyons, for their valuable insights and thoughtful feedback throughout the planning process. Each contribution, no matter how large or small, has been instrumental in ensuring the completeness and quality of this document.

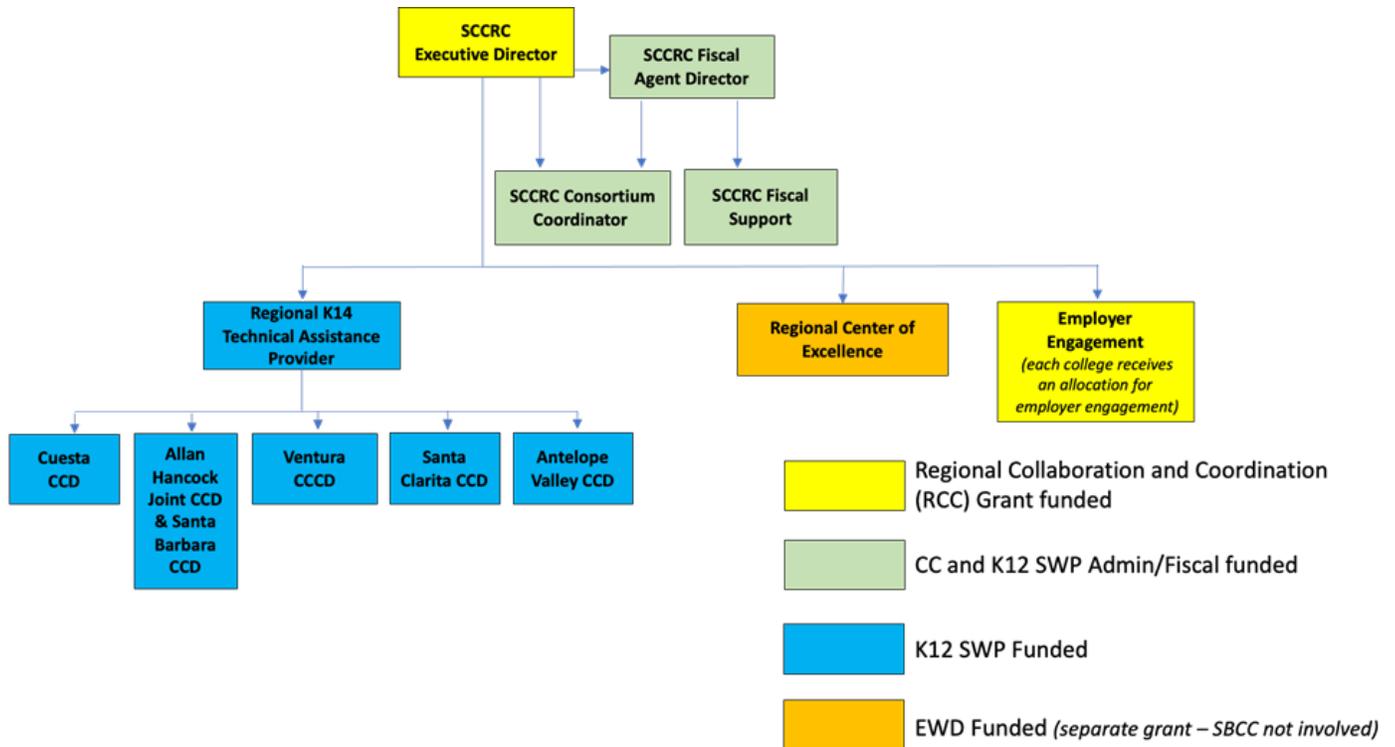
Additionally, we would like to acknowledge the support and encouragement provided by our colleagues and stakeholders who have been instrumental in guiding us during the preparation of this plan.

Thank you once again to all the contributors for your exceptional work and commitment. Your efforts have been invaluable, and this document stands as a testament to our collective dedication to excellence.

Appendix A. SCCRC SWP Governance and Funding Sources

SCCRC's Governance and Decision-making structure can be found [here](#).

The chart below distinguishes the funding sources for each component of the regional consortium.



Appendix B. Industry Sector Profiles

Below are Industry Sector Profile Reports provided by the Centers of Excellence for our regionally identified priority sectors:

[Advanced Manufacturing Sector Summary Fall 2023](#)

[Advanced Transportation Sector Summary Fall 2023](#)

[Agriculture, Water, and Environmental Technologies Sector Summary Fall 2023](#)

[Business and Entrepreneurship Sector Summary Fall 2023](#)

[Energy, Construction, and Utilities Sector Summary Fall 2023](#)

[Education Sector Summary Fall 2023](#)

[Health Sector Summary Fall 2023](#)

[Information and Communication Technology and Digital Media Sector Summary Fall 2023](#)

[Life Sciences and Biotechnology Sector Summary Fall 2023](#)

[Public Safety Sector Summary Fall 2023](#)

[Retail Hospitality Tourism Sector Summary Fall 2023](#)



Photo courtesy of Antelope Valley College



Photo courtesy of Moorpark College

Appendix C. SCCRC Strong Workforce Program Projects/ Investments for Rounds 6-8

SOUTH CENTRAL COAST REGIONAL CONSORTIUM (SCCRC) REGIONAL SWP ROUND 6 (2021-22) PROJECTS/INVESTMENTS		
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

Appendix C. SCCRC Strong Workforce Program Projects/ Investments for Rounds 6-8 (cont.)

SOUTH CENTRAL COAST REGIONAL CONSORTIUM (SCCRC) REGIONAL SWP ROUND 7 (2022-23) PROJECTS/INVESTMENTS		
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	

Appendix C. SCCRC Strong Workforce Program Projects/ Investments for Rounds 6-8 (cont.)

SOUTH CENTRAL COAST REGIONAL CONSORTIUM (SCCRC) REGIONAL SWP ROUND 7 (2022-23) PROJECTS/INVESTMENTS		
DISTRICT	PROJECT TITLE	DISTRICT ALLOCATION
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	\$2,534,674
	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	\$2,534,674
	Districtwide Career Education Research - FY23	
Santa Barbara City College	YR 7 CTE Internship Coordinator/Job Placement Specialist (Job Developer) - Continued	\$889,279
	YR 7 CTE Regional Infrastructure, Instructional, and Employment Preparation - Continued	
Regional Consortium (SCCRC/SBCCD)	R7 Website Update	\$50,000
TOTAL		\$7,932,707

Appendix C. SCCRC Strong Workforce Program Projects/ Investments for Rounds 6-8 (cont.)

SOUTH CENTRAL COAST REGIONAL CONSORTIUM (SCCRC) REGIONAL SWP ROUND 8 (2023-24) PROJECTS/INVESTMENTS		
DISTRICT	PROJECT TITLE	DISTRICT ALLOCATION
Allan Hancock College	Rnd 8 CTE Liaison - Continued	\$855,842
	Rnd 8 CTE Multimedia Marketing/Branding Support - Continued	
	R8 Job Speaker and LinkedIn Learning - Continued	
	Rnd 8 Multimedia Arts - Continued	
	Rnd 8 Job Developer - Continued	
	Rnd 8 Public Safety - Continued	
	Rnd 8 Health Sciences - Continued	
Antelope Valley College	R8 Job Developer/ Job Placement Services - Continued	\$1,294,170
	R8 Aeronautical Sciences and Aviation Technology Programs Expansion - Continued	
College of the Canyons	R8 Project Based Learning - Continued	\$1,207,443
	R8 Regional Fire Academy - Continued	
	R8 Job Developer	
	R8 Job Speaker and LinkedIn Learning	
	R8 Advanced Technology Center - Continued	
	R8 Construction Technology	
Cuesta College	R8 Job Speaker and LinkedIn Learning - Continued	\$801,996
	R8R Administrative Support - Continued	
	R8R Aviation Maintenance Technician	
	R8R Career Services and CMC Support - Continued	
	R8R Job Developer - Continued	
	R8R Dual Enrollment Access and Pathway Mapping	
	R8R CTE Marketing, Outreach and Recruitment - Continued	
Ventura County CCD		
Moorpark College	R8 Zero Textbook Cost Instruction - FY24	\$2,564,932
	R8 Program Innovation - FY24	
	R8 Articulation and Dual Enrollment Support - FY24	
	R8 Computer Networking & Cybersecurity - FY24	
	R8 CE Allied Health Support Program - FY24	
	R8 Job Development/Placement Services - FY24	
	R8 Marketing, Career Education - FY24	
	R8 Career Center Support - FY24	
Oxnard College	R8 Computer Networking & Cybersecurity - FY24	\$2,564,932
	R8 Zero Textbook Cost Instruction - FY24	
	R8 Marketing, Career Education - FY24	
	R8 Program Innovation - FY24	
	R8 Job Development/Placement Services - FY24	
	R8 Articulation and Dual Enrollment Support - FY24	
	R8 Career Center Support - FY24	
Ventura College	R8 Zero Textbook Cost Instruction - FY24	\$2,564,932
	R8 CE Allied Health Support Program - FY24	
	R8 Career Center Support - FY24	
	R8 Job Development/Placement Services - FY24	
	R8 Marketing, Career Education - FY24	
	R8 Program Innovation - FY24	
Ventura County CCD	R8 Program Innovation - FY24	\$2,564,932
	R8 EWD Marketing - FY24	
	R8 Districtwide Career Education Research - FY24	
Santa Barbara City College	R8 Jobspeaker and LinkedIn Learning - Continued	\$924,733
	YR 8 CTE Internship Coordinator/Job Placement Specialist (Job Developer)	
	YR 8 CTE Regional Infrastructure, Instructional, and Employment Preparation	
Regional Consortium (SCCRC/SBCCD)	R8 Jobspeaker and LinkedIn Learning - Continued	\$924,733
TOTAL		\$7,649,116

Appendix D. SCCRC K12 Strong Workforce Program Projects/ Investments for Rounds 4-6

ROUND	LEAD AGENCY	PATHWAY IMPROVEMENT TITLE	TOTAL FUNDED
4	Ojai Unified	Ojai Academy for Digital Media	\$592,126
4	William S. Hart Union High	Increasing College and Career Readiness Experiences for Marginalized Student Groups	\$1,603,388
4	Oxnard Union High	Adapt-Persevere-Engage-Connect: K14 Employee Pipeline for Oxnard-Hueneme-Camarillo-Somis	\$1,687,687
4	Antelope Valley Union High	Elevating Pathway's to AV's Future	\$1,680,860
4	Career Education Center	Project MC2: My Choice, My Career	\$1,011,870
4	Santa Paula Unified	Santa Paula Unified School District's Patient Care Pathway Plan	\$204,982
4	Ventura Unified	Organic Agriculture from Farm to Table to the World	\$843,843
4	Santa Barbara Unified	SBUSD K12 SWP Rd 4 San Marcos High School Health Careers Academy Enhancement and Expansion	\$674,393
4	Santa Barbara County ROP-North	Advancing Pathways in the Priority Sectors: ICT, Engineering, & Manufacturing	\$1,687,687
5	Antelope Valley Union High	High Quality Pathways	\$1,993,953
5	William S. Hart Union High	Preparing Students To Meet Local Workforce Needs	\$2,000,000
5	Conejo Valley Unified	We are R.E.A.D.Y.: Real-world Education, Advisement, Development for Youth	\$999,979
5	Ventura Unified	First Responders: Public Safety and Emergency Response	\$1,000,000
5	San Luis Obispo Co. Office of Education	SLO STEM ED Post Secondary Support & Sustainability	\$2,000,000
5	Guadalupe Union Elementary	Guadalupe Union School District; Increasing Equitable CTE Access for Students of Poverty	\$301,035
5	Santa Barbara Unified	Work Based Learning - STEAM and AME in the CTE Pavilion	\$997,627
5	Oxnard Union High	Reshape, Empower and Opening Doors for Oxnard - Hueneme - Somis - Camarillo	\$575,222
5	Santa Paula Unified	SPUSD Improvement & Expansion Plan- ICT/ Cybersecurity and Engineering Technology	\$286,611
5	Ojai Unified	Providing Wellness Supports While Creating a Mental Health Workforce	\$366,808
6	William S. Hart Union High	Preparing Students To Fill Local Jobs In Product Innovation & Design and Food Service & Hospitality	\$1,800,446
6	Oxnard Union High	Building Skilled Trades in Construction and Advanced Manufacturing	\$467,760
6	iLEAD Hybrid	iLEAD The Way: Building College/Career Readiness in Small Charter Schools	\$899,006
6	Antelope Valley Union High	Advancing High-Quality Pathways	\$1,440,296
6	Fillmore Unified	Design Education for Students Interested in Graphics and Narration (DESIGN@Fillmore) Project	\$326,343
6	Career Education Center	Preparing the Next Generation: Healthcare & Public Safety Pipelines	\$1,328,626
6	Santa Barbara County ROP-North	Build, Improve & Align K-14 CTE Pathways to ensure English Learner Success	\$1,440,446
6	Ojai Unified	The Business of Education	\$329,275
6	Santa Barbara Unified	Re-engaging SED Students Through Mentorship & Community Connection	\$640,113
6	Ventura Unified	Building a Sustainable Student-Run Business Enterprise	\$405,446
6	Santa Paula Unified	Creating a Building & Construction Academy in Santa Paula	\$149,187
6	San Luis Obispo Co. Office of Education	SLO STEM ED Post Secondary Enhancements, Support, & Sustainability 2023-2026	\$810,446