

CALIFORNIA COMMUNITY COLLEGES

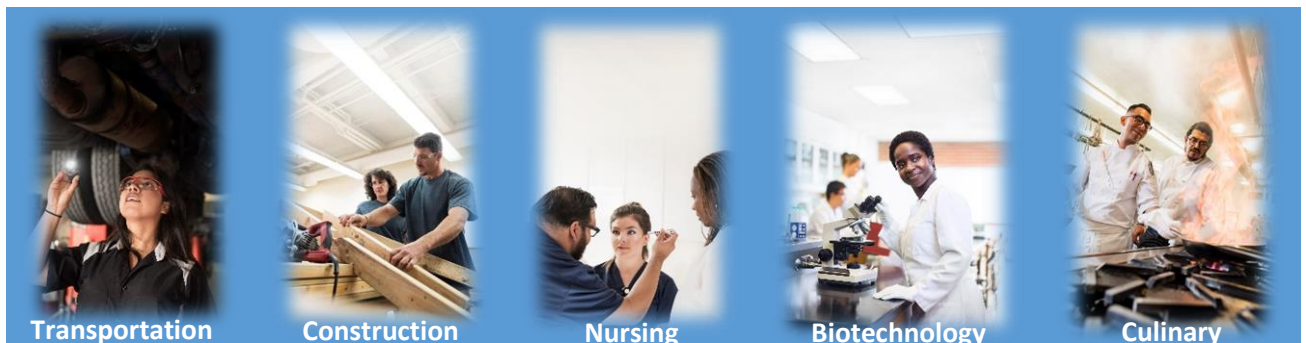
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## **Strong Workforce Program Regional Project Investments**

Orange County Region  
Community College  
2017-2018 • 2018-2019  
Allocations

Orange County Region  
K12 • Local Education Agency  
2018-2019  
Allocation



Strong Work**Force**

**Note: The information for projects was retrieved directly from NOVA applications. Please submit any updates and/or corrections to the project lead and/or OC director.**

October 2019 Publication

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CALIFORNIA COMMUNITY COLLEGES

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# Total Strong Workforce Program Investments Listings

## Community College and K12 Local Education Agencies



Strong WorkForce



<b>2017-2018 Strong Workforce Program – Community College Regional Investments</b>		
<b>Project Lead Institution</b>	<b>Project Name</b>	<b>Total SWP Investment</b>
Coast Community College District	Pathways and Early College Credit Regional Scale-Up	\$1,755,600.00
Coastline Community College	Cyber Patriot II	\$420,000.00
	Netlab II	\$742,000.00
Cypress College	K12 Community College Crosswalk Enrollment Tool	\$350,000.00
Golden West College	Data Science Specialist Pathway Creation	\$94,250.00
North Orange Continuing Education	Orange County Regional Work-Based Learning and Job Placement Project	\$900,000.00
Rancho Santiago Community College District	Enrollment Concierge	\$630,780.00
	IT Fundamentals Course – Dual Enrollment Project	\$72,500.00
	National Cyber League – CC Student Cybersecurity Competitions	\$74,075.00
	Orange County Strong Workforce Regional Research Analyst & OC Center of Excellence	\$340,000.00
Saddleback College	Regional Career Education Marketing and Branding	\$2,000,000.00
	Vertical Sector Lead (VSL): Allied Health	\$300,000.00
Santiago Canyon College	Automation Pathways	\$740,000.00
	Biotechnology Consortia Orange County Collaborative	\$512,623.00
	Orange County Careers in Education Pathway Collaborative	\$747,072.00
<b>Grand Total Strong Workforce Program Investments - Community College 2017-2018 Allocations</b>		<b>\$9,678,900.00</b>

<b>2018-2019 Strong Workforce Program – Community College Regional Investments</b>		
<b>Project Lead Institution</b>	<b>Project Name</b>	<b>Total SWP Investment</b>
Coast Community College District	Pathways and Early College Credit Regional Scale-Up	\$825,000.00
Coastline Community College	Cyber Patriot II	\$420,000.00
	Netlab II	\$430,000.00
Cypress College	K12 Community College Crosswalk Enrollment Tool	\$350,000.00
Golden West College	Data Science Specialist Pathway Creation	\$186,350.00
North Orange Continuing Education	Orange County Regional Work-Based Learning and Job Placement Project	\$1,382,856.00
Orange Coast College	Next Gen Drone and Autonomous Systems Technology Collaborative	\$800,000.00
Rancho Santiago Community College District	Orange County Strong Workforce Regional Research Analyst & OC Center of Excellence	\$340,000.00
Saddleback College	Regional Career Education Marketing and Branding	\$2,000,000.00
	Vertical Sector Lead (VSL): Allied Health	\$300,000.00
Santiago Canyon College	Automation Pathways	\$355,000.00
	Biotechnology Consortia Orange County Collaborative	\$635,193.00
	Orange County Careers in Education Pathway Collaborative	\$975,458.00
<b>Grand Total Strong Workforce Program Investments - Community College 2018-2019 Allocations</b>		<b>\$8,999,857.00</b>

<b>2018-2019 Strong Workforce Program – K12 Local Education Agency Regional Investments</b>		
<b>Project Lead Institution</b>	<b>Project Name</b>	<b>Total SWP Investment</b>
<b>Garden Grove Unified School District</b>	CTE Student Leadership	\$75,000.00
<b>Orange County Department of Education</b>	Advancing Career Counseling in Orange County (OC Pathways Consortium Initiative)	\$4,630,549.00
	Building CTE Dual Enrollment in Orange County (OC Pathway Consortium Initiative)	\$2,109,168.00
	Creating Industry Certification Opportunities for OC (OC Pathways Consortium Initiative)	\$529,017.00
	Designing Career Based Student Leadership in OC (OC Pathways Consortium Initiative)	\$1,999,828.00
	Enhancing Career Education Pedagogies (OC Pathway Consortium Initiative)	\$1,453,128.00
	Forming Orange County Integrated Pathway Teams (OC Pathway Consortium Initiative)	\$400,000.00
	Heightening Work-Based Learning in Orange County (OC Pathway Consortium Initiative)	\$219,773.00
<b>Santa Ana Unified School District</b>	College and Career Focused Culture	\$1,411,910.00
<b>Grand Total Strong Workforce Program Investments 2018-2019 - K12 LEA Allocations</b>		<b>\$12,828,373.00</b>

CALIFORNIA COMMUNITY COLLEGES



# 2017-2018

# Strong Workforce Program

# Community College Regional Project Investments



California Community Colleges Strong WorkForce



**LEAD INSTITUTION**

**Coast Community College  
District**

**Pathways and Early College Credit Regional Scale-Up**

**Description:** This project will enhance regional alignment and collaboration to broadly scale up career pathways and provide dual enrollment and early college credit opportunities through technical assistance, resource development, and enhanced data use. The alignment and standardization of these processes will significantly improve CTE student enrollments, completion, transfer rates, employment and earnings that align with the Strong Workforce Program metrics.

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$1,755,600.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Sector: Across All**

**Participating Community College Partners**

Coast Community College District • Cypress College • Fullerton College • Golden West College • Irvine Valley College • North Orange County Community College District • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Ana College • Santiago Canyon College • South Orange Community College District

**2017-2018  
WORKPLAN 1  
MAJOR ACTIVITIES**

1. Recruit and onboard Project Director/Pathway Specialists to work with colleges and districts in designing and implementing pathways to increase student enrollment and completion of CTE certificates and degrees, and build the talent pipeline across specific industry sectors.
2. Develop evidence-based early college credit practices and key success metrics to evaluate the effectiveness of pathways and promote long term sustainability
3. Integrate career pathways with counseling and student support initiatives, linking real actionable information on college programs to the workforce, making the process of exploring, entering, and completing pathways easier for students.
4. Convene colleges to develop regional processes and procedures to ensure systematic data collection and reporting of early college credit to effectively implement, monitor and improve pathways.
5. Identify and map career pathways at community colleges, including non-credit pathways, and ensure data is captured in local MIS.
6. Establish best practices for developing dual enrollment partnerships to manage consistency and quality of agreements, including shared templates and a repository of agreements as models for scale up.
7. Develop regional data collection instruments including surveys and environmental scans to guide program development; utilize tools such as data dashboards to benchmark progress.
8. Expand analysis and use of data across K-12 and college systems, linking employment outcomes and other data with course-taking patterns, persistence and retention rates.
9. Develop effective K-14 partnerships and data driven plan for building a regional approach for dual enrollment and early college credit aligned with workforce demand and projections.

**2017-2018  
WORKPLAN 1  
MAJOR OUTCOMES**

1. Strong Workforce Program metrics met, including: 1) increased enrollments; 2) increased number of students who earn degrees, credentials, and certificates; 3) increased percentage of CTE students who report being employed in their field of study; 4) reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups; 5) reduced regional achievement gaps across all of the above measures through faster improvements among colleges located in the region.
2. More effective coordination between high schools and community colleges to establish and maintain early college credit programs.
3. Successful implementation of Career Education pathways
4. Increased awareness among K-12 counselors of careers, pathways, and community college programs



2017-2018  
SWP  
METRICS

**Number of Enrollments against 2015-2016 Baseline year (Baseline Enrollments across all sectors is 1,290,149)**  
**Number of Student Who Got a Degree or Certificate against 2015-16 Baseline Year (Baseline across all sectors is 18,311)**

2017-2018  
TASK FORCE  
RECOMMENDATIONS

- Student Success**
  - 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
  - 2. Improve CTE student progress and outcomes.
- Career Pathway**
  - 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
- Workforce Data & Outcomes**
  - 6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
- Curriculum**
  - 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
  - 10. Facilitate curricular portability across institutions.
  - 11. Develop, identify and disseminate effective CTE practices.
- CTE Faculty**
  - 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
- Regional Coordination**
  - 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
  - 18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
  - 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  - 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.
- Funding**
  - 21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.

**Orange County Dual Enrollment Convening, led by Coast Community College District on behalf of the Pathways and Early College Credit Regional Scale-up Project**





## Cyber Patriot II

**Description:** The project is intended to provide a K-12 Cybersecurity Competition Pathway into regional community colleges.

### LEAD INSTITUTION

Coastline Community College

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$420,000.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Priority Sector: Information & Communication Technologies/Digital Media**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Irvine Valley College • Saddleback College • Santa Ana College

2017-2018  
WORKPLAN 1  
MAJOR ACTIVITIES

1. Provide competition environment for K-12 CyberPatriot Teams.
2. Provide workshops to develop competition skills.
3. Provide completion expenses including team coordinator, mentors, registration, buses, food materials, summer camps, year-round training and awards event.

2017-2018  
WORKPLAN 1  
MAJOR OUTCOMES

**The major outcomes expected from the CyberPatriot activities include:**

1. Increased cybersecurity/networking knowledge and awareness.
2. Increased enrollment Increased transfer.
3. Increased job placements Development of Cybersecurity Pathways better trained cybersecurity workforce.

**2017-2018  
SWP METRICS**

**Number of Enrollments against 2015-2016 Baseline year for Computer Infrastructure and Support of 5,404**

2017-2018  
TASK FORCE  
RECOMMENDATIONS

- |                                      |  |
|--------------------------------------|--|
| <b>Student Success</b>               | <ol style="list-style-type: none"> <li>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</li> <li>2. Improve CTE student progress outcomes.</li> </ol>   |
| <b>Career Pathway</b>                | <ol style="list-style-type: none"> <li>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.</li> </ol>   |
| <b>Workforce Data &amp; Outcomes</b> | <ol style="list-style-type: none"> <li>6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.</li> </ol>   |
| <b>Regional Coordination</b>         | <ol style="list-style-type: none"> <li>19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.</li> <li>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</li> </ol> |

### Coastline Community College Cyber Patriot



### Cypress College Cyber Patriot





## Netlab II

**Description:** This project is intended to build out the Virtual Netlabs environment and provide virtual classroom access to colleges in Los Angeles and Orange Counties. Project includes centralization of Netlabs/Cisco equipment, support, and installation for the equipment.

### LEAD INSTITUTION

Coastline Community College

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$742,000.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Priority Sector: Information & Communication Technologies/Digital Media**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Irvine Valley College • Saddleback College • Santa Ana College

2017-2018  
 WORKPLAN 1  
 MAJOR ACTIVITIES

1. Complete Infrastructure build-out.
2. Incorporate existing equipment from partnering institutions.
3. Pilot Spring 2018 four-five institutions running limited classes through Netlabs.
4. Full rollout - Fall 2018 to all Orange County partner institutions to run classes through NetLabs.
5. Begin updates/replacement schedules for equipment.

2017-2018  
 WORKPLAN 1  
 MAJOR OUTCOMES

The anticipated outcomes from the Regional NetLabs project stem from the virtual environment where students access desktop and server environments to complete lab assignments. There are three major outcomes associated with this project. First, by providing a centralized virtual delivery platform, the NetLabs project eliminates the duplication of software licenses for those partner colleges whose courses access NetLabs from their local computer labs. Next, NetLabs provide students with access to different virtual environments where the networks are manipulated by the students, a class utilizing software on a desktop, or with specialized appliances such as Cisco. Finally, the lab environments are available for student use on a 24/7 basis based on individual reservations resulting in the expansion of the students' access to specialized environments even from their homes.

2017-2018  
 SWP METRICS

**Number of Enrollments against 2015-2016 Baseline year for Computer Infrastructure and Support of 5,404**  
**Number of Students Who Got a Degree or Certificate in 2015-2016 Baseline Year for Computer Infrastructure and Support of 237**

2017-2018  
 TASK FORCE  
 RECOMMENDATIONS

- Student Success** 1. Improve CTE student progress and outcomes.
- Regional Coordination** 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.  
 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.





**LEAD INSTITUTION**

**Cypress College**

**K12 Community College Crosswalk Enrollment Tool**

**Description:** This CTE Crosswalk proposal will provide for the implementation of the K12 to Community College Crosswalk Enrollment Tool. Through this tool, collaboration among the 9 community colleges, the North Orange Continuing Education, and 15 K12 school districts in Orange County will enable gains in the matriculation of CTE students from secondary to post-secondary. The tool identifies the CTE pathways in the Orange County high schools and aligns them to their community college pathway matches.

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$350,000.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Sector: Across All**

**Participating Community College Partners**

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College

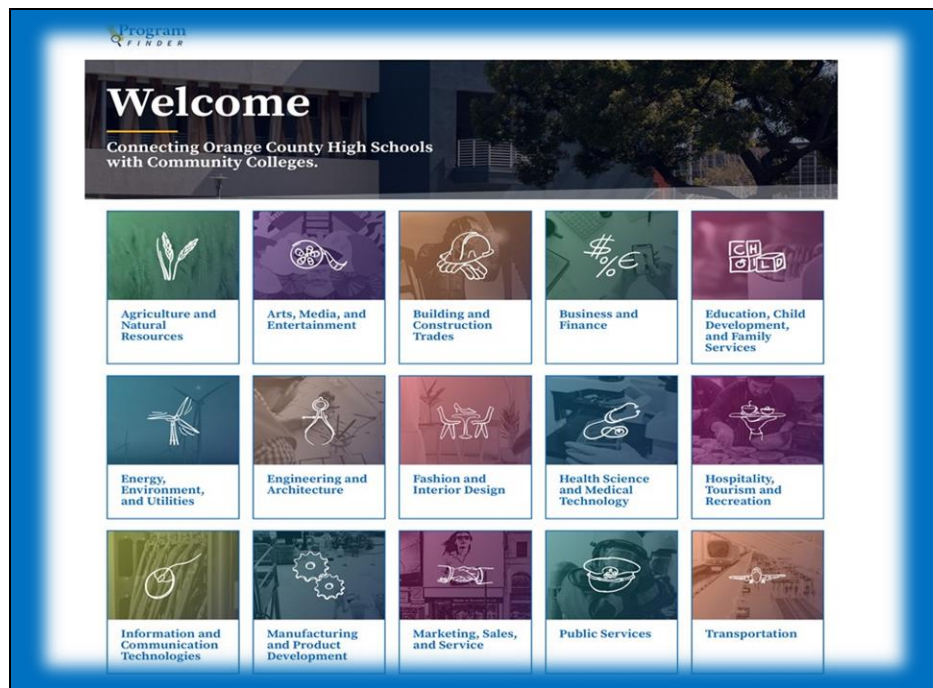
2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p><b>MENTOR COLLEGES:</b> As a mentor college, the College will assign one or more faculty to assist an LA region college to integrate into their program(s) of study any or all of the following: the Health Occupation Courses (HOCs) and Health Sciences Foundation Certificate, Digital Badges and assessments, Healthcare Orientation and the Healthcare Work Readiness Certification. The faculty mentor will be placed with a college and matched based on the interests, expertise and experience of the faculty. Faculty may be asked to mentor more than one college</p>
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<p>Ring Colleges are successfully mentored and integrate one or more of the Health Science Innovations. Mentor colleges further refine their work.</p>
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<p><b>FOR MENTEE COLLEGES:</b> The College faculty will work with an LACCD Faculty Mentor to integrate one or more of the following into the identified program of study: a) Health Occupation Courses (HOCs) and Health Science Foundation Certificate; b) Digital Badges and assessments; c) Healthcare Orientation; d) Healthcare Work Readiness Certification.</p> <ol style="list-style-type: none"> <li>1. The faculty member will work with the administration and faculty at the college to determine the most beneficial way to utilize the foundation/core curriculum innovations and our particular college and will work with the LACCD Faculty Mentors to integrate;</li> <li>2. Faculty will be matched with the LATTTC Faculty Mentors based on the interests, expertise and experience of the faculty. Faculty may have more than one mentor assigned</li> </ol>
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Ring Colleges are successfully mentored and integrate one or more of the Health Science Innovations.</li> <li>2. Student earn the Health Science Work Readiness Certificate and Digital Badge</li> <li>3. Students are placed in entry-level employment in Healthcare settings.</li> </ol>

2017-2018  
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year (Baseline Enrollments across all sectors is 1,290,149)  
Number of Student Who Got a Degree or Certificate against 2015-16 Baseline Year (Baseline across all sectors is 18,311)

2017-2018  
TASK FORCE  
RECOMMENDATIONS

- Student Success**
  - 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
  - 2. Improve CTE student progress and outcomes.
- Career Pathway**
  - 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Workforce Data & Outcomes**
  - 5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
  - 6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
- Curriculum**
  - 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Regional Coordination**
  - 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  - 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs
- Funding**
  - 21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.





## Data Science Specialist Pathway Creation

**Description:** Business and industry processes are becoming more data-intensive. Using data to analyze business processes and workflow will require new skills from all employees. Numerous studies point to the need for more employees, not just a subset of researchers or Information Technology (IT) professionals, to be able to see the big picture of capturing, managing, and making sense of data in order to do their jobs effectively. This project will research and create a regional curriculum for Data Science.

### LEAD INSTITUTION

Golden West College

**Budget Allocation Year: 2017-2018**

**Total Project Budget: \$94,250.00**

**Project Performance Period: 7/1/2017 – 12/31/2019**

**Industry Sector: Information & Communication Technologies/Digital Media**

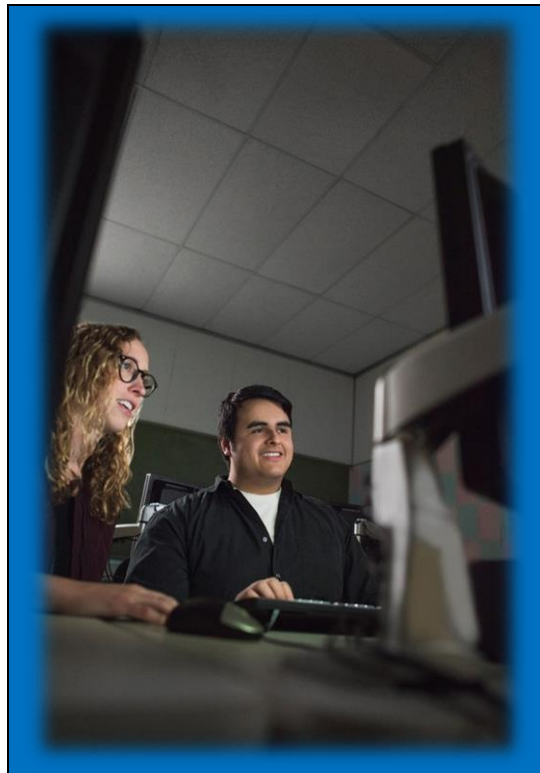
### Participating Community College Partners

Cerritos College • Coast Community College District • Coastline Community College • Golden West College • Irvine Valley College • Long Beach City • North Orange County Community College District • North Orange Continuing Education • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Ana College • Santiago Canyon College • South Orange Community College District

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p>Phase 1 will convene industry experts, faculty and Deputy Sector Navigators to assess the data skills and competencies for specific sectors and job roles. The deliverables produced from this initial phase will be a data analyst profile that identifies the entry, middle and high-level skills, knowledge and behaviors that are needed to succeed in the workplace.</p> <p>Deliverables from Phase 1 will set the stage for curriculum development. Building on work done nationally, Orange County experts and industry will verify the profile to fit regional needs. Continuing funding in R2 Year 2.</p>
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<p>Major outcomes align with Strong Workforce Program metrics including:</p> <ol style="list-style-type: none"> <li>1. Increasing enrollments;</li> <li>2. Increasing the number of students annually who earn degrees, credentials, certificates or specific skill sets to prepare them for an in-demand job;</li> <li>3. Increasing the percentage of CTE students who report being employed in their field of study;</li> <li>4. Reducing equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups;</li> <li>5. Reducing regional achievement gaps across all of the above measures through faster improvements among colleges located in the region.</li> </ol>
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<p>Phase 2 will bring together faculty and industry partners to lead curriculum development in data analytics and will enable the Orange County region to create a regionally approved Data Science Specialist (title to be determined by industry) program of study that each participating college will be able to use. IT courses will provide the core foundation for the pathway, with stackable certificates offering multiple entry and exit points, creating a flexible program that meets the needs of traditional and adult students, as well as skill builders. Internship programs and work-based learning experiences will be developed to equip students with the skills required to manage and analyze information in the context of the industries in which they work. The curriculum will be developed with Open Education Resource (OER) as the goal for the program. Additionally, the project will utilize the Regional NetLabs, hosted at Coastline Community College, for software and data housing and processing needs. A program shell for each course in the Certificate will be created in Canvas so that each college can easily use if desired. Most classes for this program already exist at the colleges and need to be regrouped in order to fit the needs of this job description.</p>
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<p><b>Deliverables for Regional Use:</b></p> <ol style="list-style-type: none"> <li>1. Regionally approved program of study that each college can follow to create the program at their college.</li> <li>2. K-16 Pathway Maps</li> <li>3. Marketing Collateral- Web presentation (ex. BIW), print materials, etc.</li> <li>4. OER Shell(s) in Canvas for faculty use and online delivery</li> </ol>

2017-2018  
TASK FORCE  
RECOMMENDATIONS

- Student Success** 2. Improve CTE student progress and outcomes.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Workforce Data & Outcomes** 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
- Curriculum** 10. Facilitate curricular portability across institutions.
- CTE Faculty** 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
- Regional Coordination** 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.  
  
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.  
  
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.







## Orange County Regional Work-Based Learning and Job Placement Project

**Description:** The OC Work-Based Learning and Job Placement project is designed to research, develop, and implement a sustainable, regional approach to career services, work-based learning, internship, job placement, and employment engagement for students, employers, colleges/schools, and community partners. This network will be designed to promote: career exploration, employability skills attainment, employer engagement, work-based learning, and job placement opportunities to address Strong Workforce metrics.

### LEAD INSTITUTION

**North Orange Continuing Education**

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$1,201,418.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Priority Sector: Across All**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • North Orange Continuing Education • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College

2017-2018	WORKPLAN 1	MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Hire a regional project director and other staff needed to complete the activities of the grant</li> <li>2. Provide release time for the regional lead to participate in the Work-Based Learning Planning and Tools Pilot program and coordinate the regional efforts of this project</li> <li>3. Provide regular updates to the Orange County region on new tools and resources and project efforts</li> <li>4. Purchase one-time computer equipment to support grant funded staff</li> <li>5. Participate in state-wide and regional training, conference, and workshop opportunities</li> <li>6. Plan, develop, implement, and oversee all of the regional activities for Work-Based Learning and Job Placement.</li> </ol>
	WORKPLAN 1	MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Builds staffing capacity and provides the necessary equipment and supplies to effectively administer the projects activities.</li> <li>2. Ensures all regional Work-Based Learning and Job Placement activities are consistent with the grant funding and guidelines.</li> <li>3. Provides technical support for all Orange County constituencies.</li> <li>4. Ensures the regional collection of data valid measurement of outcomes as related to Strong Workforce and Doing What Matters.</li> <li>5. Provides for a liaison between the state, region, and local efforts to eliminate duplication of efforts as well as allows for clear and updated dissemination of efforts, tools, and trainings.</li> <li>6. Provides a co-lead for the Work-Based Learning Planning and Tools Pilot program as well as with the regional efforts to help represent both credit and noncredit CTE programs and efforts.</li> </ol>
2017-2018	WORKPLAN 2	MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Develop a regional steering committee of representatives from the 10 Orange County schools, K-12, DSN's, other employer related agencies, faculty, students, and Adult Education Block Grant staff.</li> </ol>
	WORKPLAN 2	MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Formation of a regional steering committee to make sure all schools, partners, and community agencies are represented in the development and implementation of a regional plan and the activities of this project.</li> <li>2. Local participation and buy-in toward building a regional Work-Based Learning and Job Placement plan that values: the continuum from career exploration to job placement; employer centric (ease of use, single point of entry, and single profile); job-seeker centric (ease of use, single point of entry, and portable portfolio); partnering with "intermediaries" and community agencies; respects existing community college and business partnerships; builds on and expands existing best practices; scalable and sustainable; and accountability toward outcome metrics.</li> </ol>

2017-2018	WORKPLAN 3	MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Perform a regional gap analysis and assessment of additional student needs, employer needs, community college and adult education center needs and strengths, community partner needs and strengths, K-12 needs and strengths, and special populations needs – includes leveraging the US Chamber Pilot Employer Assessment through the Regional Chambers.</li> <li>2. Conduct research, data collection, analysis, evaluation and assessment of the region and our constituent groups as well as for the overall project.</li> </ol>
2017-2018	WORKPLAN 3	MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. A needs and gap analysis for the region in regards to work-based learning and job placement.</li> <li>2. An assessment plan and recommendations from the regional steering committee on ways to create a unified regional entry point that works with and enhances existing tools and processes used within the 10 Orange County schools.</li> <li>3. Increased data to measure the metrics, which will better inform our schools of identified training and skills gaps.</li> <li>4. Regional unification and leveraging of state-recommended tools and platforms.</li> <li>5. Increased career exploration opportunities for all student.</li> <li>6. Expanded Work-Based Learning and internship opportunities in order to better prepare students for the workplace, provide hands-on experiences, and increase program completions.</li> <li>7. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.</li> <li>8. Improved leveraging of existing services offered within the Orange County region.</li> <li>9. Determine costs impact of going to open regional platform and look at ways to either reduce existing costs or develop a solution that would not increase the existing costs of any one institution for a sustainable model.</li> <li>10. Development of an evaluation and assessment tool to determine effectiveness of project.</li> </ol>
2017-2018	WORKPLAN 4	MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Submit the grant application and fund the Orange County Regions' participation in the Statewide Work-Based Learning Planning and Tools Pilot.</li> </ol>
2017-2018	WORKPLAN 4	MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Pilot a work-based learning set of tools that are student-, employer-, college-, and community partner-centric.</li> <li>2. Regional piloting of state-recommended tools and platforms</li> </ol>
2017-2018	WORKPLAN 5	MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Provide release time of the regional co-lead to participate in the Work-Based Learning Planning and Tools Pilot program and help guide the regional and statewide efforts of this project</li> </ol>
2017-2018	WORKPLAN 5	MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Provides a co-lead for the Work-Based Learning Planning and Tools Pilot program as well as with the regional efforts to help represent both credit and noncredit CTE programs and efforts.</li> </ol>

2017-2018  
WORKPLAN 6  
MAJOR ACTIVITIES

1. Participate as a Region in the Work-Based Learning Planning and Tools Pilot
2. Provide regular updates to the Orange County region on new tools and resources
3. Develop and coordinate training activities throughout the region for employers, partner agencies, students, faculty and other staff on how to incorporate the tools and resources into curriculum, career centers, colleges, etc.
4. Provide portability for students who may switch institutions and consistency for those students who already attend multiple institutions
5. Increase Work-Based Learning, job, and internship opportunities
6. Provide professional development for students, faculty, college staff, community partners, and employers on the regional tools
7. Partner with the Statewide CCC Foundation Work-Based Learning Planning and Tools Pilot staff and CCCAOE to host a series of conference workshop and/or meetings at the Spring 2018 CCCAOE Conference. These will highlight available Work-Based Learning tools and employment related platforms, determine how all these platforms can interact, and gain a regional and statewide perspective on ways to use/expand/leverage the resources supported by the state and other initiatives
8. Participate in state-wide and regional training, conference, and workshop opportunities

2017-2018  
WORKPLAN 6  
MAJOR OUTCOMES

1. Pilot a work-based learning set of tools that are student-, employer-, college-, and community partner-centric.
2. Increased data to measure the metrics, which will better inform our schools of identified training and skills gaps.
3. Increased employment opportunities for students.
4. Increased qualified applicants and employees for our business/industry partners in order to meet their needs.
5. Regional use of state-recommended tools and platforms.
6. Increased training opportunities for faculty and staff on the available resources and how to use and/or incorporate them into curriculum.
7. Increased career exploration opportunities for all student.
8. Expanded Work-Based Learning and internship opportunities in order to better prepare students for the workplace, provide hands-on experiences, and increase program completions.
9. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.
10. Vertical alignment with K-12, universities, noncredit CTE, adult education, community partners, and other state-wide/regional initiatives.
11. Determine costs impact of going to open regional platform and look at ways to either reduce existing costs or develop a solution that would not increase the existing costs of any one institution for a sustainable model.

**Orange County Work Based meeting, a partnership with the [Foundation for California Community Colleges](#) to develop employment and internship opportunities for our students, as well as industry connections.**



2017-2018

WORKPLAN 7

MAJOR ACTIVITIES

1. Develop a long-term sustainable strategy on how to use the regional gap analysis and assessment to leverage other regional resources; centralize access for employers, partners, students and colleges; strengthen data collection related to the metrics (student job and wage data, employer skills data, etc.); and create a regional platform/virtual hub.
2. Provide regular updates to the Orange County region on new tools and resources.
3. Develop and coordinate training activities throughout the region for employers, partner agencies, students, faculty and other staff on how to incorporate the tools and resources into curriculum, career centers, colleges, etc.
3. Provide portability for students who may switch institutions and consistency for those students who already attend multiple institutions.
4. Increase Work-Based Learning, job, and internship opportunities.
5. Provide professional development for students, faculty, college staff, community partners, and employers on the regional tools.
6. Purchase software, develop a regional website, and/or contribute to the increased development of existing tools supported by the CCCC in order to ensure all 10 Orange County institutions, AEBG, business/industry, students, and other outside partners/agencies have centralized access for student, schools, and employers to increase work-based learning and employment opportunities for all students within the region.
7. Create training videos for faculty, staff, students, and employers on how to use and/or leverage the new tools; on work-based learning and internships; and soft-skills such as resume writing, interview techniques, etc.
8. Create links on the new website to each of the colleges to highlight their processes and information pages regarding work-based learning, internships, and job placement.

2017-2018

WORKPLAN 7

MAJOR OUTCOMES

1. A unified system or suite of tools that are student-, employer-, college-, and community partner-centric.
2. Increased employment opportunities for students.
3. Increased qualified applicants and employees for our business/industry partners in order to meet their needs.
4. Regional unification and leveraging of state-recommended tools and platforms.
5. Increased training opportunities for faculty and staff on the available resources and how to use and/or incorporate them into curriculum.
6. Increased career exploration opportunities for all student.
7. Expanded Work-Based Learning and internship opportunities in order to better prepare students for the workplace, provide hands-on experiences, and increase program completions.
8. Improved student employability and technical skills which will increase their employment opportunities as well as ensure their ability to maintain employment.
9. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.
10. Improved leveraging of existing services offered within the Orange County region.
11. Vertical alignment with K-12, universities, noncredit CTE, adult education, community partners, and other state-wide/regional initiatives.



2017-2018

WORKPLAN 8

MAJOR ACTIVITIES

1. Provide regular updates to the Orange County region on new tools and resources.
2. Develop and coordinate training activities throughout the region for employers, partner agencies, students, faculty and other staff on how to incorporate the tools and resources into curriculum, career centers, colleges, etc.
3. Fund short-term projects to test expansion of existing employer engagement, job placement, work-based learning, and student resources projects and/or new projects/partnerships that can be developed to meet the regional needs for job placement, employer engagement, training, and other related career services. This will help us determine who is best equipped to handle activities such as job placement, career services, and employer engagement as well as which ones are sustainable once the grant funding has ended.
4. Provide professional development for students, faculty, college staff, community partners, and employers on the regional tools.

2017-2018

WORKPLAN 8

MAJOR OUTCOMES

1. Increased employment opportunities for students,
2. Increase work-based learning, job, and internship opportunities.
3. Increased qualified applicants and employees for our business/industry partners to meet their needs.
4. Increased career exploration opportunities for all student.
5. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.
6. Improved leveraging of existing services offered within the Orange County region.
7. Vertical alignment with K-12, universities, noncredit CTE, adult education, community partners, and other state-wide/regional initiatives.

2017-2018  
SWP METRICS

Number of Enrollments against 2015-2016 baseline year of 1,290,149 enrollments across all sectors  
 Percentage of Students Employed in the Second Fiscal Quarter After Exit of 66 against 2014-2015  
 Percentage of Students Employed in the Fourth Fiscal Quarter After Exit of 66 against 2014-2015  
 Median Earnings (in dollars) in the Second Fiscal Quarter After Exit of 10,217 against 2014-2015  
 Median Percentage Change in Earnings of 31 against 2014-2015  
 Percentage Who Attained a Living Wage of 45 against 2014-2015

2017-2018

TASK FORCE

RECOMMENDATIONS

- Student Success**
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
  2. Improve CTE student progress outcomes.
- Career Pathway**
3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
- Workforce Data & Outcomes**
6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
- CTE Faculty**
15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
  16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.
- Regional Coordination**
17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
  19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.



## Enrollment Concierge

**Description:** The Concierge Enrollment program offers prospective students a signature customized experience designed to help them match them to their best fit priority program, provide a map for how to navigate the CCC enrollment process related to these occupations and offer a mentor to guide the client from interest to attendance to a very personalized, supportive and easy to access way.

### LEAD INSTITUTION

**Rancho Santiago Community College District**

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$ 630,780.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Sector: Across All**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Ana College • Santiago Canyon College

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Via Marketing, the student will be guided to the multi sector website.</li> <li>2. A 15 min. assessment tool will be completed by the student to determine best industry fit.</li> <li>3. After completing the tool, the student will be connected to a Concierge Advisor to help clarify interests and answer questions.</li> <li>4. The Advisor may also connect the student to faculty in the programs of interest for additional information or to arrange a meeting.</li> <li>5. Once the program interest has been identified, the Advisor will work closely with the student to complete the enrollment process.</li> <li>6. Once the student has matriculated, they would be connected to a counselor on campus.</li> </ol>
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Increase enrollment by offering new courses that lead to entry-level positions in well-paying cybersecurity careers.</li> <li>2. Increase enrollment by offering new courses that lead to 4-year transfers.</li> <li>3. Increase enrollment with media, advertising new course and program opportunities.</li> </ol>

### 2017-2018 SWP METRICS

**Number of Enrollments against 2017-2018 Baseline year across all sectors**

### 2017-2018 TASK FORCE RECOMMENDATIONS

**Student Success**

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.

**Career Pathway**

3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.



**LEAD INSTITUTION**

**Rancho Santiago Community College District**

**IT Fundamentals Course - Dual Enrollment Project**

**Description:** The purpose of this project is to develop a course that will serve as a pathways entry course for programs in the Region that are focused on career paths that lead to employment in a profession identified in the SOC Codes listed below, and lead to student attainment of the CompTIA IT Fundamentals certification based upon the new exam objectives detailed on the CompTIA site and available at the following URL:

<https://drive.google.com/open?id=1CpBFP1-zJL1mwr7Z1FaxB13niWLdrFAW>

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$72,500.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Priority Sector: Information and Communication Technologies/Digital Media**

**Participating Community College Partners**

Coastline Community College • Cypress College • Fullerton College • Irvine Valley College • Rancho Santiago Community College District • Saddleback College • Santa Ana College

**2017-2018  
WORKPLAN 1  
MAJOR ACTIVITIES**

The activities defined below focus on Academic Year 2018-19. However it is expected that if these activities meet their major outcomes, it may be continued through academic years 2019-20 and 2020-21.

1. The creation of a new academic course that is aligned with the exam objectives of the CompTIA IT Fundamentals certification, coupled with colleges’ adoption and scheduling of the course. Because of its content the course will be well suited for “dual enrollment,” providing a pathway course for high school students into college programs that focus on IT and cybersecurity.
2. The development of supplemental learning resources that can be made available to participating students at no cost.

**2017-2018  
WORKPLAN 1  
MAJOR OUTCOMES**

1. Provide a measurable outcome identifying success rates relative to participating students who managed to obtain CompTIA’s IT Fundamentals Certification.
2. Provide faculty with quality curriculum and learning content designed to promote student and faculty success relative to the technical content.
3. Increase enrollments by students in programs associated with IT and cybersecurity through pathways development.
4. Increase earnings of students who complete our courses and programs relating to IT and cybersecurity by focusing on high wage / high demand fields of study.

**2017-2018  
SWP METRICS**

**Number of Enrollments against 2015-2016 Baseline year for the following Programs:  
 Computer Information Systems Baseline Enrollment of 240  
 Computer Support Baseline Enrollment of 240**

**2017-2018  
TASK FORCE  
RECOMMENDATIONS**

- |                        |  |
|------------------------|--|
| <b>Student Success</b> | <ol style="list-style-type: none"> <li>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</li> <li>2. Improve CTE student progress and outcomes.</li> </ol> |
| <b>Career Pathway</b>  | <ol style="list-style-type: none"> <li>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.</li> </ol>  |
| <b>Curriculum</b>      | <ol style="list-style-type: none"> <li>11. Develop, identify and disseminate effective CTE practices.</li> </ol>   |



## National Cyber League - Community College Student Cybersecurity Competitions

**Description:** Provide funding for community college students to participate in a “capture the flag” cybersecurity competitions that are developed by the National Cyber League, a non-profit organization designed to provide a competition that broadens the qualifications enabling college students who are not full-time to participate (CCDC competitions limited to full-time students).

### LEAD INSTITUTION

**Rancho Santiago Community College District**

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$74,075.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Sector: Information and Communication Technologies/Digital Media**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Irvine Valley College • Saddleback College  
 • Santa Ana College

2017-2018  
WORKPLAN 1  
MAJOR ACTIVITIES

The activities defined below focus on Academic Year 2018-19. However, it is expected that if these activities meet their major outcomes, it may be continued through academic years 2019-20 and 2020-21. National Cyber League competitions contain two distinct seasons. For the “Fall Season” there are two segments. The first involves individual competition where each student competes individually. This individual competition is designed to measure both the strengths and weaknesses of individual performance. The second segment involves “team competition” where groups of students from each educational institution will be assigned to a specific team (with a maximum team size of 5 students), and each team will be responsible for team member collaboration and group work. Teams from each educational institution will compete against teams from their college as well as teams from across the region. Competition for the “Spring Season” mirrors this structure but different competition content is provided.

2017-2018  
WORKPLAN 1  
MAJOR OUTCOMES

1. Increase enrollments in existing classes through the utilization of a gamification form of learning content designed to attract students with the utilization of a competitive component structure that is designed to enhance student learning.
2. Increase recognition of college programs that focus on cybersecurity, through communication efforts designed to increase public awareness of the programs through announcements that relate to specific competition activities.
3. Provide instructors with learning content that can be easily incorporated into their existing courses and are designed to peak the interests of students in cybersecurity as a profession attainable by obtaining a series of recognized industry certifications.
4. Provide students with the opportunity to develop, through hands-on training, employable skills utilizing cybersecurity techniques and tools recognized as essential abilities of cybersecurity professionals. For specific information about the nature and structure of National Cyber League activities, attention is directed to its website at <https://www.nationalcyberleague.org/>



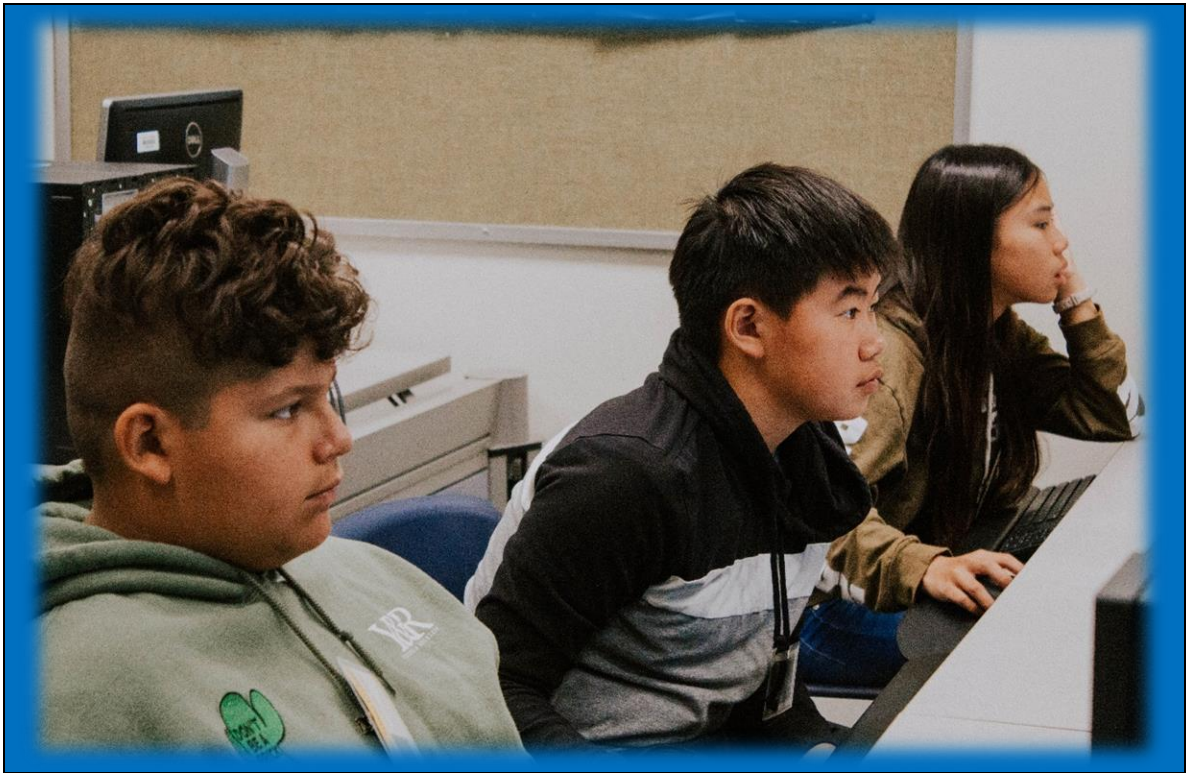


2017-2018  
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year for the following programs:  
 Computer Information Systems Baseline Enrollment of 103  
 Computer Infrastructure and Support Baseline Enrollment of 103  
 Computer Networking Baseline of 103  
 Computer Support Baseline of 103

2017-2018  
TASK FORCE  
RECOMMENDATIONS

- Student Success**
  - 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
  - 2. Improve CTE student progress and outcomes.
- Career Pathway**
  - 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Curriculum**
  - 11. Develop, identify and disseminate effective CTE practices.
- Regional Coordination**
  - 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
  - 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  - 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.





**LEAD INSTITUTION**

**Rancho Santiago Community College District**

**Orange County Strong Workforce Regional Research Analyst & OC Center of Excellence**

**Description:** OC SWP Regional Research Analyst A dedicated regional SWP Regional Research Analyst will provide regional statistical analyses and reports to inform not only current investments, but also future SWP investments. OC Center of Excellence Establish an Orange County COE to concentrate solely on working with OC colleges on their various LMI needs, including TOP code alignment projects, gap analyses on emerging and/or priority sectors and occupations, and SWP strategic regional and local planning.

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$340,000.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Priority Sector: Across All**

**Participating Community College Partners**

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p><b>OC Strong Workforce Regional Research Analyst</b></p> <ol style="list-style-type: none"> <li>1. Extensive statistical and regional technical institutional research for regional planning and decision making.</li> <li>2. Coordinate research activities with all research departments located throughout OC colleges.</li> <li>3. Prepare statistical analysis and reports, which can help the region comply with reporting requirements, and which can provide a more accurate picture of the impact of SWP investments.</li> </ol>
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<p><b>OC Strong Workforce Regional Research Analyst</b></p> <ol style="list-style-type: none"> <li>1. Reports produced are used for regional planning and to determine the impact or ROI of projects on SWP metrics.</li> </ol>
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Oversee and provide strategic direction to OC colleges in the planning and implementation of SWP projects.</li> <li>2. Coordinate data efforts with other regional organizations such as Workforce Development Boards, AEBG, OCDE, EDD, and OCBC.</li> <li>3. Manage and coordinate the development of comprehensive gap analysis studies, and TOP code alignment projects.</li> </ol>
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Through coordinated efforts with regional partners, a single source of regional data is developed for usage by all regional partners</li> <li>2. TOP codes are aligned throughout all OC colleges</li> <li>3. Regional research studies with a community college focus, and developed in coordination with OCBC, CSUF, and others are conducted, and its results used to guide regional planning.</li> </ol>

2017-2018  
TASK FORCE  
RECOMMENDATIONS

**Workforce Data & Outcomes**

6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.

**Regional Coordination**

17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.  
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.

**ORANGE COUNTY'S TOP MIDDLE-SKILL JOBS**

Comparing Orange County's labor market demand for the top middle-skill jobs, those with entry-level wages<sup>3</sup> higher than the \$17.39 per hour living wage, in all sectors with program supply from the region's community colleges and non-community college providers (Exhibits 1 and 2) results in an overarching supply gap of 19,069. Business and Entrepreneurship has both the largest demand and supply of all eight sectors; however, it accounts for 48% (9,157) of the supply gap for top middle-skill jobs in Orange County. While Energy, Construction, and Utilities has the second largest demand, it has the fourth largest supply which equals a supply gap of 22% (4,204) of the top middle-skill jobs in Orange County.

Exhibit 1. All Sectors Top Middle-Skill Jobs in Orange County: Labor Market Demand

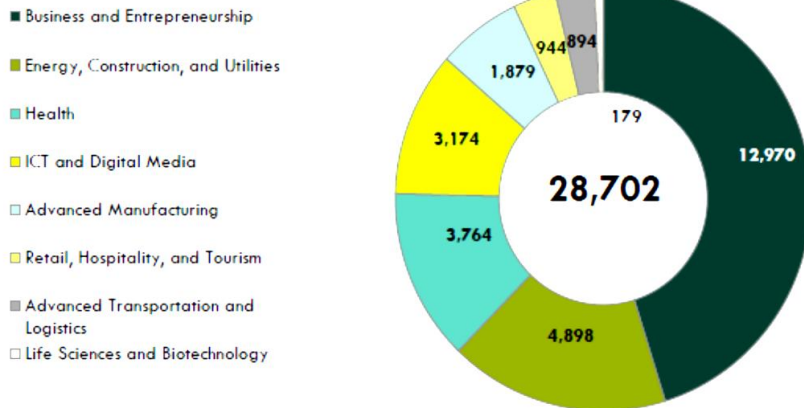
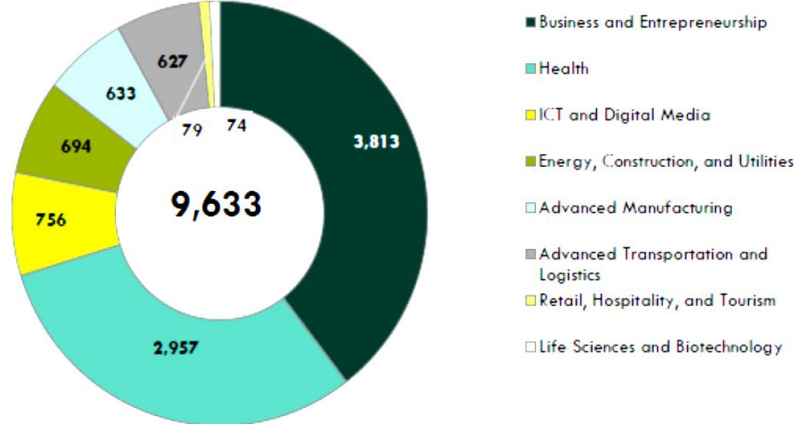


Exhibit 2. All Sectors Top Middle-Skill Jobs in Orange County: Labor Market Supply



<sup>3</sup> In this report, entry-level wage is defined as the 25<sup>th</sup> percentile hourly wage, which means that 25% of all workers in the field earn equal to or below this amount. Generally, workers with less experience earn lower wages.



## Regional Career Education Marketing and Branding

**Description:** The regional career education marketing and branding

### LEAD INSTITUTION

Saddleback College

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$2,000,000.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Priority Sector: All Sectors**

### Participating Community College Partners

Coast Community College District • Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • North Orange County Community College District • North Orange Continuing Education • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Monica College • Santiago Canyon College • South Orange Community College District

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Regional marketing steering committee meetings.</li> <li>2. Resource development meetings.</li> <li>3. Social media platform launch.</li> <li>4. Web site(s) development and launch.</li> <li>5. Long term strategy development and implementation.</li> </ol>
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Regional marketing and branding plan development and implementation.</li> <li>2. Regional marketing materials that can be used by colleges.</li> <li>3. Regional marketing social media and web site.</li> <li>4. Story map materials to be used with web site and social media.</li> <li>5. Career education web site to provide information to stakeholders.</li> </ol>
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Regional marketing steering committee meetings.</li> <li>2. Resource development meetings.</li> <li>3. Social media platform launch.</li> <li>4. Website(s) development and launch.</li> <li>5. Long-term strategy development and implementation.</li> </ol>
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Story map materials to be used with website and social media.</li> </ol>



California Community Colleges Strong WorkForce

2017-2018  
WORKPLAN 3  
MAJOR ACTIVITIES

1. The region requires a web based “landing page” that will provide parents/students, counselors, industry partners, and other stakeholders career education resources and referrals to colleges’ counseling points of contact to facilitate student enrollment into regional programs. This resource will be developed in partnership with K-14 counselors, CTE faculty and administration, and will use technical experts and service providers.
2. Also relevant will be to keep CTE community college counselors involved through a CTE Counselor Network, and all counselors in the region involved through the annual Counselor conference, conducted in collaboration with OCDE.

2017-2018  
WORKPLAN 3  
MAJOR OUTCOMES

1. A web based portal is developed and used for regional marketing purposes.
2. CTE Counselor Network continues its regional activities, including regular meetings to continue promoting networking and collaboration.
3. The annual Counselor Conference done in collaboration with OCDE is held and promoted throughout the region.

2017-2018  
SWP METRICS

Number of Enrollments against 2015-2016 baseline year of 1,290,149 enrollments across all sectors

2017-2018  
TASK FORCE  
RECOMMENDATIONS

- Student Success**
1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
  2. Improve CTE student progress and outcomes.
- Career Pathway**
3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Regional Coordination**
17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
  19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college program with regional and industry needs and provide support for CTE programs.
- Funding**
21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.





**LEAD INSTITUTION**  
**Saddleback College**

**Vertical Sector Lead: Allied Health**

**Description:** Regional leadership to promote Allied Health across Orange County

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$300,000.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Sector: Health**

**Participating Community College Partners**

Cypress College • Golden West College • Saddleback College • Santa Ana College

2017-2018  
 WORKPLAN 1  
 MAJOR ACTIVITIES

1. Regional college steering committee meetings.
2. Resource development meetings.
3. Pathways development with 4 year universities.
4. Sector coordination between K-14 and industry partners.
5. Long term strategy development and implementation.

2017-2018  
 WORKPLAN 1  
 MAJOR OUTCOMES

1. Curriculum coordination between instructional providers.
2. Regional instructional resource sharing.
3. Sector pathway strategy to streamline student completion.
4. Development of continuing professional development to assist incumbent workers with professional career advancement.

**2017-2018  
 SWP METRICS**

**Number of Enrollments against 2016-2017 Baseline Year for Health Occupations, General training**

2017-2018  
 TASK FORCE  
 RECOMMENDATIONS

- |                              |  |
|------------------------------|--|
| <b>Student Success</b>       | <ol style="list-style-type: none"> <li>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</li> <li>2. Improve CTE student progress and outcomes.</li> </ol>   |
| <b>Career Pathway</b>        | <ol style="list-style-type: none"> <li>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.</li> </ol>  |
| <b>Regional Coordination</b> | <ol style="list-style-type: none"> <li>17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.</li> <li>19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.</li> <li>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</li> </ol> |
| <b>Funding</b>               | <ol style="list-style-type: none"> <li>21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.</li> <li>22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.</li> </ol>   |



**Santiago  
Canyon  
College**

**LEAD INSTITUTION**

**Santiago Canyon College**

**Automation Pathways**

**Description:** This Multi-sector Regional Automation Pathways Project creates an initiative that addresses employers’ needs for a highly trained Automation workforce. Labor market demand is strong. The project addresses estimated demand of 3,200 job openings annually in the LAOC region, with median hourly earnings ranging from \$19 to \$37. Supply/Demand in Orange County is 583 annual completers versus a demand of 846.

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$740,000.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Sector: Across All**

**Participating Community College Partners**

Cypress College • Fullerton College • Irvine Valley College • Orange Coast College • Saddleback College  
 • Santa Ana College • Santiago Canyon College

2017-2018  
WORKPLAN 1  
MAJOR ACTIVITIES

1. This project builds on prior investments, although there is significantly more diversity in the interest and plans as compared to objectives in the initial SWP 1.0 Participation Agreements.
2. Building Automation: The Cypress HVACR program could benefit from a regional Automation initiative that builds common student learning outcomes among multiple colleges.
3. The ECU team is building a statewide industry advisory council which will, over the next six months, support development of an LAOC advisory to begin addressing industry engagement and program enhancements.
4. Sustainable Energy: Enhancing the Environmental Technology program to include more Sustainable Energy content plus adding Battery Storage to your Energy Systems program.  
Fullerton College Facility Management: Bringing in advisors from IFMA to sure up strong industry support.
5. ECU team is building a statewide industry advisory council which will, over the next six months, support development of an LAOC advisory to begin addressing industry engagement and program enhancements

2017-2018  
WORKPLAN 1  
MAJOR OUTCOMES

1. This proposed Project builds on the efforts, resources, expertise and investments from the current SWP 1.0 Automation Project.
2. An active Industry Advisory Council at the state level, focusing on Orange County as the pilot for the state.
3. Industry advisors are committed to donate equipment, provide course content, supply faculty, and advise on program content- Cypress College and EST programs are constantly reaching out to industry partners for donations.
4. Cypress College AC/R and EST programs are prepared to update curriculum to meet UCI articulation and integrate are common goal for our students. Participating colleges can leverage the IVC/UCI partnership in a US Department of Energy Smart Manufacturing grant.
5. Professional Development for Faculty. A community of practice will enable scaling of best practices and advanced pedagogy o Budget should include faculty participation in the community of practice.
6. A Technology Demonstration Site. o Industry partners are working with IVC to develop a leading-edge technology demonstration center at ATEP for access by all participating colleges.
7. This project will engage multiple colleges statewide as part of the ECU Sector’s Projects-in-Common.
8. Future funding and program sustainability can leverage available funding by other SNs and DSNs.



California Community Colleges Strong WorkForce

2017-2018  
TASK FORCE  
RECOMMENDATIONS

- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.  
2. Improve CTE student progress and outcomes.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Regional Coordination** 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.  
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.  
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.

**Employer Engagement Summit at the Urban Workshop: "An outstanding event with a focus on the Disruptive Economy and its effect on the current and future workforce."**







**Santiago  
Canyon  
College**

## Biotechnology Consortia Orange County Collaborative

**Description:** Santiago Canyon, Santa Ana, Fullerton and Irvine Valley College met with a biotechnology advisory committee in June 2012 which recommended developing a stackable certificate that would provide new students and incumbent workers with skills to enter and advance in this growing industry. Since that meeting, the four colleges have developed and implemented certificates and degrees in biotechnology.

### LEAD INSTITUTION

**Santiago Canyon College**

**Budget Allocation Year: 2017-2018**

**Total Project Budget: \$512,623.00**

**Project Performance Period: 7/1/2017 – 12/31/2019**

**Industry Sector: Life Sciences/Biotechnology**

### Participating Community College Partners

Fullerton College • Irvine Valley College • Saddleback College • Santa Ana College • Santiago Canyon College

2017-2018  
WORKPLAN 1  
MAJOR ACTIVITIES

1. Increase CTE enrollment of likely completers.
2. Increase the number of CTE completers.
3. Increase the number of completers earning industry-recognized credentials.
4. Increase the number of CTE completers who become employed in a related field Marketing and Outreach Process Development.
5. Create a marketing plan that increases enrollment and completion.
6. Establish marketing tools, resources and outreach marketing investment that results in greater employment.
7. Inform future marketing investments: °To increase messaging effectiveness °To determine most effective media combination °To build positive student experience in the enrollment process °To execute strategies for effective employer engagement Dual Enrollment.
8. Increase the number of dual enrollment offerings in the high schools °Offer wrap around services to assist students in being awarded degrees and certificates Professional Development.
9. Support regional, national and statewide conferences and professional development.
10. Attend local events, career and college fair •Bio Intl.
11. Assist faculty in obtaining certifications Vertical Sector Lead.
12. Convening the five colleges (Fullerton, Irvine, Santiago Canyon, Orange Coast and Santa Ana College.
13. Outreach to industry regarding employment, internships externships
14. Developing a marketing campaign that includes print, social media, web and advertisement.
15. Securing space, and funding to support the on-going efforts of the Bio-Link Depot.
16. Establish performance metrics based on regional and local needs.
17. Represent the colleges statewide including exhibiting and state and national industry associations and all of the functions above. 3rd Party Credentialing.
18. Explore and potentially pilot Badging by soliciting feedback from industry and other stakeholders.
19. Hire a facilitators to support identifying competencies or DACUM for purposes of exploring 3rd party badging.

### Santiago Canyon College Biotechnology Laboratory Students



2017-2018  
WORKPLAN 1  
MAJOR OUTCOMES

1. Convene colleges involved in the LAOC Biotech Collaborative including those who identified themselves and interested in participating in the programs.
2. Engage employers, workforce and economic development organizations and labor organization to identify business needs, establish short and long-term strategic initiatives.
3. Collaborate with the internship coordinator for the colleges in identifying employment and/or internships opportunities for students.
4. Provide professional development resources, opportunities and support for the Biotech collaborative.
5. Outreach to the local Workforce Development Boards in Santa Ana, Anaheim and Orange County.
6. Facilitate the collaboration with secondary, and post-secondary partners i.e. high schools in dual enrollment and UC/CSU for articulation agreements.
7. Developing marketing collateral.
8. Oversee the development of a website.
9. Support the Southern California BioLink Initiative.
10. Attend Strong Workforce Partnership (SWP) strategy meetings.
11. Attend the monthly Los Angeles/Orange County Regional Consortia Meetings.
12. Arrange presentations at job fairs, high school career fairs and science nights.
13. Create and manage the regional programs including Advisory Boards.
14. Work with the colleges to fully identify the scope of their project and the costs included.
15. Identify key stakeholders in the Biotech programs.
16. Submit necessary quarterly and year end reports to the CCCCCO as required by the CCCCCO.
17. Identify employment and internship opportunities in Orange County.
18. Disseminate the information to the respective college administrators, faculty and career centers.
19. Facilitate matching Labor Market Information with intended goals, impacts and metrics as provided by the Center of Excellence (COE) and complete the data review as needed to justify the choice of metrics and or chosen metrics and activities identified in the regional plan.
20. Conduct one-on-one interviews with the colleges as needed to improve and complete the regional plan.
21. Leverage resources with the regional SB1070 and Pathways projects on dual enrollments, externships between K12, Counselors and college faculty.
22. Other duties and assigned

2017-2018  
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year for Biotechnology and Biomedical Tech  
Number of Students Who Got a Degree of Certificate against 2015-2016 Baseline Year of 13

2017-2018  
TASK FORCE  
RECOMMENDATIONS

**Student Success** 2. Improve CTE student progress and outcomes.





**Santiago  
Canyon  
College**

**LEAD INSTITUTION**

**Santiago Canyon College**

**Orange County Careers in Education Pathway Collaborative**

**Description:** The Careers in Education (CIE) Pathway Collaborative will be designed to address the educator shortage in the region and the state, focusing on students’ early employment as program and teacher assistants in pre-schools, after school care programs, and aides in K-12 or special education. The CIE Pathway programs will at the same time help to coordinate this early employment with on-going education toward higher levels of education and employment as K-12 teachers.

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$747,072.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Cluster: Education & Human Development**

**Participating Community College Partners**

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Saddleback College • Santa Ana College • Santiago Canyon College

2017-2018  
WORKPLAN 1  
MAJOR ACTIVITIES

**I. Establish protocols on how to collaborate better.**

1. Identify/develop “exemplary models” to replicate and provide technical assistance.
2. Campus based “self-assessments” to determine phases of pathway development and technical assistance needed.
3. Technical assistance (curriculum development, high school articulation/dual enrollment, high school partnership development, employer partnership development, internship/work-based learning standards, CTSO development, expanded support services, leveraging ).
4. Bring all Parties to the table: employers, USD’s, CC’s, Universities, WIB’s, ROP ♣ OC Education Industry Pathway Council – EPIC ♣ Teacher Pathway Pipeline (SB 1070) – Saddleback, GWC, Cypress, Coastline ♣ OC Teacher Pathway Partnership (CDE CCPT) – SCC, SAC, Fullerton ♣ Regional Teacher Education Consortium - RTEC (CSUF) II. Work collaboratively with the OC Community Colleges to begin strategies to build/enhance robust programs that support future teachers both on campus and in feeder high schools o Share curriculum related to creating stackable certificates, articulation agreements with local high schools.
5. Share strategies for faculty engagement in the high school course articulation process.

**II. Work to align campus courses with appropriate/common TOP Codes for consistent data collection.**

6. Assist with planning meeting between CC faculty and USD CTE programs to establish high school pathways.
7. Bring all local workforce partners together to discuss internship, fieldwork, and employment opportunities.
8. Establish common methods and mechanisms to measure project metrics.
9. Set goals, objectives, and timeline for Year 1 and then Year 2.

**III. Work collaboratively with CSU Fullerton to establish STEM Professional Development activities for students, CTE Teachers and community college faculty.**

**IV. Work collaboratively with the CCCC Workforce Development Division to review TOP Code alignment for Education Industry data reporting and MIS data collection.**

**V. Establish employer partnerships locally and regionally through the OC EPIC and other campus vehicles.**

**VI. “Vertical sector over horizontal community college” alignment led by community college champion (2+2+2).**

10. Provide multiple pathways to education and employment (employer partnerships).
11. Develop portable high school to community college and employment pathways.
12. Develop portable community college to university and employment pathways.
13. Develop pathways that provide increased education and experience = higher employment.
14. Provide professional development for CTE/Education teachers/pre-service teachers through partnership with CSU Fullerton o Gain regional university transfer admissions support through MOU’s (CSUF/CSULB/UCI).
15. Partner with CSUF/CSULB/UCI in their integrated degree and credential program revisions/development

**VII. Development of better data to make decisions and measure outcomes at the regional level.**

16. CIE Pathway Collaborative will bring CC’s together to build pathway programs that meet the SWP Metrics (course enrollments, certificate/degree achievement, transfers, employment in field of study, etc.).

- 17. A common reporting model will be developed for use by each “vertical” CIE Pathway program o Data will be reported by pathway and used for local decision making.
- 18. Data will be combined for the Region to determine impact on multiple entities (employment, labor market projections, educator preparation & retention)

**CAMPUS BASED ACTIVITIES**

**I. Job/Career Readiness, Career Exploration, Early work-based learning integrated with robust academic content, Job development/job placement, Internships/volunteer positions, Employer partnerships, and Education Industry soft skills integration and development.**

- 19. CSUF STEM Institute for community college CIE Pathway students (7 weeks, dual enrollment in Science Education course, training in teaching science, teach science lessons as employees for Anaheim YMCA).
- 20. CSUF STEM Residential Institute for high school CIE Pathway students ( 4 day stay in dorms, learn science, learn to teach a science lesson, teach a lesson to summer camp students brought to campus)

**II. Efficient pathways development and curriculum development:**

- 21. Establish or engage in campus developed high school course articulation and dual enrollment to community college.
- 22. Work with ROP state approved courses for high school adoption.
- 23. Curriculum development/revision to accommodate articulation/dual enrollment.
- 24. Integrate identified Education Industry “soft skills” in pathway curriculum.
- 25. Engage in professional dialog on how to assess student development of “soft skills” for course success and employability.
- 26. Development of stackable certificates and degrees into a Streamlined Teacher Education Pathway (STEP).
- 27. Enhance community college articulation and dual enrollment toward university transfer.
- 28. Connect STEP to integrated and regular credential admissions at the university.
- 29. Coordinate portability of campus curriculum across institutions

**III. Increase the pool of qualified CTE teachers/instructors o In-reach and outreach informing students and community of requirements.**

- 30. Providing field based practicum courses for teaching at Secondary level.
- 31. Partner with IHE’s and other agencies offering Adult Designated Subjects Credential (ADSC) coursework.
- 32. Market CTE TEACH advising and support programs to the region o Connect students/workers to ADSC university programs or other local programs.

**IV. Increase student matriculation from high school to college and persistence/success for community college students:**

- 33. Provide one to one counseling, career and educational planning specific to the education pathway.
- 34. Partner with local high to programs to provide class presentations on matriculation processes and educational options.
- 35. Provide an enhanced program of work based learning, internships, volunteer positions, Career Technical Student Organizations (CTSOs – TEACH Clubs, Student CTA Chapters, high school Educator Rising Chapters) integrated with the academic program.
- 36. Provide “wrap-around” support services for at-risk or low income students such as: book loan program, transportation assistance, tutoring, study centers, college success workshops, transfer application workshops, and the like.
- 37. Provide pre-service professional development through workshops/conferences for personal and professional development, industry information, and educator role models.
- 38. Provide assistance with employment information, job search assistance, and employment placement in jobs related to Careers in Education.



<b>2017-2018 WORKPLAN 1 MAJOR OUTCOMES</b>	<ol style="list-style-type: none"> <li>1. This proposed Project builds on the efforts, resources, expertise and investments from the current SWP 1.0 Automation Project.</li> <li>2. An active Industry Advisory Council at the state level, focusing on Orange County as the pilot for the state.</li> <li>3. Industry advisors are committed to donate equipment, provide course content, supply faculty, and advise on program content- Cypress College and EST programs are constantly reaching out to industry partners for donations.</li> <li>4. Cypress College AC/R and EST programs are prepared to update curriculum to meet UCI articulation and integrate are common goal for our students. Participating colleges can leverage the IVC/UCI partnership in a US Department of Energy Smart Manufacturing grant.</li> <li>5. Professional Development for Faculty. A community of practice will enable scaling of best practices and advanced pedagogy <ul style="list-style-type: none"> <li>o Budget should include faculty participation in the community of practice.</li> </ul> </li> <li>6. A Technology Demonstration Site. <ul style="list-style-type: none"> <li>o Industry partners are working with IVC to develop a leading-edge technology demonstration center at ATEP for access by all participating colleges.</li> </ul> </li> <li>7. This project will engage multiple colleges statewide as part of the ECU Sector's Projects-in-Common.</li> <li>8. Future funding and program sustainability can leverage available funding by other SNs and DSNs.</li> </ol>
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<b>2017-2018 SWP METRICS</b>	<p>Number of Enrollments against 2015-2016 Baseline Year for Child Development/Early Care and Education of 11,802</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Child Development Administration and Mgmt of 68</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Children with Special Needs of 551</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Education, General (Pre-Professional-Transfer) of 793</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Educational Aide (Teacher Assistant) of 282</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Educational Technology of 36</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Infants and Toddlers of 38</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Liberal Studies (Teaching Preparation) of 25</p> <p>Number of Enrollments against 2015-2016 Baseline Year for Preschool Age Children of 25</p> <p>Number of Student who Got a Certificate or Degree against 2015-2016 Baseline Year of 279</p> <p>Number of Students Who Transferred against 2015-2016 Baseline Year of 677</p> <p>Percentage of Students Employed in the Second Fiscal Quarter After Exit against 2015-2016 Baseline Year of 276</p> <p>Percentage of Students Employed in the Fourth Fiscal Quarter After Exit against 2015-2016 Baseline Year of 264</p> <p>Median Earnings (in dollars) in the Second Fiscal Quarter After Exit against 2015-2016 Baseline Year of 26,828</p>
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<b>2017-2018 TASK FORCE RECOMMENDATIONS</b>	<p><b>Student Success</b> 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</p> <p><b>Curriculum</b> 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. 10. Facilitate curricular portability across institutions.</p> <p><b>CTE Faculty</b> 13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.</p> <p><b>Regional Coordination</b> 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</p>
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CALIFORNIA COMMUNITY COLLEGES



# 2018-2019

# Strong Workforce Program

# Community College Regional Project Investments



California Community Colleges Strong WorkForce



**LEAD INSTITUTION**

**Coast Community College  
District**

**Pathways and Early College Credit Regional Scale-Up**

**Description:** This project will enhance regional alignment and collaboration to broadly scale up career pathways and provide dual enrollment and early college credit opportunities through technical assistance, resource development, and enhanced data use. The alignment and standardization of these processes will significantly improve CTE student enrollments, completion, transfer rates, employment and earnings that align with the Strong Workforce Program metrics.

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$825,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Industry Sector: Across All**

**Participating Community College Partners**

Coast Community College District • Cypress College • Fullerton College • Golden West College • Irvine Valley College • North Orange County Community College District • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Ana College • Santiago Canyon College • South Orange Community College District

**2018-2019  
WORKPLAN 1  
MAJOR ACTIVITIES**

1. Recruit and onboard Project Director/Pathway Specialists to work with colleges and districts in designing and implementing pathways to increase student enrollment and completion of CTE certificates and degrees, and build the talent pipeline across specific industry sectors.
2. Develop evidence-based early college credit practices and key success metrics to evaluate the effectiveness of pathways and promote long term sustainability
3. Integrate career pathways with counseling and student support initiatives, linking real actionable information on college programs to the workforce, making the process of exploring, entering, and completing pathways easier for students.
4. Convene colleges to develop regional processes and procedures to ensure systematic data collection and reporting of early college credit to effectively implement, monitor and improve pathways.
5. Identify and map career pathways at community colleges, including non-credit pathways, and ensure data is captured in local MIS.
6. Establish best practices for developing dual enrollment partnerships to manage consistency and quality of agreements, including shared templates and a repository of agreements as models for scale up.
7. Develop regional data collection instruments including surveys and environmental scans to guide program development; utilize tools such as data dashboards to benchmark progress.
8. Expand analysis and use of data across K-12 and college systems, linking employment outcomes and other data with course-taking patterns, persistence and retention rates.
9. Develop effective K-14 partnerships and data driven plan for building a regional approach for dual enrollment and early college credit aligned with workforce demand and projections.

**2018-2019  
WORKPLAN 1  
MAJOR OUTCOMES**

1. Strong Workforce Program metrics met, including: 1) increased enrollments; 2) increased number of students who earn degrees, credentials, and certificates; 3) increased percentage of CTE students who report being employed in their field of study; 4) reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups; 5) reduced regional achievement gaps across all of the above measures through faster improvements among colleges located in the region.
2. More effective coordination between high schools and community colleges to establish and maintain early college credit programs.
3. Successful implementation of Career Education pathways
4. Increased awareness among K-12 counselors of careers, pathways, and community college programs

2018-2019  
SWP  
METRICS

**Number of Enrollments against 2015-2016 Baseline year** (Baseline Enrollments across all sectors is 1,290,149)  
**Number of Student Who Got a Degree or Certificate against 2015-16 Baseline Year** (Baseline across all sectors is 18,311)

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- |                                      |   |
|--------------------------------------|---|
| <b>Student Success</b>               | <ol style="list-style-type: none"> <li>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</li> <li>2. Improve CTE student progress and outcomes.</li> </ol>  |
| <b>Career Pathway</b>                | <ol style="list-style-type: none"> <li>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.</li> </ol>  |
| <b>Workforce Data &amp; Outcomes</b> | <ol style="list-style-type: none"> <li>6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.</li> </ol>  |
| <b>Curriculum</b>                    | <ol style="list-style-type: none"> <li>7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.</li> <li>10. Facilitate curricular portability across institutions.</li> <li>11. Develop, identify and disseminate effective CTE practices.</li> </ol>  |
| <b>CTE Faculty</b>                   | <ol style="list-style-type: none"> <li>15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.</li> </ol>  |
| <b>Regional Coordination</b>         | <ol style="list-style-type: none"> <li>17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.</li> <li>18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.</li> <li>19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.</li> <li>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</li> </ol> |
| <b>Funding</b>                       | <ol style="list-style-type: none"> <li>21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.</li> </ol>   |

**Orange County Dual Enrollment Convening, led by Coast Community College District on behalf of the Pathways and Early College Credit Regional Scale-up Project**







## Cyber Patriot II

**Description:** The project is intended to provide a K-12 Cybersecurity Competition Pathway into regional community colleges.

### LEAD INSTITUTION

Coastline Community College

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$420,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Priority Sector: Information & Communication Technologies/Digital Media**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Irvine Valley College • Saddleback College • Santa Ana College

2018-2019  
WORKPLAN 1  
MAJOR ACTIVITIES

1. Provide competition environment for K-12 CyberPatriot Teams.
2. Provide workshops to develop competition skills.
3. Provide completion expenses including team coordinator, mentors, registration, buses, food materials, summer camps, year-round training and awards event.

2018-2019  
WORKPLAN 1  
MAJOR OUTCOMES

**The major outcomes expected from the CyberPatriot activities include:**

1. Increased cybersecurity/networking knowledge and awareness.
2. Increased enrollment Increased transfer.
3. Increased job placements Development of Cybersecurity Pathways better trained cybersecurity workforce.

### 2018-2019 SWP METRICS

**Number of Enrollments against 2015-2016 Baseline year for Computer Infrastructure and Support of 5,404**

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- |                                      |  |
|--------------------------------------|--|
| <b>Student Success</b>               | <ol style="list-style-type: none"> <li>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</li> <li>2. Improve CTE student progress outcomes.</li> </ol>   |
| <b>Career Pathway</b>                | <ol style="list-style-type: none"> <li>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.</li> </ol>   |
| <b>Workforce Data &amp; Outcomes</b> | <ol style="list-style-type: none"> <li>6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.</li> </ol>   |
| <b>Regional Coordination</b>         | <ol style="list-style-type: none"> <li>19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.</li> <li>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</li> </ol> |



## Netlab II

**Description:** This project is intended to build out the Virtual Netlabs environment and provide virtual classroom access to colleges in Los Angeles and Orange Counties. Project includes centralization of Netlabs/Cisco equipment, support, and installation for the equipment.

### LEAD INSTITUTION

Coastline Community College

**Budget Allocation Year: 2017-2018**  
**Total Project Budget: \$430,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Priority Sector: Information & Communication Technologies/Digital Media**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Irvine Valley College • Saddleback College • Santa Ana College

2018-2019  
WORKPLAN 1  
MAJOR ACTIVITIES

1. Complete Infrastructure build-out.
2. Incorporate existing equipment from partnering institutions.
3. Pilot Spring 2018 four-five institutions running limited classes through Netlabs.
4. Full rollout - Fall 2018 to all Orange County partner institutions to run classes through NetLabs.
5. Begin updates/replacement schedules for equipment.

2018-2019  
WORKPLAN 1  
MAJOR OUTCOMES

The anticipated outcomes from the Regional NetLabs project stem from the virtual environment where students access desktop and server environments to complete lab assignments. There are three major outcomes associated with this project. First, by providing a centralized virtual delivery platform, the NetLabs project eliminates the duplication of software licenses for those partner colleges whose courses access NetLabs from their local computer labs.

Next, NetLabs provide students with access to different virtual environments where the networks are manipulated by the students, a class utilizing software on a desktop, or with specialized appliances such as Cisco. Finally, the lab environments are available for student use on a 24/7 basis based on individual reservations resulting in the expansion of the students' access to specialized environments even from their homes.

2018-2019  
SWP METRICS

**Number of Enrollments against 2015-2016 Baseline Year for Computer Infrastructure and Support of 5,404**  
**Number of Students Who Got a Degree or Certificate in 2015-2016 Baseline Year for Computer Infrastructure and Support of 237**

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- Student Success** 1. Improve CTE student progress and outcomes.
- Regional Coordination**
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.



California Community Colleges Strong WorkForce



**LEAD INSTITUTION**

**Cypress College**

**K12 Community College Crosswalk Enrollment Tool**

**Description:** This CTE Crosswalk proposal will provide for the implementation of the K12 to Community College Crosswalk Enrollment Tool. Through this tool, collaboration among the 9 community colleges, the North Orange Continuing Education, and 15 K12 school districts in Orange County will enable gains in the matriculation of CTE students from secondary to post-secondary. The tool identifies the CTE pathways in the Orange County high schools and aligns them to their community college pathway matches.

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$350,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Industry Sector: Across All**

**Participating Community College Partners**

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College

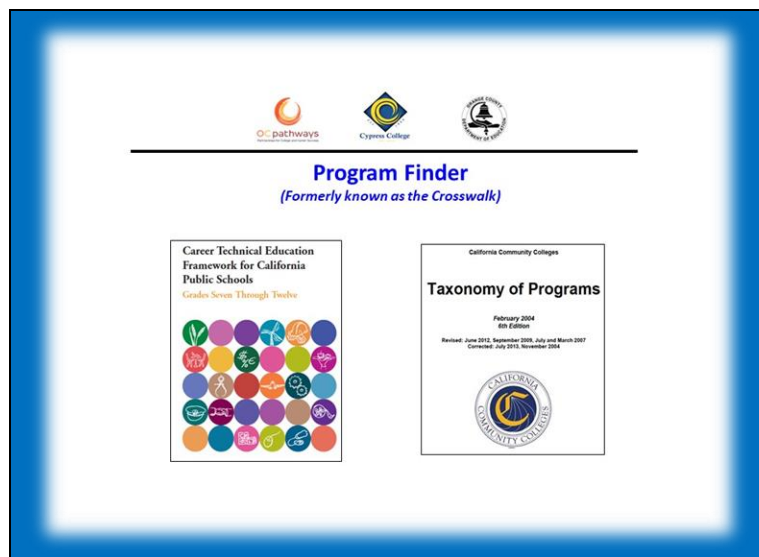
<p>2018-2019 WORKPLAN 1 MAJOR ACTIVITIES</p>	<p><b>MENTOR COLLEGES:</b> As a mentor college, the College will assign one or more faculty to assist an LA region college to integrate into their program(s) of study any or all of the following: the Health Occupation Courses (HOCs) and Health Sciences Foundation Certificate, Digital Badges and assessments, Healthcare Orientation and the Healthcare Work Readiness Certification. The faculty mentor will be placed with a college and matched based on the interests, expertise and experience of the faculty. Faculty may be asked to mentor more than one college</p>
<p>2018-2019 WORKPLAN 1 MAJOR OUTCOMES</p>	<p>Ring Colleges are successfully mentored and integrate one or more of the Health Science Innovations. Mentor colleges further refine their work.</p>
<p>2018-2019 WORKPLAN 2 MAJOR ACTIVITIES</p>	<p><b>FOR MENTEE COLLEGES:</b> The College faculty will work with an LACCD Faculty Mentor to integrate one or more of the following into the identified program of study: a) Health Occupation Courses (HOCs) and Health Science Foundation Certificate; b) Digital Badges and assessments; c) Healthcare Orientation; d) Healthcare Work Readiness Certification.</p> <ol style="list-style-type: none"> <li>1. The faculty member will work with the administration and faculty at the college to determine the most beneficial way to utilize the foundation/core curriculum innovations and our particular college and will work with the LACCD Faculty Mentors to integrate;</li> <li>2. Faculty will be matched with the LATTTC Faculty Mentors based on the interests, expertise and experience of the faculty. Faculty may have more than one mentor assigned</li> </ol>
<p>2018-2019 WORKPLAN 2 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> <li>1. Ring Colleges are successfully mentored and integrate one or more of the Health Science Innovations.</li> <li>2. Student earn the Health Science Work Readiness Certificate and Digital Badge</li> <li>3. Students are placed in entry-level employment in Healthcare settings.</li> </ol>

2018-2019  
SWP METRICS

**Number of Enrollments against 2015-2016 Baseline year** (Baseline Enrollments across all sectors is 1,290,149)  
**Number of Student Who Got a Degree or Certificate against 2015-16 Baseline Year** (Baseline across all sectors is 18,311)

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- Student Success**
  - 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
  - 2. Improve CTE student progress and outcomes.
- Career Pathway**
  - 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Workforce Data & Outcomes**
  - 5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs.
  - 6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
- Curriculum**
  - 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Regional Coordination**
  - 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
  - 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs
- Funding**
  - 21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.





**LEAD INSTITUTION**

**Golden West College**

**Data Science Specialist Pathway Creation**

**Description:** Business and industry processes are becoming more data-intensive. Using data to analyze business processes and workflow will require new skills from all employees. Numerous studies point to the need for more employees, not just a subset of researchers or Information Technology (IT) professionals, to be able to see the big picture of capturing, managing, and making sense of data in order to do their jobs effectively. This project will research and create a regional curriculum for Data Science.

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$186,350.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Industry Sector: Information & Communication Technologies/Digital Media**

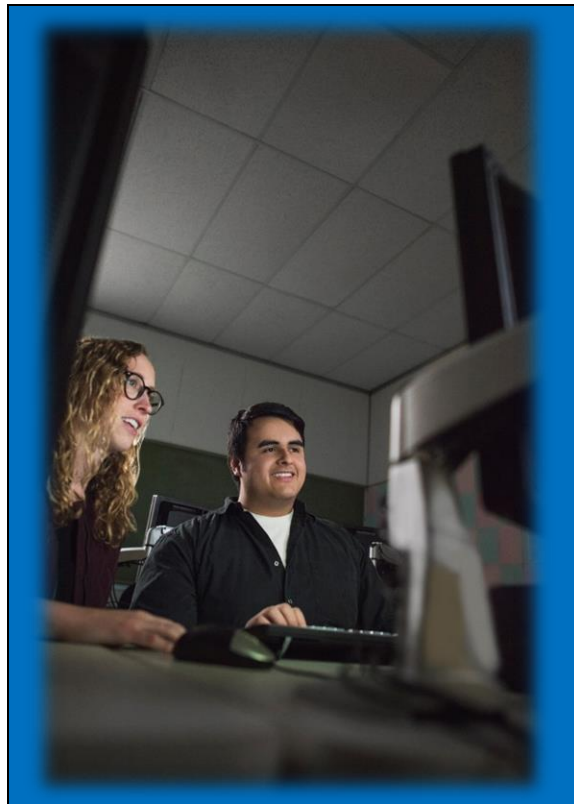
**Participating Community College Partners**

Cerritos College • Coast Community College District • Coastline Community College • Golden West College • Irvine Valley College • Long Beach City • North Orange County Community College District • North Orange Continuing Education • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Ana College • Santiago Canyon College • South Orange Community College District

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<p>Phase 1 will convene industry experts, faculty and Deputy Sector Navigators to assess the data skills and competencies for specific sectors and job roles. The deliverables produced from this initial phase will be a data analyst profile that identifies the entry, middle and high-level skills, knowledge and behaviors that are needed to succeed in the workplace.</p> <p>Deliverables from Phase 1 will set the stage for curriculum development. Building on work done nationally, Orange County experts and industry will verify the profile to fit regional needs. Continuing funding in R2 Year 2.</p>
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<p>Major outcomes align with Strong Workforce Program metrics including:</p> <ol style="list-style-type: none"> <li>1. Increasing enrollments;</li> <li>2. Increasing the number of students annually who earn degrees, credentials, certificates or specific skill sets to prepare them for an in-demand job;</li> <li>3. Increasing the percentage of CTE students who report being employed in their field of study;</li> <li>4. Reducing equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups;</li> <li>5. Reducing regional achievement gaps across all of the above measures through faster improvements among colleges located in the region.</li> </ol>
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<p>Phase 2 will bring together faculty and industry partners to lead curriculum development in data analytics and will enable the Orange County region to create a regionally approved Data Science Specialist (title to be determined by industry) program of study that each participating college will be able to use. IT courses will provide the core foundation for the pathway, with stackable certificates offering multiple entry and exit points, creating a flexible program that meets the needs of traditional and adult students, as well as skill builders. Internship programs and work-based learning experiences will be developed to equip students with the skills required to manage and analyze information in the context of the industries in which they work. The curriculum will be developed with Open Education Resource (OER) as the goal for the program. Additionally, the project will utilize the Regional NetLabs, hosted at Coastline Community College, for software and data housing and processing needs. A program shell for each course in the Certificate will be created in Canvas so that each college can easily use if desired. Most classes for this program already exist at the colleges and need to be regrouped in order to fit the needs of this job description.</p>
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<p><b>Deliverables for Regional Use:</b></p> <ol style="list-style-type: none"> <li>1. Regionally approved program of study that each college can follow to create the program at their college.</li> <li>2. K-16 Pathway Maps</li> <li>3. Marketing Collateral- Web presentation (ex. BIW), print materials, etc.</li> <li>4. OER Shell(s) in Canvas for faculty use and online delivery</li> </ol>

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- Student Success** 2. Improve CTE student progress and outcomes.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Workforce Data & Outcomes** 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students.
- Curriculum** 10. Facilitate curricular portability across institutions.
- CTE Faculty** 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.
- Regional Coordination** 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.  
  
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.  
  
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.





## Orange County Regional Work-Based Learning and Job Placement Project

**Description:** The OC Work-Based Learning and Job Placement project is designed to research, develop, and implement a sustainable, regional approach to career services, work-based learning, internship, job placement, and employment engagement for students, employers, colleges/schools, and community partners. This network will be designed to promote: career exploration, employability skills attainment, employer engagement, work-based learning, and job placement opportunities to address Strong Workforce metrics.

### LEAD INSTITUTION

**North Orange Continuing Education**

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$1,383,856.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Priority Sector: Across All**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • North Orange Continuing Education • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College

2018-2019	WORKPLAN 1	MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Hire a regional project director and other staff needed to complete the activities of the grant</li> <li>2. Provide release time for the regional lead to participate in the Work-Based Learning Planning and Tools Pilot program and coordinate the regional efforts of this project</li> <li>3. Provide regular updates to the Orange County region on new tools and resources and project efforts</li> <li>4. Purchase one-time computer equipment to support grant funded staff</li> <li>5. Participate in state-wide and regional training, conference, and workshop opportunities</li> <li>6. Plan, develop, implement, and oversee all of the regional activities for Work-Based Learning and Job Placement.</li> </ol>
2018-2019	WORKPLAN 1	MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Builds staffing capacity and provides the necessary equipment and supplies to effectively administer the projects activities.</li> <li>2. Ensures all regional Work-Based Learning and Job Placement activities are consistent with the grant funding and guidelines.</li> <li>3. Provides technical support for all Orange County constituencies.</li> <li>4. Ensures the regional collection of data valid measurement of outcomes as related to Strong Workforce and Doing What Matters.</li> <li>5. Provides for a liaison between the state, region, and local efforts to eliminate duplication of efforts as well as allows for clear and updated dissemination of efforts, tools, and trainings.</li> <li>6. Provides a co-lead for the Work-Based Learning Planning and Tools Pilot program as well as with the regional efforts to help represent both credit and noncredit CTE programs and efforts.</li> </ol>
2018-2019	WORKPLAN 2	MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Develop a regional steering committee of representatives from the 10 Orange County schools, K-12, DSN's, other employer related agencies, faculty, students, and Adult Education Block Grant staff.</li> </ol>
2018-2019	WORKPLAN 2	MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Formation of a regional steering committee to make sure all schools, partners, and community agencies are represented in the development and implementation of a regional plan and the activities of this project.</li> <li>2. Local participation and buy-in toward building a regional Work-Based Learning and Job Placement plan that values: the continuum from career exploration to job placement; employer centric (ease of use, single point of entry, and single profile); job-seeker centric (ease of use, single point of entry, and portable portfolio); partnering with "intermediaries" and community agencies; respects existing community college and business partnerships; builds on and expands existing best practices; scalable and sustainable; and accountability toward outcome metrics.</li> </ol>

<p>2018-2019 WORKPLAN 3 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> <li>1. Perform a regional gap analysis and assessment of additional student needs, employer needs, community college and adult education center needs and strengths, community partner needs and strengths, K-12 needs and strengths, and special populations needs – includes leveraging the US Chamber Pilot Employer Assessment through the Regional Chambers.</li> <li>2. Conduct research, data collection, analysis, evaluation and assessment of the region and our constituent groups as well as for the overall project.</li> </ol>
<p>2018-2019 WORKPLAN 3 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> <li>1. A needs and gap analysis for the region in regards to work-based learning and job placement.</li> <li>2. An assessment plan and recommendations from the regional steering committee on ways to create a unified regional entry point that works with and enhances existing tools and processes used within the 10 Orange County schools.</li> <li>3. Increased data to measure the metrics, which will better inform our schools of identified training and skills gaps.</li> <li>4. Regional unification and leveraging of state-recommended tools and platforms.</li> <li>5. Increased career exploration opportunities for all student.</li> <li>6. Expanded Work-Based Learning and internship opportunities in order to better prepare students for the workplace, provide hands-on experiences, and increase program completions.</li> <li>7. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.</li> <li>8. Improved leveraging of existing services offered within the Orange County region.</li> <li>9. Determine costs impact of going to open regional platform and look at ways to either reduce existing costs or develop a solution that would not increase the existing costs of any one institution for a sustainable model.</li> <li>10. Development of an evaluation and assessment tool to determine effectiveness of project.</li> </ol>
<p>2018-2019 WORKPLAN 4 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> <li>1. Submit the grant application and fund the Orange County Regions' participation in the Statewide Work-Based Learning Planning and Tools Pilot.</li> </ol>
<p>2018-2019 WORKPLAN 4 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> <li>1. Pilot a work-based learning set of tools that are student-, employer-, college-, and community partner-centric.</li> <li>2. Regional piloting of state-recommended tools and platforms</li> </ol>
<p>2018-2019 WORKPLAN 5 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> <li>1. Provide release time of the regional co-lead to participate in the Work-Based Learning Planning and Tools Pilot program and help guide the regional and statewide efforts of this project</li> </ol>
<p>2018-2019 WORKPLAN 5 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> <li>1. Provides a co-lead for the Work-Based Learning Planning and Tools Pilot program as well as with the regional efforts to help represent both credit and noncredit CTE programs and efforts.</li> </ol>



2018-2019  
WORKPLAN 6  
MAJOR ACTIVITIES

1. Participate as a Region in the Work-Based Learning Planning and Tools Pilot
2. Provide regular updates to the Orange County region on new tools and resources
3. Develop and coordinate training activities throughout the region for employers, partner agencies, students, faculty and other staff on how to incorporate the tools and resources into curriculum, career centers, colleges, etc.
4. Provide portability for students who may switch institutions and consistency for those students who already attend multiple institutions
5. Increase Work-Based Learning, job, and internship opportunities
6. Provide professional development for students, faculty, college staff, community partners, and employers on the regional tools
7. Partner with the Statewide CCC Foundation Work-Based Learning Planning and Tools Pilot staff and CCCAOE to host a series of conference workshop and/or meetings at the Spring 2018 CCCAOE Conference. These will highlight available Work-Based Learning tools and employment related platforms, determine how all these platforms can interact, and gain a regional and statewide perspective on ways to use/expand/leverage the resources supported by the state and other initiatives
8. Participate in state-wide and regional training, conference, and workshop opportunities

2018-2019  
WORKPLAN 6  
MAJOR OUTCOMES

1. Pilot a work-based learning set of tools that are student-, employer-, college-, and community partner-centric.
2. Increased data to measure the metrics, which will better inform our schools of identified training and skills gaps.
3. Increased employment opportunities for students.
4. Increased qualified applicants and employees for our business/industry partners in order to meet their needs.
5. Regional use of state-recommended tools and platforms.
6. Increased training opportunities for faculty and staff on the available resources and how to use and/or incorporate them into curriculum.
7. Increased career exploration opportunities for all student.
8. Expanded Work-Based Learning and internship opportunities in order to better prepare students for the workplace, provide hands-on experiences, and increase program completions.
9. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.
10. Vertical alignment with K-12, universities, noncredit CTE, adult education, community partners, and other state-wide/regional initiatives.
11. Determine costs impact of going to open regional platform and look at ways to either reduce existing costs or develop a solution that would not increase the existing costs of any one institution for a sustainable model.

**Orange County Work Based meeting, a partnership with the [Foundation for California Community Colleges](#) to develop employment and internship opportunities for our students, as well as industry connections.**



2018-2019

WORKPLAN 7

MAJOR ACTIVITIES

1. Develop a long-term sustainable strategy on how to use the regional gap analysis and assessment to leverage other regional resources; centralize access for employers, partners, students and colleges; strengthen data collection related to the metrics (student job and wage data, employer skills data, etc.); and create a regional platform/virtual hub.
2. Provide regular updates to the Orange County region on new tools and resources.
3. Develop and coordinate training activities throughout the region for employers, partner agencies, students, faculty and other staff on how to incorporate the tools and resources into curriculum, career centers, colleges, etc.
3. Provide portability for students who may switch institutions and consistency for those students who already attend multiple institutions.
4. Increase Work-Based Learning, job, and internship opportunities.
5. Provide professional development for students, faculty, college staff, community partners, and employers on the regional tools.
6. Purchase software, develop a regional website, and/or contribute to the increased development of existing tools supported by the CCCCO in order to ensure all 10 Orange County institutions, AEBG, business/industry, students, and other outside partners/agencies have centralized access for student, schools, and employers to increase work-based learning and employment opportunities for all students within the region.
7. Create training videos for faculty, staff, students, and employers on how to use and/or leverage the new tools; on work-based learning and internships; and soft-skills such as resume writing, interview techniques, etc.
8. Create links on the new website to each of the colleges to highlight their processes and information pages regarding work-based learning, internships, and job placement.

2018-2019

WORKPLAN 7

MAJOR OUTCOMES

1. A unified system or suite of tools that are student-, employer-, college-, and community partner-centric.
2. Increased employment opportunities for students.
3. Increased qualified applicants and employees for our business/industry partners in order to meet their needs.
4. Regional unification and leveraging of state-recommended tools and platforms.
5. Increased training opportunities for faculty and staff on the available resources and how to use and/or incorporate them into curriculum.
6. Increased career exploration opportunities for all student.
7. Expanded Work-Based Learning and internship opportunities in order to better prepare students for the workplace, provide hands-on experiences, and increase program completions.
8. Improved student employability and technical skills which will increase their employment opportunities as well as ensure their ability to maintain employment.
9. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.
10. Improved leveraging of existing services offered within the Orange County region.
11. Vertical alignment with K-12, universities, noncredit CTE, adult education, community partners, and other state-wide/regional initiatives.



2018-2019

WORKPLAN 8

MAJOR ACTIVITIES

1. Provide regular updates to the Orange County region on new tools and resources.
2. Develop and coordinate training activities throughout the region for employers, partner agencies, students, faculty and other staff on how to incorporate the tools and resources into curriculum, career centers, colleges, etc.
3. Fund short-term projects to test expansion of existing employer engagement, job placement, work-based learning, and student resources projects and/or new projects/partnerships that can be developed to meet the regional needs for job placement, employer engagement, training, and other related career services. This will help us determine who is best equipped to handle activities such as job placement, career services, and employer engagement as well as which ones are sustainable once the grant funding has ended.
4. Provide professional development for students, faculty, college staff, community partners, and employers on the regional tools.

2018-2019

WORKPLAN 8

MAJOR OUTCOMES

1. Increased employment opportunities for students,
2. Increase work-based learning, job, and internship opportunities.
3. Increased qualified applicants and employees for our business/industry partners to meet their needs.
4. Increased career exploration opportunities for all student.
5. Improved access for employers to the 10 Orange County institutions faculty, staff, and training programs.
6. Improved leveraging of existing services offered within the Orange County region.
7. Vertical alignment with K-12, universities, noncredit CTE, adult education, community partners, and other state-wide/regional initiatives.

2018-2019  
SWP METRICS

**Number of Enrollments against 2015-2016 baseline year of 1,290,149 enrollments across all sectors**  
**Percentage of Students Employed in the Second Fiscal Quarter After Exit of 66 against 2014-2015**  
**Percentage of Students Employed in the Fourth Fiscal Quarter After Exit of 66 against 2014-2015**  
**Median Earnings (in dollars) in the Second Fiscal Quarter After Exit of 10,217 against 2014-2015**  
**Median Percentage Change in Earnings of 31 against 2014-2015**  
**Percentage Who Attained a Living Wage of 45 against 2014-2015**

2018-2019

TASK FORCE

RECOMMENDATIONS

- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.  
2. Improve CTE student progress outcomes.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
- Workforce Data & Outcomes** 6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
- CTE Faculty** 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.  
16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.
- Regional Coordination** 17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.  
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.  
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.



**LEAD INSTITUTION**

**Orange Coast College**

**Next Gen Drone and Autonomous Systems Technology Collaborative**

**Description:** The Next Gen project will continue and extend the reach of work currently being done through the Round 1-funded project in Drone and Autonomous Systems Technology. The program focus includes both the traditional aviation-based flying “drone” technology program areas and the broader core autonomous systems technology at the heart of drone systems at use in aerial, aquatic and terrestrial (ground) applications. Broad employment potential exists for students completing training programs.

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$800,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Industry Sectors: Advanced Manufacturing • Information and Communication Technologies/Digital Media**

**Participating Community College Partners**

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Ana College • Santiago Canyon College

**2018-2019  
WORKPLAN 1  
MAJOR ACTIVITIES**

1. Expand emerging relationships and new education programs in the drone and autonomous technology systems (UAS/UAV, AST) programs.
2. Extend and support sustainable collaborative relationships, structures and pathways between regionals colleges.
3. Create innovative programs, certificates, degrees and career pathways focused on the design, building and piloting of flying drones, and use of autonomous systems technology.
4. Include an ongoing effort to develop a career profile, pathways from K-12 to community college and four-year institutions and on to graduate school.
5. Build out efforts to attract non-traditional and veteran students into programs.
6. Continue to expand piloting and other “drone” technologies across diverse fields and industry sectors such as public safety, mining and surveying (GIS/GPS), agriculture, military and security applications, film and video production, commercial photography for examples.
7. Provide additional opportunities to build out innovative and experimental programs responsive to Labor Market and employer needs with one-year, two-year and five-year timelines.
8. Build a nationally recognized Community of Practice in Orange County around Drone-related technology, its educational impacts, professional development for faculty, research on trends which will shape drone technology and education in the future.
9. Create and implement internships and apprenticeships with employer partners.
10. Create and implement faculty externships with employer partners.
11. Promote and market the initiative across the region and statewide.
12. Identify and fulfill the needs for up-to-date equipment and facilities.
13. Meet the intent and recommendations for the Strong Workforce Program.

**2018-2019  
WORKPLAN 1  
MAJOR OUTCOMES**

1. Sustained Community of Practice and associated Stakeholder Board around UAS/UAV.
2. Clear guided pathways for use by region’s colleges including career profile, pathways from K-12 to community college and four-year institutions and on to graduate school.
3. Certificates, degrees and career pathways focused on the design, building and piloting of flying drones, and use of autonomous systems technology.
4. Increased number of non-traditional and veteran students into programs.
5. LMI and other information to support the build out innovative and experimental programs responsive to Labor Market and employer needs with one-year, two-year and five-year timelines.
6. Increased number of internships and apprenticeships with employer partners.
7. Increased number of faculty externships with employer partners.
8. Improved visibility of program across region for students, educators and employers.
9. Additional up-to-date equipment and facilities.

2018-2019  
SWP METRICS

Number of Enrollments against 2017-2018 Baseline Year for Computer Programming  
 Number of Enrollments against 2017-2018 Baseline Year for Electro-Mechanical Technology  
 Number of Enrollments against 2017-2018 Baseline Year for Software Applications  
 Number of Enrollments against 2017-2018 Baseline Year for Manufacturing and Industrial Tech

2018-2019  
TASK FORCE  
RECOMMENDATIONS

<b>Career Pathway</b>	<b>3.</b> Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market
<b>Workforce Data &amp; Outcomes</b>	<b>6.</b> Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
<b>Curriculum</b>	<b>7.</b> Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. <b>11.</b> Develop, identify and disseminate effective CTE practices. <b>12.</b> Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.
<b>Regional Coordination</b>	<b>17.</b> Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.





## Orange County Strong Workforce Regional Research Analyst & OC Center of Excellence

**Description:** OC SWP Regional Research Analyst A dedicated regional SWP Regional Research Analyst will provide regional statistical analyses and reports to inform not only current investments, but also future SWP investments. OC Center of Excellence Establish an Orange County COE to concentrate solely on working with OC colleges on their various LMI needs, including TOP code alignment projects, gap analyses on emerging and/or priority sectors and occupations, and SWP strategic regional and local planning.

### LEAD INSTITUTION

**Rancho Santiago Community College District**

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$340,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Priority Sector: Across All**

### Participating Community College Partners

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<p><b>OC Strong Workforce Regional Research Analyst</b></p> <ol style="list-style-type: none"> <li>1. Extensive statistical and regional technical institutional research for regional planning and decision making.</li> <li>2. Coordinate research activities with all research departments located throughout OC colleges.</li> <li>3. Prepare statistical analysis and reports, which can help the region comply with reporting requirements, and which can provide a more accurate picture of the impact of SWP investments.</li> </ol>
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<p><b>OC Strong Workforce Regional Research Analyst</b></p> <ol style="list-style-type: none"> <li>1. Reports produced are used for regional planning and to determine the impact or ROI of projects on SWP metrics.</li> </ol>
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Oversee and provide strategic direction to OC colleges in the planning and implementation of SWP projects.</li> <li>2. Coordinate data efforts with other regional organizations such as Workforce Development Boards, AEBG, OCDE, EDD, and OCBC.</li> <li>3. Manage and coordinate the development of comprehensive gap analysis studies, and TOP code alignment projects.</li> </ol>
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Through coordinated efforts with regional partners, a single source of regional data is developed for usage by all regional partners</li> <li>2. TOP codes are aligned throughout all OC colleges</li> <li>3. Regional research studies with a community college focus, and developed in coordination with OCBC, CSUF, and others are conducted, and its results used to guide regional planning.</li> </ol>



California Community Colleges Strong WorkForce

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- |                                      |  |
|--------------------------------------|--|
| <b>Workforce Data &amp; Outcomes</b> | <b>6.</b> Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.  |
| <b>Regional Coordination</b>         | <b>17.</b> Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.<br><b>19.</b> Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts. |





## Regional Career Education Marketing and Branding

**Description:** The regional career education marketing and branding

### LEAD INSTITUTION

Saddleback College

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$2,000,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Priority Sector: All Sectors**

### Participating Community College Partners

Coast Community College District • Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • North Orange County Community College District • North Orange Continuing Education • Orange Coast College • Rancho Santiago Community College District • Saddleback College • Santa Monica College • Santiago Canyon College • South Orange Community College District

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Regional marketing steering committee meetings.</li> <li>2. Resource development meetings.</li> <li>3. Social media platform launch.</li> <li>4. Web site(s) development and launch.</li> <li>5. Long term strategy development and implementation.</li> </ol>
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Regional marketing and branding plan development and implementation.</li> <li>2. Regional marketing materials that can be used by colleges.</li> <li>3. Regional marketing social media and web site.</li> <li>4. Story map materials to be used with web site and social media.</li> <li>5. Career education web site to provide information to stakeholders.</li> </ol>
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Regional marketing steering committee meetings.</li> <li>2. Resource development meetings.</li> <li>3. Social media platform launch.</li> <li>4. Website(s) development and launch.</li> <li>5. Long-term strategy development and implementation.</li> </ol>
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Story map materials to be used with website and social media.</li> </ol>



California Community Colleges Strong WorkForce



2018-2019  
WORKPLAN 3  
MAJOR ACTIVITIES

1. The region requires a web based “landing page” that will provide parents/students, counselors, industry partners, and other stakeholders career education resources and referrals to colleges’ counseling points of contact to facilitate student enrollment into regional programs. This resource will be developed in partnership with K-14 counselors, CTE faculty and administration, and will use technical experts and service providers.
2. Also relevant will be to keep CTE community college counselors involved through a CTE Counselor Network, and all counselors in the region involved through the annual Counselor conference, conducted in collaboration with OCDE.

2018-2019  
WORKPLAN 3  
MAJOR OUTCOMES

1. A web based portal is developed and used for regional marketing purposes.
2. CTE Counselor Network continues its regional activities, including regular meetings to continue promoting networking and collaboration.
3. The annual Counselor Conference done in collaboration with OCDE is held and promoted throughout the region.

2018-2019  
SWP METRICS

Number of Enrollments against 2015-2016 baseline year of 1,290,149 enrollments across all sectors

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.  
2. Improve CTE student progress and outcomes.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- Regional Coordination** 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.  
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.  
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college program with regional and industry needs and provide support for CTE programs.
- Funding** 21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.





**LEAD INSTITUTION**  
**Saddleback College**

**Vertical Sector Lead: Allied Health**

**Description:** Regional leadership to promote Allied Health across Orange County

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$300,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Industry Sector: Health**

**Participating Community College Partners**

Cypress College • Golden West College • Saddleback College • Santa Ana College

2018-2019  
 WORKPLAN 1  
 MAJOR ACTIVITIES

1. Regional college steering committee meetings.
2. Resource development meetings.
3. Pathways development with 4 year universities.
4. Sector coordination between K-14 and industry partners.
5. Long term strategy development and implementation.

2018-2019  
 WORKPLAN 1  
 MAJOR OUTCOMES

1. Curriculum coordination between instructional providers.
2. Regional instructional resource sharing.
3. Sector pathway strategy to streamline student completion.
4. Development of continuing professional development to assist incumbent workers with professional career advancement.

**2018-2019  
 SWP METRICS**

**Number of Enrollments against 2016-2017 Baseline Year for Health Occupations, General training programs.**

2018-2019  
 TASK FORCE  
 RECOMMENDATIONS

- |                              |  |
|------------------------------|--|
| <b>Student Success</b>       | <ol style="list-style-type: none"> <li>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</li> <li>2. Improve CTE student progress and outcomes.</li> </ol>   |
| <b>Career Pathway</b>        | <ol style="list-style-type: none"> <li>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.</li> </ol>  |
| <b>Regional Coordination</b> | <ol style="list-style-type: none"> <li>17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.</li> <li>19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.</li> <li>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</li> </ol> |
| <b>Funding</b>               | <ol style="list-style-type: none"> <li>21. Create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.</li> <li>22. Establish a sustained funding source to increase community colleges' capacity to create, adapt, and maintain quality CTE courses and programs that are responsive to regional labor market needs.</li> </ol>   |



**Santiago Canyon College**

**LEAD INSTITUTION**

**Santiago Canyon College**

**Automation Pathways**

**Description:** This Multi-sector Regional Automation Pathways Project creates an initiative that addresses employers’ needs for a highly trained Automation workforce. Labor market demand is strong. The project addresses estimated demand of 3,200 job openings annually in the LAOC region, with median hourly earnings ranging from \$19 to \$37. Supply/Demand in Orange County is 583 annual completers versus a demand of 846.

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$355,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**  
**Industry Sector: Across All**

**Participating Community College Partners**

Cypress College • Fullerton College • Irvine Valley College • Orange Coast College • Saddleback College  
 • Santa Ana College • Santiago Canyon College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<ol style="list-style-type: none"> <li>1. Build a statewide industry advisory council which will support development of an LAOC advisory to begin addressing industry engagement and program enhancements.</li> <li>2. Convene faculty in the region to build common student learning outcomes among all participating colleges.</li> <li>3. Develop a set of foundational courses that can lead to certificate programs, which in turn can be feeders into higher-level certificates and degrees.</li> <li>4. Upgrade of automation equipment to provide students with a learning environment containing the latest technologies.</li> <li>5. Engagement of multiple colleges statewide as part of the ECU Sector’s Projects-in-Common.</li> </ol>
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> <li>1. Regional Automation initiative that builds common student learning outcomes among multiple colleges is developed.</li> <li>2. Automation equipment at participating colleges is upgraded.</li> <li>3. A common core of foundational courses to is developed.</li> <li>4. Local and statewide industry advisories are held and findings used in the development of courses.</li> <li>5. Faculty are provided with professional development opportunities.</li> </ol>

**2018-2019  
SWP METRICS**

**Number of Enrollments against 2015-2016 Baseline year – Baseline Enrollment of 2563**

**2018-2019  
TASK FORCE  
RECOMMENDATIONS**

<p><b>Student Success</b></p>	<ol style="list-style-type: none"> <li>1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</li> <li>2. Improve CTE student progress and outcomes.</li> </ol>
<p><b>Career Pathway</b></p>	<ol style="list-style-type: none"> <li>3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.</li> </ol>
<p><b>Regional Coordination</b></p>	<ol style="list-style-type: none"> <li>17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.</li> <li>19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.</li> <li>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</li> </ol>



**Santiago  
Canyon  
College**

## Biotechnology Consortia Orange County Collaborative

**Description:** Santiago Canyon, Santa Ana, Fullerton and Irvine Valley College met with a biotechnology advisory committee in June 2012 which recommended developing a stackable certificate that would provide new students and incumbent workers with skills to enter and advance in this growing industry. Since that meeting, the four colleges have developed and implemented certificates and degrees in biotechnology.

### LEAD INSTITUTION

**Santiago Canyon College**

**Budget Allocation Year: 2018-2019**

**Total Project Budget: \$635,193.00**

**Project Performance Period: 7/1/2018 – 12/31/2020**

**Industry Sector: Life Sciences/Biotechnology**

### Participating Community College Partners

Fullerton College • Irvine Valley College • Saddleback College • Santa Ana College • Santiago Canyon College

2018-2019  
WORKPLAN 1  
MAJOR ACTIVITIES

1. Increase CTE enrollment of likely completers.
2. Increase the number of CTE completers.
3. Increase the number of completers earning industry-recognized credentials.
4. Increase the number of CTE completers who become employed in a related field Marketing and Outreach Process Development.
5. Create a marketing plan that increases enrollment and completion.
6. Establish marketing tools, resources and outreach marketing investment that results in greater employment.
7. Inform future marketing investments: °To increase messaging effectiveness °To determine most effective media combination °To build positive student experience in the enrollment process °To execute strategies for effective employer engagement Dual Enrollment.
8. Increase the number of dual enrollment offerings in the high schools °Offer wrap around services to assist students in being awarded degrees and certificates Professional Development.
9. Support regional, national and statewide conferences and professional development.
10. Attend local events, career and college fair •Bio Intl.
11. Assist faculty in obtaining certifications Vertical Sector Lead.
12. Convening the five colleges (Fullerton, Irvine, Santiago Canyon, Orange Coast and Santa Ana College.
13. Outreach to industry regarding employment, internships externships
14. Developing a marketing campaign that includes print, social media, web and advertisement.
15. Securing space, and funding to support the on-going efforts of the Bio-Link Depot.
16. Establish performance metrics based on regional and local needs.
17. Represent the colleges statewide including exhibiting and state and national industry associations and all of the functions above. 3rd Party Credentialing.
18. Explore and potentially pilot Badging by soliciting feedback from industry and other stakeholders.
19. Hire a facilitators to support identifying competencies or DACUM for purposes of exploring 3rd party badging.

### Santiago Canyon College Biotechnology Laboratory Student



2018-2019  
WORKPLAN 1  
MAJOR OUTCOMES

1. Convene colleges involved in the LAOC Biotech Collaborative including those who identified themselves and interested in participating in the programs.
2. Engage employers, workforce and economic development organizations and labor organization to identify business needs, establish short and long-term strategic initiatives.
3. Collaborate with the internship coordinator for the colleges in identifying employment and/or internships opportunities for students.
4. Provide professional development resources, opportunities and support for the Biotech collaborative.
5. Outreach to the local Workforce Development Boards in Santa Ana, Anaheim and Orange County.
6. Facilitate the collaboration with secondary, and post-secondary partners i.e. high schools in dual enrollment and UC/CSU for articulation agreements.
7. Developing marketing collateral.
8. Oversee the development of a website.
9. Support the Southern California BioLink Initiative.
10. Attend Strong Workforce Partnership (SWP) strategy meetings.
11. Attend the monthly Los Angeles/Orange County Regional Consortia Meetings.
12. Arrange presentations at job fairs, high school career fairs and science nights.
13. Create and manage the regional programs including Advisory Boards.
14. Work with the colleges to fully identify the scope of their project and the costs included.
15. Identify key stakeholders in the Biotech programs.
16. Submit necessary quarterly and year end reports to the CCCCCO as required by the CCCCCO.
17. Identify employment and internship opportunities in Orange County.
18. Disseminate the information to the respective college administrators, faculty and career centers.
19. Facilitate matching Labor Market Information with intended goals, impacts and metrics as provided by the Center of Excellence (COE) and complete the data review as needed to justify the choice of metrics and or chosen metrics and activities identified in the regional plan.
20. Conduct one-on-one interviews with the colleges as needed to improve and complete the regional plan.
21. Leverage resources with the regional SB1070 and Pathways projects on dual enrollments, externships between K12, Counselors and college faculty.
22. Other duties and assigned

2018-2019  
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year for Biotechnology and Biomedical Tech  
Number of Students Who Got a Degree of Certificate against 2015-2016 Baseline Year of 13

2018-2019  
TASK FORCE  
RECOMMENDATIONS

**Student Success** 2. Improve CTE student progress and outcomes.



California Community Colleges Strong WorkForce



**Santiago  
Canyon  
College**

**LEAD INSTITUTION**

**Santiago Canyon College**

**Orange County Careers in Education Pathway Collaborative**

**Description:** The Careers in Education (CIE) Pathway Collaborative will be designed to address the educator shortage in the region and the state, focusing on students’ early employment as program and teacher assistants in pre-schools, after school care programs, and aides in K-12 or special education. The CIE Pathway programs will at the same time help to coordinate this early employment with on-going education toward higher levels of education and employment as K-12 teachers.

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$975,458.00**  
**Project Performance Period: 7/1/2017 – 12/31/2019**  
**Industry Cluster: Education & Human Development**

**Participating Community College Partners**

Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College  
 • Saddleback College • Santa Ana College • Santiago Canyon College

2018-2019  
WORKPLAN 1  
MAJOR ACTIVITIES

**I. Establish protocols on how to collaborate better.**

1. Identify/develop “exemplary models” to replicate and provide technical assistance.
2. Campus based “self-assessments” to determine phases of pathway development and technical assistance needed.
3. Technical assistance (curriculum development, high school articulation/dual enrollment, high school partnership development, employer partnership development, internship/work-based learning standards, CTSO development, expanded support services, leveraging ).
4. Bring all Parties to the table: employers, USD’s, CC’s, Universities, WIB’s, ROP ♣ OC Education Industry Pathway Council – EPIC ♣ Teacher Pathway Pipeline (SB 1070) – Saddleback, GWC, Cypress, Coastline ♣ OC Teacher Pathway Partnership (CDE CCPT) – SCC, SAC, Fullerton ♣ Regional Teacher Education Consortium - RTEC (CSUF) II. Work collaboratively with the OC Community Colleges to begin strategies to build/enhance robust programs that support future teachers both on campus and in feeder high schools o Share curriculum related to creating stackable certificates, articulation agreements with local high schools.
5. Share strategies for faculty engagement in the high school course articulation process.

**II. Work to align campus courses with appropriate/common TOP Codes for consistent data collection.**

6. Assist with planning meeting between CC faculty and USD CTE programs to establish high school pathways.
7. Bring all local workforce partners together to discuss internship, fieldwork, and employment opportunities.
8. Establish common methods and mechanisms to measure project metrics.
9. Set goals, objectives, and timeline for Year 1 and then Year 2.

**III. Work collaboratively with CSU Fullerton to establish STEM Professional Development activities for students, CTE Teachers and community college faculty.**

**IV. Work collaboratively with the CCCC Workforce Development Division to review TOP Code alignment for Education Industry data reporting and MIS data collection.**

**V. Establish employer partnerships locally and regionally through the OC EPIC and other campus vehicles.**

**VI. “Vertical sector over horizontal community college” alignment led by community college champion (2+2+2).**

10. Provide multiple pathways to education and employment (employer partnerships).
11. Develop portable high school to community college and employment pathways.
12. Develop portable community college to university and employment pathways.
13. Develop pathways that provide increased education and experience = higher employment.
14. Provide professional development for CTE/Education teachers/pre-service teachers through partnership with CSU Fullerton o Gain regional university transfer admissions support through MOU’s (CSUF/CSULB/UCI).
15. Partner with CSUF/CSULB/UCI in their integrated degree and credential program revisions/development

**VII. Development of better data to make decisions and measure outcomes at the regional level.**

16. CIE Pathway Collaborative will bring CC’s together to build pathway programs that meet the SWP Metrics (course enrollments, certificate/degree achievement, transfers, employment in field of study, etc.).

- 17. A common reporting model will be developed for use by each “vertical” CIE Pathway program o Data will be reported by pathway and used for local decision making.
- 18. Data will be combined for the Region to determine impact on multiple entities (employment, labor market projections, educator preparation & retention)

**CAMPUS BASED ACTIVITIES**

**I. Job/Career Readiness, Career Exploration, Early work-based learning integrated with robust academic content, Job development/job placement, Internships/volunteer positions, Employer partnerships, and Education Industry soft skills integration and development.**

- 19. CSUF STEM Institute for community college CIE Pathway students (7 weeks, dual enrollment in Science Education course, training in teaching science, teach science lessons as employees for Anaheim YMCA).
- 20. CSUF STEM Residential Institute for high school CIE Pathway students ( 4 day stay in dorms, learn science, learn to teach a science lesson, teach a lesson to summer camp students brought to campus)

**II. Efficient pathways development and curriculum development:**

- 21. Establish or engage in campus developed high school course articulation and dual enrollment to community college.
- 22. Work with ROP state approved courses for high school adoption.
- 23. Curriculum development/revision to accommodate articulation/dual enrollment.
- 24. Integrate identified Education Industry “soft skills” in pathway curriculum.
- 25. Engage in professional dialog on how to assess student development of “soft skills” for course success and employability.
- 26. Development of stackable certificates and degrees into a Streamlined Teacher Education Pathway (STEP).
- 27. Enhance community college articulation and dual enrollment toward university transfer.
- 28. Connect STEP to integrated and regular credential admissions at the university.
- 29. Coordinate portability of campus curriculum across institutions

**III. Increase the pool of qualified CTE teachers/instructors o In-reach and outreach informing students and community of requirements.**

- 30. Providing field based practicum courses for teaching at Secondary level.
- 31. Partner with IHE’s and other agencies offering Adult Designated Subjects Credential (ADSC) coursework.
- 32. Market CTE TEACH advising and support programs to the region o Connect students/workers to ADSC university programs or other local programs.

**IV. Increase student matriculation from high school to college and persistence/success for community college students:**

- 33. Provide one to one counseling, career and educational planning specific to the education pathway.
- 34. Partner with local high to programs to provide class presentations on matriculation processes and educational options.
- 35. Provide an enhanced program of work based learning, internships, volunteer positions, Career Technical Student Organizations (CTSOs – TEACH Clubs, Student CTA Chapters, high school Educator Rising Chapters) integrated with the academic program.
- 36. Provide “wrap-around” support services for at-risk or low income students such as: book loan program, transportation assistance, tutoring, study centers, college success workshops, transfer application workshops, and the like.
- 37. Provide pre-service professional development through workshops/conferences for personal and professional development, industry information, and educator role models.
- 38. Provide assistance with employment information, job search assistance, and employment placement in jobs related to Careers in Education.



2018-2019  
WORKPLAN 1  
MAJOR OUTCOMES

1. This proposed Project builds on the efforts, resources, expertise and investments from the current SWP 1.0 Automation Project.
2. An active Industry Advisory Council at the state level, focusing on Orange County as the pilot for the state.
3. Industry advisors are committed to donate equipment, provide course content, supply faculty, and advise on program content- Cypress College and EST programs are constantly reaching out to industry partners for donations.
4. Cypress College AC/R and EST programs are prepared to update curriculum to meet UCI articulation and integrate are common goal for our students. Participating colleges can leverage the IVC/UCI partnership in a US Department of Energy Smart Manufacturing grant.
5. Professional Development for Faculty. A community of practice will enable scaling of best practices and advanced pedagogy
  - o Budget should include faculty participation in the community of practice.
6. A Technology Demonstration Site.
  - o Industry partners are working with IVC to develop a leading-edge technology demonstration center at ATEP for access by all participating colleges.
7. This project will engage multiple colleges statewide as part of the ECU Sector’s Projects-in-Common.
8. Future funding and program sustainability can leverage available funding by other SNs and DSNs.

2018-2019  
SWP  
METRICS

Number of Enrollments against 2015-2016 Baseline Year for Child Development/Early Care and Education of 11,802  
 Number of Enrollments against 2015-2016 Baseline Year for Child Development Administration and Mgmt of 68  
 Number of Enrollments against 2015-2016 Baseline Year for Children with Special Needs of 551  
 Number of Enrollments against 2015-2016 Baseline Year for Education, General (Pre-Professional-Transfer) of 793  
 Number of Enrollments against 2015-2016 Baseline Year for Educational Aide (Teacher Assistant) of 282  
 Number of Enrollments against 2015-2016 Baseline Year for Educational Technology of 36  
 Number of Enrollments against 2015-2016 Baseline Year for Infants and Toddlers of 38  
 Number of Enrollments against 2015-2016 Baseline Year for Liberal Studies (Teaching Preparation)  
 Number of Enrollments against 2015-2016 Baseline Year for Preschool Age Children of 25  
 Number of Student who Got a Certificate or Degree against 2015-2016 Baseline Year of 279  
 Number of Students Who Transferred against 2015-2016 Baseline Year of 677  
 Percentage of Students Employed in the Second Fiscal Quarter After Exit against 2015-2016 Baseline Year of 276  
 Percentage of Students Employed in the Fourth Fiscal Quarter After Exit against 2015-2016 Baseline Year of 264  
 Median Earnings (in dollars) in the Second Fiscal Quarter After Exit against 2015-2016 Baseline Year of 26,828

2018-2019  
TASK FORCE  
RECOMMENDATIONS

- |                              |  |
|------------------------------|--|
| <b>Student Success</b>       | 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.  |
| <b>Curriculum</b>            | 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.<br>10. Facilitate curricular portability across institutions.   |
| <b>CTE Faculty</b>           | 13. Increase the pool of qualified CTE instructors by addressing CTE faculty recruitment and hiring practices.   |
| <b>Regional Coordination</b> | 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.<br>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |







# 2018-2019

## Strong Workforce Program

### K12 – Local Education Agency Regional Project Investments

**LEAD INSTITUTION**



**Garden Grove Unified School District**

**CTE Student Leadership**

**Pathway Improvement Scope:** Increase CTSO participation for student leadership development. Provide students co-curricular, experiential learning activities that support CTE pathways. Provide students ongoing opportunities to apply technical skills, connect curricular and extra-curricular activities, and enhance their academic motivation, engagement, grades, career self-efficacy, college aspirations, goal setting, and employability skills.

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$75,000.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**

**CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Business & Finance • Education, Child Development, & Family Services • Engineering & Architecture • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies • Public Services • Transportation**

**Participating Partners**

Garden Grove Unified School District • Santiago High School • Bolsa Grande High School • Marie Hare High School • La Quinta High School • Los Amigos High School • Pacifica High School • Rancho Alamitos High School • Alamitos Intermediate • Bell Intermediate • Doig Intermediate • Fitz Intermediate • Irvine Intermediate • Jordan Intermediate • Lake Intermediate • McGarvin Intermediate • Ralston Intermediate • Walton Intermediate • Coast Community College District • North Orange County Community College District • Rancho Santiago Community College District • United Way Orange County • Boys and Girls Club of Garden Grove • Vital Link • Endologix, Inc. •

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	This application is informed by, aligned with, and expands upon regional plans to offer high-quality curriculum and instruction aligned with the K12 California Career Technical Education Model Curriculum Standards, providing a coherent sequence of career technical education courses that teach industry valued technical skills, while providing quality career exploration and guidance, pupil support services, and student leadership development.
	CTSO Expansion	
	Summary of Strategies	Increase student participation in CTE leadership opportunities, co-curricular activities, competitions, and CTSO chapters by covering costs of affiliation fees and operational costs. GGUSD currently has active chapters of the following CTSOs: DECA, Educators Rising, FBLA, HOSA, and SkillsUSA at multiple high school campuses, including the continuation high school.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Industry Sector Skills Analysis</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> </ul>



California Community Colleges



Strong WorkForce

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Student Leadership Activities</b>	<b>Summary of Strategies</b>	Provide extra duty pay and professional development for credentialed 7-12 grade CTE faculty to act as advisors for new and pre-existing CTSO school chapters. Fund related co-curricular activities, field trips, competitions, and student conference attendance. Support operational costs for CTSOs. Establish active SkillsUSA chapters at all ten intermediate schools.
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Student Leadership Support Services</b>	<b>Summary of Strategies</b>	Increase CTE leadership access and equity for students by funding requisite apparel and materials for CTSOs, competitions, and co-curricular CTE activities.
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Support Services</li> <li>• Work-based Learning</li> </ul>



**PATHWAY IMPROVEMENT STRATEGIES**

<b>System Alignment and Coherence</b>	<b>Summary of Strategies</b>	<p>Coordinators will ensure that they have a thorough understanding of Aeries Career Pathway Dashboard and that continual bridges are built between education services staff and IT staff to ensure maintenance of data and student completion efforts. The guidelines listed in the "detailed description" below will assist each Coordinator as they establish career education baselines for their district. Each stage is delineated so that each district can progress beyond their baseline data in this first round of K12 SWP funding.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• <b>Career Exploration and Guidance</b></li> <li>• <b>Dual Enrollment and/or College Credit</b></li> <li>• <b>Industry Sector Skills Analysis</b></li> <li>• <b>Industry-recognized Credential or Certificate</b></li> <li>• <b>Integrated Academic and Career Based Courses</b></li> <li>• <b>Placement Services</b></li> <li>• <b>Professional Development for Teachers or Faculty Members</b></li> <li>• <b>Soft Skills Contextualized in CTE</b></li> <li>• <b>Support Services</b></li> <li>• <b>Transition Services</b></li> <li>• <b>Work-based Learning</b></li> </ul>

**STATEMENT OF WORK**

<b>Aligning Career Counseling in Orange County</b>	<b>Strong Workforce Program Metrics</b>
	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>• 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 (K12)</li> <li>• Graduated high school (K12)</li> <li>• Enrolled in a California Community College within one year of leaving secondary school (K12)</li> <li>• Entered registered apprenticeship after participation in high school preapprenticeship program (K12)</li> <li>• Enrolled in another form of job training (other than California Community College) (K12)</li> <li>• Completed 9+ CTE units in first year of California Community College (CCCCO)</li> <li>• Attained a California Community College certificate/degree or journey level status (CCCCO)</li> <li>• Transferred to a four-year institution after exiting California Community College (CCCCO)</li> <li>• Employed in a job closely related to field of study after exiting California Community College (CCCCO)</li> <li>• Median annual earnings of students after exiting California Community College (CCCCO)</li> <li>• Attained a living wage after exiting California Community College (CCCCO)</li> </ul>



California Community Colleges



Strong WorkForce

## Advancing Career Counseling in Orange County (OC Pathways Consortium Initiative)

### LEAD INSTITUTION



Orange County Department of Education

**Pathway Improvement Scope:** We propose that the OC K12 SWP funding be utilized to hire a Career Counseling Coordinator for each participating school district. A regional scope of work will be developed by a task force and efforts will focus on bridging individual LEA counseling efforts between K-12 Educators and Community College Educators. (AUHSD, BOUSD, CAPOUSD, GGUSD, HBUHSD, IUSD, LBUSD, LOSAL, NMUSD, OUSD, PYLUSD, SVUSD, SAUSD, TUSD, + 9 Community Colleges.)

<p><b>Budget Allocation Year: 2018-2019</b>  <b>Total Project Budget: \$4,630,549.00</b>  <b>Project Performance Period: 7/1/2018 – 12/31/2020</b></p> <p><b>CDE Targeted Industry Sectors: Agriculture &amp; Natural Resources • Arts, Media, &amp; Entertainment • Building &amp; Construction Trades • Business &amp; Finance • Education, Child Development, &amp; Family Services • Energy, Environment, &amp; Utilities • Engineering &amp; Architecture • Fashion &amp; Interior Design • Health Science &amp; Medical Technology • Hospitality, Tourism, &amp; Recreation • Information &amp; Communication Technologies • Manufacturing &amp; Product Development • Marketing, Sales, &amp; Service • Public Services • Transportation</b></p>
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### Participating Partners

Orange County Department of Education • Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College • Rancho Santiago Community College District • Anaheim Union High School • Brea-Olinda Unified School District • Capistrano Unified School District • Garden Grove Unified School District • Huntington Beach Union High School • Laguna Beach Unified School District • Newport-Mesa Unified School District • Orange Unified School District • Placentia-Yorba Linda Unified School District • Santa Ana Unified School District • Saddleback Valley Unified School District • Tustin Unified School District • Irvine Unified School District • Los Alamitos Unified School District

<b>PATHWAY IMPROVEMENT STRATEGIES</b>	<b>Goals &amp; Priorities</b>	This Initiative proposes the hiring of a Career Counseling Coordinator at participating school districts. The Career Counseling Coordinator will embed career education elements and organize school counseling efforts with post-secondary counselors to include early college credit attainment, industry certifications, work-based learning. Please see attachment titled "Career Counseling Coordinator" for a complete job description.
	<b>Summary of Strategies</b>	Coordinators will significantly enhance the ability of students to progress through the regions career pathways by identifying which stage their district is at in alignment with regional workforce areas of need, growth, interest, etc. The guidelines listed in the "detailed description" below will assist each Coordinator as they establish career education baselines for their district. Each stage is delineated so that each district can progress beyond their baseline data in this first round of K12 SWP funding.
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Skilled Faculty</b>	<b>Summary of Strategies</b>	<p>Coordinators will work systemically to collaborate with teachers and counselors in the K12 system and align personnel to career readiness and career education efforts. The guidelines listed in the "detailed description" below will assist each Coordinator as they establish career education baselines for their district. Each stage is delineated so that each district can progress beyond their baseline data in this first round of K12 SWP funding.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• <b>Career Exploration and Guidance</b></li> <li>• <b>Dual Enrollment and/or College Credit</b></li> <li>• <b>Industry Sector Skills Analysis</b></li> <li>• <b>Industry-recognized Credential or Certificate</b></li> <li>• <b>Integrated Academic and Career Based Courses</b></li> <li>• <b>Placement Services</b></li> <li>• <b>Professional Development for Teachers or Faculty Members</b></li> <li>• <b>Soft Skills Contextualized in CTE</b></li> <li>• <b>Support Services</b></li> <li>• <b>Transition Services</b></li> <li>• <b>Work-based Learning</b></li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Professional Development</b>	<b>Summary of Strategies</b>	<p>Coordinators will work systemically to identify career education and pedagogy gaps to share out to stakeholder groups. The guidelines listed in the "detailed description" below will assist each Coordinator as they establish career education baselines for their district. Each stage is delineated so that each district can progress beyond their baseline data in this first round of K12 SWP funding.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• <b>Career Exploration and Guidance</b></li> <li>• <b>Dual Enrollment and/or College Credit</b></li> <li>• <b>Industry Sector Skills Analysis</b></li> <li>• <b>Industry-recognized Credential or Certificate</b></li> <li>• <b>Integrated Academic and Career Based Courses</b></li> <li>• <b>Placement Services</b></li> <li>• <b>Professional Development for Teachers or Faculty Members</b></li> <li>• <b>Soft Skills Contextualized in CTE</b></li> <li>• <b>Support Services</b></li> <li>• <b>Transition Services</b></li> <li>• <b>Work-based Learning</b></li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>System Alignment and Coherence</b>	<b>Summary of Strategies</b>	<p>Coordinators will ensure that they have a thorough understanding of Aeries Career Pathway Dashboard and that continual bridges are built between education services staff and IT staff to ensure maintenance of data and student completion efforts. The guidelines listed in the "detailed description" below will assist each Coordinator as they establish career education baselines for their district. Each stage is delineated so that each district can progress beyond their baseline data in this first round of K12 SWP funding.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• <b>Career Exploration and Guidance</b></li> <li>• <b>Dual Enrollment and/or College Credit</b></li> <li>• <b>Industry Sector Skills Analysis</b></li> <li>• <b>Industry-recognized Credential or Certificate</b></li> <li>• <b>Integrated Academic and Career Based Courses</b></li> <li>• <b>Placement Services</b></li> <li>• <b>Professional Development for Teachers or Faculty Members</b></li> <li>• <b>Soft Skills Contextualized in CTE</b></li> <li>• <b>Support Services</b></li> <li>• <b>Transition Services</b></li> <li>• <b>Work-based Learning</b></li> </ul>

**STATEMENT OF WORK**

<b>Aligning Career Counseling in Orange County</b>	<b>Strong Workforce Program Metrics</b>
	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>• 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 (K12)</li> <li>• Graduated high school (K12)</li> <li>• Enrolled in a California Community College within one year of leaving secondary school (K12)</li> <li>• Entered registered apprenticeship after participation in high school preapprenticeship program (K12)</li> <li>• Enrolled in another form of job training (other than California Community College) (K12)</li> <li>• Completed 9+ CTE units in first year of California Community College (CCCCO)</li> <li>• Attained a California Community College certificate/degree or journey level status (CCCCO)</li> <li>• Transferred to a four-year institution after exiting California Community College (CCCCO)</li> <li>• Employed in a job closely related to field of study after exiting California Community College (CCCCO)</li> <li>• Median annual earnings of students after exiting California Community College (CCCCO)</li> <li>• Attained a living wage after exiting California Community College (CCCCO)</li> </ul>



California Community Colleges



Strong WorkForce

## Building CTE Dual Enrollment in Orange County (OC Pathway Consortium Initiative)

### LEAD INSTITUTION



Orange County Department of Education

**Pathway Improvement Scope:** We propose that the OC K12 SWP funding be utilized to build and grow “early college credit” opportunities by establishing a task force who can focus on aligning high school CTE Pathways and courses with the nine OC Community Colleges' CTE courses, stack-able certificates and degree programs in Career Education. (AUHSD, BOUSD, CAPOUSD, GGUSD, HBUHSD, IUUSD, LBUUSD, LOSAL, NMUSD, OUSD, OCDE, PYLUSD, SVUSD, SAUSD, TUSD, Regional Occupational Programs, + 9 Community Colleges.)

<p><b>Budget Allocation Year: 2018-2019</b>  <b>Total Project Budget: \$2,109,168.00</b>  <b>Project Performance Period: 7/1/2018 – 12/31/2020</b></p> <p><b>CDE Targeted Industry Sectors: Agriculture &amp; Natural Resources • Arts, Media, &amp; Entertainment • Building &amp; Construction Trades • Business &amp; Finance • Education, Child Development, &amp; Family Services • Energy, Environment, &amp; Utilities • Engineering &amp; Architecture • Fashion &amp; Interior Design • Health Science &amp; Medical Technology • Hospitality, Tourism, &amp; Recreation • Information &amp; Communication Technologies • Manufacturing &amp; Product Development • Marketing, Sales, &amp; Service • Public Services • Transportation</b></p>
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### Participating Partners

Orange County Department of Education • Coastline Community College District • Cypress College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College • Rancho Santiago Community College District • Anaheim Union High School • Brea-Olinda Unified School District • Capistrano Unified School District • Garden Grove Unified School District • Huntington Beach Union High School • Laguna Beach Unified School District • Newport-Mesa Unified School District • Orange Unified School District • Placentia-Yorba Linda Unified School District • Santa Ana Unified School District • Saddleback Valley Unified School District • Tustin Unified School District • Irvine Unified School District • Los Alamitos Unified School District • North Orange County ROP • Coastline ROP • Central Orange County CTE Partnership • College and Career Advantage ROP

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Goals &amp; Priorities</b>	Build and grow "Early College Credit" attainment through CTE dual enrollment, concurrent enrollment and articulated course offerings/pathway sequences between High Schools and Community Colleges in Orange County (Inside or Outside of AB288).				
<b>Co-Teaching Between HS and CC Faculty &amp; CTE Dual Enrollment</b>	<table border="1"> <tr> <td style="text-align: center;"><b>Summary of Strategies</b></td> <td>Leverage the value of subject matter content expertise in our Community College faculty with the expertise in pedagogical approaches to learning in our K-12 faculty. Strategically place educators from these two systems together to build their own capacity and the capacity of students in their classrooms through CTE course delivery.</td> </tr> <tr> <td style="text-align: center;"><b>Activities of Proposed Strategies</b></td> <td> <ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul> </td> </tr> </table>	<b>Summary of Strategies</b>	Leverage the value of subject matter content expertise in our Community College faculty with the expertise in pedagogical approaches to learning in our K-12 faculty. Strategically place educators from these two systems together to build their own capacity and the capacity of students in their classrooms through CTE course delivery.	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>
<b>Summary of Strategies</b>	Leverage the value of subject matter content expertise in our Community College faculty with the expertise in pedagogical approaches to learning in our K-12 faculty. Strategically place educators from these two systems together to build their own capacity and the capacity of students in their classrooms through CTE course delivery.				
<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>				



**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Organize the Alignment of HS CTE Courses and Community College Stackable CTE Certificates</b></p>	<p><b>Summary of Strategies</b></p>	<p>Organize a task force to align Community College CTE course and certificate offerings for each of our 15 secondary school districts and their high schools that offer CTE pathways. Identify which CTE Community College courses are suitable for middle school and high school.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>OC Regional CTE Dual Enrollment MOU</b></p>	<p><b>Summary of Strategies</b></p>	<p>Create an OC Regional CTE Dual Enrollment MOU so that we can leverage the progressive implementation of dual enrollment processes happening around some parts of Orange County schools and districts.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>



California Community Colleges



Strong WorkForce

**STATEMENT OF WORK**

**Career Counseling Coordinators Implementation of Dual Enrollment Strategies**

**Strong Workforce Program Metrics**

- Completed 2+CTE courses in high school in the same program of study (K12)
- 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 (K12)
- Graduated high school (K12)
- Enrolled in a California Community College within one year of leaving secondary school (K12)
- Entered registered apprenticeship after participation in high school preapprenticeship program (K12)
- Enrolled in another form of job training (other than California Community College) (K12)
- Completed 9+ CTE units in first year of California Community College (CCCCO)
- Attained a California Community College certificate/degree or journey level status (CCCCO)
- Transferred to a four-year institution after exiting California Community College (CCCCO)
- Employed in a job closely related to field of study after exiting California Community College (CCCCO)
- Median annual earnings of students after exiting California Community College (CCCCO)
- Attained a living wage after exiting California Community College (CCCCO)

**Anaheim Union High School District**



**Brea Olinda Unified School District**



Thank you to our community partners at MR. Mold & Engineering for the donation to our Brea Jr. High Metal Shop class.



California Community Colleges



Strong WorkForce

## Creating Industry Certification Opportunities for OC (OC Pathways Consortium Initiative)

### LEAD INSTITUTION



Orange County Department of Education

**Pathway Improvement Scope:** We propose that the OC K12 SWP funding be utilized to educate, level, and align the 15 sector industry certifications list for Orange County. A task force will be created to determine which industry certifications are best suited for middle school, high school and community college level students via CTE Pathway courses, etc. (AUHSD, BOUSD, CAPOUSD, FJUUSD, GGUSD, HBUHSD, IUSD, LOSAL, NMUSD, OUSD, OCDE, PYLUSD, SVUSD, SAUSD, TUSD, ROPs, + 9 Community Colleges.)

<p><b>Budget Allocation Year: 2018-2019</b>  <b>Total Project Budget: \$529,017.00</b>  <b>Project Performance Period: 7/1/2018 – 12/31/2020</b></p> <p><b>CDE Targeted Industry Sectors: Agriculture &amp; Natural Resources • Arts, Media, &amp; Entertainment • Building &amp; Construction Trades • Business &amp; Finance • Education, Child Development, &amp; Family Services • Energy, Environment, &amp; Utilities • Engineering &amp; Architecture • Fashion &amp; Interior Design • Health Science &amp; Medical Technology • Hospitality, Tourism, &amp; Recreation • Information &amp; Communication Technologies • Manufacturing &amp; Product Development • Marketing, Sales, &amp; Service • Public Services • Transportation</b></p>
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### Participating Partners

Orange County Department of Education • Coastline Community College • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College • Rancho Santiago Community College District • Anaheim Union High School • Brea-Olinda Unified School District • Capistrano Unified School District • Fullerton Joint Union High • Garden Grove Unified School District • Huntington Beach Union High School • Laguna Beach Unified School District • Newport-Mesa Unified School District • Orange Unified School District • Placentia-Yorba Linda Unified School District • Santa Aa Unified School District • Saddleback Valley Unified School District • Tustin Unified School District • Irvine Unified School District • Los Alamitos Unified School District • North Orange County ROP • Coastline ROP • Central Orange County CTE Partnership • College and Career Advantage •

### PATHWAY IMPROVEMENT STRATEGIES

<b>Goals &amp; Priorities</b>	Fund industry certifications at a regional level in order to purchase student licenses regionally at the lowest price point. Vertically align (between K12 & CC) the industry certification list (organized by 15 sectors) for Orange County. Embed industry certifications in courses/ career pathway sequences/programs of study, etc.
<b>Inventory of Industry Certifications Relevant to Orange County</b>	<b>Summary of Strategies</b>
<b>Activities of Proposed Strategies</b>	<p>A task force has been created to research and assess the knowledge base among Orange County Educators related to Industry Certifications. A scope of work will include gathering data to determine which schools are already offering industry certifications vs. those that are interested in offering some but not sure which ones best apply to their programs.</p> <ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Leveraging Regional Licensing for Orange County</b></p>	<p><b>Summary of Strategies</b></p>	<p>The task force will conduct research on various industry certification and seek lowest regional price points for licensing packages. Research will also include a deeper analysis of pathway courses and sequences to guide schools/districts on which industry certifications might best be embedded in courses or career pathway sequences/programs of study.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Regional Testing Centers for Industry Certifications</b></p>	<p><b>Summary of Strategies</b></p>	<p>By establishing regional testing centers geographically located throughout Orange County, OCDE aims to save districts and schools time and money. Regional staffing of proctors at the testing centers could be coordinated by OC Pathways.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>



**STATEMENT OF WORK**

**Career Counseling Coordinators Creating Industry Certification Opportunities for OC Students**

**Strong Workforce Program Metrics**

- Completed 2+CTE courses in high school in the same program of study (K12)
- Graduated high school (K12)
- Enrolled in a California Community College within one year of leaving secondary school (K12)
- Entered registered apprenticeship after participation in high school preapprenticeship program (K12)
- Enrolled in another form of job training (other than California Community College) (K12)
- Completed 9+ CTE units in first year of California Community College (CCCCO)
- Attained a California Community College certificate/degree or journey level status (CCCCO)
- Transferred to a four-year institution after exiting California Community College (CCCCO)
- Employed in a job closely related to field of study after exiting California Community College (CCCCO)
- Median annual earnings of students after exiting California Community College (CCCCO)
- Attained a living wage after exiting California Community College (CCCCO)



California Community Colleges



Strong WorkForce

## Designing Career Based Student Leadership in OC (OC Pathways Consortium Initiative)

### LEAD INSTITUTION



Orange County Department of Education

**Pathway Improvement Scope:** We propose that the OC K12 SWP funding be utilized to build Student Leadership in Orange County including and/or expanding on Career Technical Student Organizations. Student leadership is present in many different aspects of career education and some OC schools have identified some best-practice approaches to that work. (AUHSD, BOUSD, CAPOUSD, GGUSD, HBUHSD, IUSD, LOSAL, NMUSD, OUSD, OCDE, PYLUSD, SVUSD, SAUSD, TUSD, ROPs, + 9 Community Colleges.)

<p><b>Budget Allocation Year: 2018-2019</b>  <b>Total Project Budget: \$1,999,828.00</b>  <b>Project Performance Period: 7/1/2018 – 12/31/2020</b></p> <p><b>CDE Targeted Industry Sectors: Agriculture &amp; Natural Resources • Arts, Media, &amp; Entertainment • Building &amp; Construction Trades • Business &amp; Finance • Education, Child Development, &amp; Family Services • Energy, Environment, &amp; Utilities • Engineering &amp; Architecture • Fashion &amp; Interior Design • Health Science &amp; Medical Technology • Hospitality, Tourism, &amp; Recreation • Information &amp; Communication Technologies • Manufacturing &amp; Product Development • Marketing, Sales, &amp; Service • Public Services • Transportation</b></p>
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### Participating Partners

Orange County Department of Education • Coastline Community College District • Cypress College • Fullerton College • Golden West College • Irvine Valley College • Orange Coast College • Saddleback College • Santa Ana College • Santiago Canyon College • Rancho Santiago Community College District • Anaheim Union High School • Brea-Olinda Unified School District • Capistrano Unified School District • Garden Grove Unified School District • Huntington Beach Union High School • Newport-Mesa Unified School District • Orange Unified School District • Placentia-Yorba Linda Unified School District • Santa Ana Unified School District • Saddleback Valley Unified School District • Tustin Unified School District • Irvine Unified School District • Los Alamitos Unified School District • North Orange County ROP • Coastline ROP • Central Orange County CTE Partnership • College and Career Advantage ROP

### PATHWAY IMPROVEMENT STRATEGIES

<b>Goals &amp; Priorities</b>	Build Student Leadership in Orange County beyond just CTSOs (Career Technical Student Organizations). Sample efforts could include: a) Certifications, b) Competitions, c) Robotics, d) Maker Faire, e) Cyber Patriot, f) ocMaker Challenge, g) STEM Project Incubator, h) Local Student Leadership Conference, i) Coordinated Alternatives to CTSOs.
<b>Summary of Strategies</b>	Our OC Pathways Regional Consortium will partner with Vital Link to organize an annual student leadership conference to be held in the Spring of each year targeting high school students. This conference will mirror a professional conference structure that includes breakouts, special sessions, and keynote speakers.
<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Student Leadership Through CTSOs</b>	<b>Summary of Strategies</b>	<p>Career and Technical Student Organizations (CTSO) is defined as an organization of individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program. The value of embedding a CTSO chapter includes providing industry-specific leadership, development, and training for students related to the CTE course or program of study in which they are enrolled.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Brainstorming &amp; Collaborating Best Practices to Grow Student Leadership</b>	<b>Summary of Strategies</b>	<p>We propose that the development of a teacher summit focusing on best practices toward growing student leadership would be a great opportunity for collaboration and brainstorming among key stakeholders. A teacher summit will take place each Summer so that teachers can embed Leadership Development in year-long courses, workshops, clubs and activities.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>



California Community Colleges



Strong WorkForce

**STATEMENT OF WORK**

**Career Counseling Coordinators Assisting with the design of Career Based Student Leadership**

**Strong Workforce Program Metrics**

- Completed 2+CTE courses in high school in the same program of study (K12)
- Graduated high school (K12)
- Enrolled in a California Community College within one year of leaving secondary school (K12)
- Entered registered apprenticeship after participation in high school preapprenticeship program (K12)
- Enrolled in another form of job training (other than California Community College) (K12)
- Completed 9+ CTE units in first year of California Community College (CCCCO)
- Attained a California Community College certificate/degree or journey level status (CCCCO)
- Transferred to a four-year institution after exiting California Community College (CCCCO)
- Employed in a job closely related to field of study after exiting California Community College (CCCCO)
- Median annual earnings of students after exiting California Community College (CCCCO)
- Attained a living wage after exiting California Community College (CCCCO)



California Community Colleges



Strong Work**Force**



## Enhancing Career Education Pedagogies (OC Pathway Consortium Initiative)

### LEAD INSTITUTION



Orange County Department of Education

**Pathway Improvement Scope:** We propose that the OC K12 SWP funding be utilized to provide more contextualized career learning opportunities for students in Orange County. A task force will collaborate on best practices incorporating modern technologies, facilitated instruction, digital literacy and innovative teaching & learning. (AUHSD, BOUSD, CAPOUSD, GGUSD, HBUHSD, IUSD, LBUSD, LOSAL, NMUSD, OUSD, OCDE, PYLUSD, SVUSD, SAUSD, TUSD, ROPs, + 9 Community Colleges).

<p><b>Budget Allocation Year: 2018-2019</b>  <b>Total Project Budget: \$219,773.00</b>  <b>Project Performance Period: 7/1/2018 – 12/31/2020</b></p> <p><b>CDE Targeted Industry Sectors: Agriculture &amp; Natural Resources • Arts, Media, &amp; Entertainment • Building &amp; Construction Trades • Business &amp; Finance • Education, Child Development, &amp; Family Services • Energy, Environment, &amp; Utilities • Engineering &amp; Architecture • Fashion &amp; Interior Design • Health Science &amp; Medical Technology • Hospitality, Tourism, &amp; Recreation • Information &amp; Communication Technologies • Manufacturing &amp; Product Development • Marketing, Sales, &amp; Service • Public Services • Transportation</b></p>
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### Participating Partners

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### PATHWAY IMPROVEMENT STRATEGIES

<b>Goals &amp; Priorities</b>	Provide learning opportunities for teachers in career pathway programs at the high school level, and teachers in career awareness programs at the K-8 level, to grow in their proficiency in and use of key strategies to equip students with defensible competencies in Human Centered Design Thinking, Universal Design for Learning, and Project Based Learning. Students will develop skills in teamwork, communication, problem solving, creativity, presentations, and individual career interests.
<b>Building Career Awareness Pedagogy</b>	
<b>Summary of Strategies</b>	Engage teachers by grade range (elementary, middle, high) to participate in career awareness building pedagogy. Students will work to develop skills in teamwork, communication, problem solving, creativity, presentations, and individual career interests.
<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Human Centered Design Thinking, Universal Design for Learning and Project Based Learning</b></p>	<p><b>Summary of Strategies</b></p>	<p>Engage teachers through Professional Learning Communities work to engage and grow their proficiency in and use of key strategies to equip students with defensible competencies like Human Centered Design Thinking, Universal Design for Learning and Project Based Learning.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Starting with the “WHY” for Students</b></p>	<p><b>Summary of Strategies</b></p>	<p>Students need to know why they are doing what they are being asked in order to promote the most productive learning environments. Teachers can escape the trap of focusing first on "what" and "how" and instead start with the "why."</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>



California Community Colleges



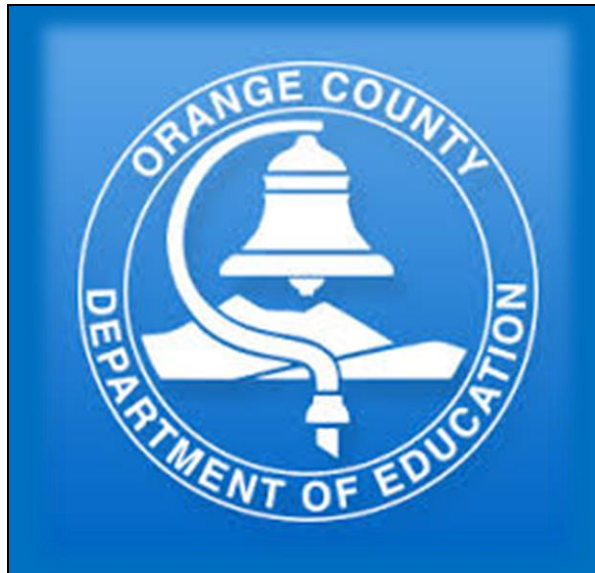
Strong WorkForce

**STATEMENT OF WORK**

**Career Counseling Coordinators Assist in Enhancing Career Education Pedagogies**

**Strong Workforce Program Metrics**

- Completed 2+CTE courses in high school in the same program of study (K12)
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California Community Colleges



Strong WorkForce

## Forming Orange County Integrated Pathway Teams (OC Pathway Consortium Initiative)

### LEAD INSTITUTION



Orange County Department of Education

**Pathway Improvement Scope:** We propose that the OC K12 SWP funding be utilized to build and grow “early college credit” opportunities by establishing a task force who can focus on aligning high school CTE Pathways and courses with the nine OC Community Colleges' CTE courses, stack-able certificates and degree programs in Career Education. (AUHSD, BOUSD, CAPOUSD, GGUSD, HBUHSD, IUUSD, LBUSD, LOSAL, NMUSD, OUSD, OCDE, PYLUSD, SVUSD, SAUSD, TUSD, Regional Occupational Programs, + 9 Community Colleges.)

<p><b>Budget Allocation Year: 2018-2019</b>  <b>Total Project Budget: \$400,000.00</b>  <b>Project Performance Period: 7/1/2018 – 12/31/2020</b></p> <p><b>CDE Targeted Industry Sectors: Agriculture &amp; Natural Resources • Arts, Media, &amp; Entertainment • Building &amp; Construction Trades • Business &amp; Finance • Education, Child Development, &amp; Family Services • Energy, Environment, &amp; Utilities • Engineering &amp; Architecture • Fashion &amp; Interior Design • Health Science &amp; Medical Technology • Hospitality, Tourism, &amp; Recreation • Information &amp; Communication Technologies • Manufacturing &amp; Product Development • Marketing, Sales, &amp; Service • Public Services • Transportation</b></p>
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### PATHWAY IMPROVEMENT STRATEGIES

<b>Goals &amp; Priorities</b>	Build incentives for schools and districts to develop and refine career pathway sequences with multi-disciplinary pathway teams. Create designated times and training opportunities for educators to incorporate integrated courses/curriculum (core academic and CTE courses with common integrated projects). Sample areas and projects could include Biotechnology Authentication and E-Sports Authentication.
<b>Orange County Career Sector &amp; Pathway Teams</b>	
<b>Summary of Strategies</b>	Teacher based educator PLC groups will be convened to focus on and create "program of study" templates to include a CTE sequence of courses and aligned integrated courses so that students can navigate secondary and post-secondary career pathways connected to regional workforce development trends.
<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>School Counselors and Integrated Pathway Teams</b>	<b>Summary of Strategies</b>	<p>School Counselors play a vital role in the development of effective Integrated Pathway Teams. Their expertise in secondary master scheduling and post-secondary matriculation will be part of this Integrated Pathway team development so that we can document the important elements of a full integrated pathways program of study.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Business &amp; Industry Partners</b>	<b>Summary of Strategies</b>	<p>The inclusion of Orange County business and industry partners is essential in the work we will commit to through building Integrated Career Pathways and Programs of Study in Orange County. Through purposeful interaction with workforce indicator reports, conferences and workshops, educators can keep with the pace of business and industry changes.</p>
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>



California Community Colleges



Strong WorkForce

**STATEMENT OF WORK**

**Career Counseling Coordinators Form OC Integrated  
Pathway Teams**

**Strong Workforce Program Metrics**

- Completed 2+CTE courses in high school in the same program of study (K12)
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California Community Colleges



Strong WorkForce

## Heightening Work-Based Learning in Orange County (OC Pathway Consortium Initiative)

### LEAD INSTITUTION



Orange County Department of Education

**Pathway Improvement Scope:** We propose that the OC K12 SWP funding be utilized to build on the foundation that ROP programs have established in Orange County by providing career education, career development, and workforce preparation that enhances student academic and career success and meets the economic development needs of the Orange County region. (AUHSD, BOUSD, CAPOUSD, GGUSD, HBUHSD, IUSD, LBUSD, LOSAL, NMUSD, OUSD, OCDE, PYLUSD, SVUSD, SAUSD, TUSD, ROPs, + 9 Community Colleges.)

<p><b>Budget Allocation Year: 2018-2019</b>  <b>Total Project Budget: \$219,773.00</b>  <b>Project Performance Period: 7/1/2018 – 12/31/2020</b></p> <p><b>CDE Targeted Industry Sectors: Agriculture &amp; Natural Resources • Arts, Media, &amp; Entertainment • Building &amp; Construction Trades • Business &amp; Finance • Education, Child Development, &amp; Family Services • Energy, Environment, &amp; Utilities • Engineering &amp; Architecture • Fashion &amp; Interior Design • Health Science &amp; Medical Technology • Hospitality, Tourism, &amp; Recreation • Information &amp; Communication Technologies • Manufacturing &amp; Product Development • Marketing, Sales, &amp; Service • Public Services • Transportation</b></p>
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### Participating Partners

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**PATHWAY IMPROVEMENT STRATEGIES**

<b>Goals &amp; Priorities</b>	Build upon work-based learning in Orange County from the established practices set by 4 ROP's. Work with industry/business partners to create and connect secondary students to specific technical and employability skills identified by industry/company. Establish and work from a consistent work-based learning continuum for Orange County.
<b>A Work-Based Learning Continuum for Orange County</b>	
<b>Summary of Strategies</b>	The four ROPs and a variety of schools and districts have been offering and running a variety of work-based learning experiences in Orange County but this work has been done in silos. Combining efforts regionally will streamline systems and provide more opportunities for students speaking with one centralized voice.
<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Work-Based Student Learning and OC Systems</b>	<b>Summary of Strategies</b>	K12 systems in Orange County have been organizing and participating in a variety of work-based learning systems for over 30 years. Some of our school have engaged in "work experience". Others have engaged in "workability" and ROP/CTE has offered a full range of work-based learning experiences from job shadowing to internships, externships and beyond.
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Administrators, School Counselors and Work-Based Learning</b>	<b>Summary of Strategies</b>	Designate a district representative to lead work-based learning efforts. Build better understanding of liability issues as it relates to students working at work sites through community classroom agreements.
	<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Dual Enrollment and/or College Credit</li> <li>• Industry Sector Skills Analysis</li> <li>• Industry-recognized Credential or Certificate</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> <li>• Support Services</li> <li>• Transition Services</li> <li>• Work-based Learning</li> </ul>





**STATEMENT OF WORK**

**Career Counseling Coordinators Heightening Work-Based Learning in Orange County**

**Strong Workforce Program Metrics**

- Completed 2+CTE courses in high school in the same program of study (K12)
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California Community Colleges



Strong WorkForce

**LEAD INSTITUTION**



**Santa Ana Unified School District**

**College and Career Focused Culture**

**Pathway Improvement Scope:** Aligned with the State Chancellor’s “Vision to Success”, Santa Ana USD’s (SAUSD), proposed Pathway Improvement, College & Career Focused Culture (CCFC) will leverage an MTSS System of Support to improve access and success for special populations within its 93.8% unduplicated students (socio-economically disadvantaged (SES) 91.5%, English learners (EL) 47%, foster youth and students w/disabilities (SWD)11%) of its 48,966 students as well as underrepresented genders and ethnicities (95% Latino).

**Budget Allocation Year: 2018-2019**  
**Total Project Budget: \$1,411,910.00**  
**Project Performance Period: 7/1/2018 – 12/31/2020**

**CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Building & Construction Trades • Engineering & Architecture • Health Science & Medical Technology • Information & Communication Technologies • Manufacturing & Product Development • Marketing, Sales, & Service**

**Participating Partners**

Santa Ana Unified School District • Century High School • Douglas MacArthur Fundamental Intermediate • Douglas MacArthur Fundamental Intermediate • Cesar E Chavez High School • Gerald P Carr Intermediate School • Gonzalo Felicitas Mendez Fundamental Intermediate • Hector G Godinez • Julia C. Lathrop Intermediate • Lorin Griset Academy • McFadden Intermediate • Middle College High School • Raymond A. Villa Fundamental Intermediate • REACH Academy • Saddleback High School • Santa Ana High School • Segerstrom High School • Sierra Preparatory Academy • Spurgeon Intermediate • Valley High School • Willard Intermediate • Santa Ana College • Coastline Community College • Vital Link • High School, Inc. • The ACME Network

**PATHWAY IMPROVEMENT STRATEGIES**

<b>Goals &amp; Priorities</b>	Selected industry sectors/pathways align with LAOCRC’s OC Strong Work Force Regional Plan (OCSR) and focus on special populations identified as most at risk per Chancellor’s Vision for Success. OCSR recommended sectors that are supported by this application are: Advanced Manufacturing Health Retail, Hospitality & Tourism ICT/ Digital Media Energy, Construction, & Utilities Life Sciences/Biotechnology Global Trade & Logistics Small Business & Entrepreneurship.
<b>Summary of Strategies</b>	Site counselors will be trained in order to monitor CTE students from Special Populations (Socio-economically disadvantaged, English Learners, students with disabilities, and sector-specific underrepresented genders) so that they effectively determine academic and career needs and support their 6-year high school/college and career plans. Additionally, orientation and career exploration curriculum will be provided to all 8th-grade students. High school/college orientation and bridge opportunities will be provided between high schools and college.
<b>Activities of Proposed Strategies</b>	<ul style="list-style-type: none"> <li>• Career Exploration and Guidance</li> <li>• Integrated Academic and Career Based Courses</li> <li>• Placement Services</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Support Services</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Increase Access to Relevant Dual Credit Courses</b></p>	<p><b>Summary of Strategies</b></p>	<p>In collaboration with community college partners, Santa Ana and Coastline Community Colleges, SAUSD will refine and improve current agreements for dual credit courses to also include: definitions of participants, roles, activities, products, and timelines.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Dual Enrollment and/or College Credit</li> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Support Services</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Increased Work-Based Learning (WBL) and Industry Certification</b></p>	<p><b>Summary of Strategies</b></p>	<p>CCFC will expand outreach to include more local industry partners for advisory, work-based learning, and internship opportunities. CCFC will expand the role of industry partnerships to support high-quality work-based learning opportunities, internships, competitions, and industry certifications.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Industry-Recognized Credential or Certificate</li> <li>• Work-Based Learning</li> </ul>

**PATHWAY IMPROVEMENT STRATEGIES**

<p><b>Increased Soft Skills, Leadership and Competition Opportunities</b></p>	<p><b>Summary of Strategies</b></p>	<p>Professional development for teachers will be expanded to increase student access to Career Technical Student Organization (CTSOs) programs and competitions. VitaLink and The ACME Network support will enhance access to additional industry-specific competitions, and peer mentorship to build leadership and soft-skills training.</p>
	<p><b>Activities of Proposed Strategies</b></p>	<ul style="list-style-type: none"> <li>• Professional Development for Teachers or Faculty Members</li> <li>• Soft Skills Contextualized in CTE</li> </ul>

**STATEMENT OF WORK**

CTE Professional Development for Counselors	<b>Strong Workforce Program Metrics</b>
	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>• Graduated high school (K12)</li> </ul>
Priority CTE Pathway Support for Special Populations	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>• Graduated high school (K12)</li> <li>• Enrolled in a California Community College within one year of leaving secondary school (K12)</li> </ul>
Intermediate School Outreach	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> </ul>
Post-Secondary Outreach	<ul style="list-style-type: none"> <li>• Enrolled in a California Community College within one year of leaving secondary school (K12)</li> <li>• Completed 9+ CTE units in first year of California Community College (CCCCO)</li> </ul>
Parent Engagement Strategy	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>• 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 (K12)</li> <li>• Graduated high school (K12)</li> <li>• Enrolled in a California Community College within one year of leaving secondary school (K12)</li> </ul>
Priority Access for Special Populations	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>• 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 (K12)</li> <li>• Graduated high school (K12)</li> </ul>
Bridge 2 Engineering	<ul style="list-style-type: none"> <li>• Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>• 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 (K12)</li> <li>• Graduated high school (K12)</li> </ul>
Outreach to Increase Business WBL Participation	<ul style="list-style-type: none"> <li>• 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 (K12)</li> </ul>
Increase Dual Enrollment Course Agreements	<ul style="list-style-type: none"> <li>• 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 (K12)</li> <li>• Enrolled in a California Community College within one year of leaving secondary school (K12)</li> </ul>

**STATEMENT OF WORK**

	<b>Strong Workforce Program Metrics</b>
<b>Increase Access to Highly Qualified Dual Enrollment Teachers</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Parent Outreach – College Bearing Courses</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Increase Industry Certification Options</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Increased Access to Pathway Relevant Internships</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> <li>Entered registered apprenticeship after participation in high school preapprenticeship program (K12)</li> </ul>
<b>WBL Project – Skills Development Mock Trial Mentors</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Student Projects – Skills Development – Engineering Design project</b>	<ul style="list-style-type: none"> <li>Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>Graduated high school (K12)</li> </ul>
<b>WBL Student Projects – Skills Development – Principles of Engineering 3-Axis Crane Project</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> <li>Graduated high school (K12)</li> </ul>

**STATEMENT OF WORK**

<p><b>WBL Student Projects – Skills Development – Engineering Capstone Project - Aerospace</b></p>	<p><b>Strong Workforce Program Metrics</b></p>
	<ul style="list-style-type: none"> <li>• 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 (K12)</li> <li>• Graduated high school (K12)</li> </ul>
<p><b>WBL Student Projects – Skills Development – Principles of Engineering Sun Tracker Project</b></p>	<ul style="list-style-type: none"> <li>• 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 (K12)</li> </ul>
<p><b>WBL Career Exploration – Manufacturing, Engineering and Design Urban Workshop</b></p>	<ul style="list-style-type: none"> <li>• 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 (K12)</li> </ul>
<p><b>WBL Career Exploration – College Pathway Days</b></p>	<ul style="list-style-type: none"> <li>• 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 (K12)</li> </ul>
<p><b>WBL Career Exploration – Site Visit Manufacturing</b></p>	<ul style="list-style-type: none"> <li>• 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 (K12)</li> </ul>

**STATEMENT OF WORK**

	<b>Strong Workforce Program Metrics</b>
<b>WBL Student Projects – Skills Development – Business Plan Project</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL– Teacher Professional Development</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Virtual Internships</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Student Projects – Skills Development – Pitch Packet – Visual &amp; Media Pathway Standards</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Career Project – Skills Development – 30-Second Animated Story – Visual &amp; Media Pathway</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Student Project – Skills Development – Basic Design Skills – Design and Visual &amp; Media Pathway</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>

**STATEMENT OF WORK**

<b>Strong Workforce Program Metrics</b>	
<b>WBL Student Project Leaf Drop Challenge – Visual &amp; Media Skills</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Student Project Bouncing Ball Challenge – Visual &amp; Media Skills</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Student Project Sack Pantomime Challenge – Visual &amp; Media Skills</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Student Project Biped Walk Challenge – Visual &amp; Media Skills</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>WBL Student Project Character Design Challenge – Visual &amp; Media Skills</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Leadership, Soft Skills and Competitions – ACME Peer Mentoring</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>



**STATEMENT OF WORK**

	<b>Strong Workforce Program Metrics</b>
<b>Leadership, Soft Skills and Competitions - Clubs</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Leadership, Soft Skills and Competitions – Rescue Robotics Competition</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Leadership, Soft Skills and Competitions – OC Digital Media Competition</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> <li>Enrolled in a California Community College within one year of leaving secondary school (K12)</li> </ul>
<b>Leadership, Soft Skills and Competitions – OC Maker Challenges</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Early Warning System for Identified Special Populations (ISP) Students</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> <li>Graduated in high school (K12)</li> <li>Enrolled in a California Community College within one year of leaving secondary school (K12)</li> </ul>
<b>CCFC Advisory Board (CAB)</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> <li>Graduated in high school (K12)</li> <li>Enrolled in a California Community College within one year of leaving secondary school (K12)</li> </ul>
<b>Expand Access to Leadership, Soft Skills, and Competition - HOSA</b>	<ul style="list-style-type: none"> <li>Completed 2+CTE courses in high school in the same program of study (K12)</li> <li>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 (K12)</li> </ul>

**STATEMENT OF WORK**

	<b>Strong Workforce Program Metrics</b>
<b>High School, Inc. Leadership Camp</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>United Way – Alumni United 4 OC Event, Ending Homeless in Orange County</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>OC Grantmakers Video Project</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Vision Makers</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> </ul>
<b>Disseminate and Present Strong Workforce Best Practices</b>	<ul style="list-style-type: none"> <li>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 (K12)</li> <li>Enrolled in a California Community College within one year of leaving secondary school (K12))</li> </ul>

**Santa Ana Unified School District**





## **Los Angeles Orange County Regional Consortium**

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