

Orange County Regional Consortium

Strong Workforce Program – 2025- 2029 Regional Plan

Version 3.0

The Orange County Strong Workforce Program (SWP) 2025-2029 Regional Plan 3.0 was developed through a collaborative and inclusive process involving Orange County's nine community colleges and stand-alone continuing education (noncredit) center, workforce development boards, industry stakeholders, and representatives from organizations invested in improving and aligning career education (CE) in the Orange County region.

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Table of Contents

Executive Summary	6
OCRC Planning Process	7
Orange County Regional Consortium	9
Orange County Landscape	9
OCRC Economic Impact Study by Lightcast	11
Economic Impact in Orange County	11
Operations Spending Impact.....	12
Construction Spending Impact	12
Student Spending Impact.....	12
Alumni Impact	12
Total Impact in Orange County	13
Investment Impact in Orange County	13
Student Perspective	14
Taxpayer Perspective	15
Social Perspective	16
Vision 2030 Forecast	17
Orange County Regional Consortium Community College Member Institutions	19
OCRC Ecosystem Partners	19
OCRC Governance Structure	20
Governance Council	20
Governance Council Chair and Vice Chair	21
Regional Projects Proposal Review Committee	21
Regional Projects Proposal Development Committee	22
College Resource Leadership Council (CRLC)	22
CRLC Chair and Vice Chair	23
OCRC Operations and Key Talent Resources	23
OCRC Chief Instructional Officer (CIO) Taskforce Group	23
Research Task Force Group	23
Collaborative Partners	24
OCRC Operations	24
OCRC Fiscal Agent Operations	25
OC Regional Center of Excellence (OC COE)	25
Regional Labor Market Needs Analysis	27
Occupation Selection	27

Criteria Used to Evaluate Occupations.....	28
Occupational Analysis	29
Sector Overview.....	29
Occupational Skill Level	31
Number of Jobs by Sector.....	31
Projected 5-Year Percent Change by Sector.....	32
Annual Openings by Sector	33
Entry-Level Wages by Sector.....	34
Demographics by Sector.....	35
Ethnicity by Sector	36
Age by Sector	37
Sex by Sector	38
Sector Supply	39
Orange County Priority Sector/Sector Ranking	40
Regionally and Locally Prioritized Projects and Programs	41
Strong Workforce Program Legislation	42
Strong Workforce Program Guiding Principles	42
OCRC Governance Council Regional Project Guidance	42
Data-Informed and Equity-Focused Framework.....	42
OCRC Regional Project Proposal Eligibility Criteria	43
OCRC Regional Collaboration and Coordination Regional Strategy	44
OCRC County Regional Consortium - Employer Engagement Strategies	45
Apprenticeships, Faculty Externships, Internships, and Work-Based Learning	45
Career Placement.....	45
Comprehensive Supports and Pathways	45
Industry Employer Training and Education.....	46
Future of Work and Emerging Technologies	46
OC Center of Excellence: Regional and Statewide Strategy	48
Labor Market Requests for Program Recommendation, Modification, Baccalaureate Proposals, and Exploratory Purposes	50
Alignment of Work Plans, Spending Plans, and Other Education and Workforce Plans Guiding Services in the Region	53
Workforce Innovation and Opportunity Act	53
Federal Legislation.....	53
Workforce Development Boards	53
Employment Development Department	55

State and Regional Workforce Agency.....	55
WIOA Implementation.....	55
California Community Colleges	55
Educational Partners.....	55
Collaboration with WIOA and EDD.....	56
Alignment	56
Collaborative Planning.....	56
Skill Development.....	56
Workforce Partnerships.....	56
OCRC Strong Workforce Program, K12 Strong Workforce Program, Employer Engagement, and K16 Education Collaborate Work Plans and Spending Plans	57
SWP Regional Project Work Plan and Spending Plan.....	57
OCRC Strong Workforce Program Local Work Plan and Spend Plan.....	59
K-12 Strong Workforce Program Projects Work Plans and Spending Plans.....	61
OCRC Regional Employer Engagement Strategy	66
Employer Engagement Work Plan.....	66
K16 Education Collaborative Projects	67
Alignment of Measurable Regional Goals to Workforce Innovation and Opportunity Act Performance Accountability Measures	70
Workforce Innovation and Opportunity Act (WIOA)	70
Increase Employment Rates.....	70
Enhance Workforce Skills Levels.....	70
Enhance Coordination.....	70
Employment Development Department (EDD)	70
Improve Employment Services.....	70
Reduce Unemployment Rates.....	70
Increase Workforce Participation.....	71
Regional and Local Strong Workforce Programs	71
Strengthen Career Education Programs.....	71
Increase Student Success.....	71
Expand Industry Partnerships.....	71
Common Cross Cutting Goals	71
Diversity, Equity, Inclusion, and Access.....	71
Data-Driven Decision-Making.....	71
SWP Launchboard Metrics.....	72
California Community College’s Chancellor’s Office Collaboration	88

Governance Council SWP Regional Plan Action	89
Preliminary Action	89
Final Approval:	89
Appendix A: OCRC Strong Workforce Program 2020-2024 Regional Plan	91
Appendix B: 2023 Biennial Modification to the Regional Plan - Program Year 2021-2024	92
Appendix C: Center of Excellence Labor Market Information Overview	93
Appendix D: Community Indicator Report	94
Appendix E: OCRC 2020-2021 Economic Impact Study	95
Appendix F: OCRC Governance Structure Chart	96
Appendix G: OCRC Regional Collaboration and Coordination Grant	97
Appendix H: OCRC Employer Engagement Work Plan	98
Appendix I: RPUs & OCRC Community College Institution Regional Equity & Recovery Partnership Grant Work Plans	99
Appendix J: Local Strong Workforce Program Projects	100
Appendix K: K-12 SWP Projects	101
Appendix L: OC Pathways – K-16 Projects	102
Appendix M: Strong Workforce Program Regional Project Work Plans and Spending Plans	103
Governance Structure Signatures	104

Executive Summary

The Orange County Regional Consortium (OCRC) Strong Workforce Program (SWP) 2025-2029 Regional Plan 3.0 was developed through a collaborative and inclusive process involving Orange County's nine community colleges and stand-alone continuing education (noncredit) center, the Orange County Regional Planning Unit (OC RPU) and Workforce Development Boards (WDBs), Employment Development Department (EDD), the Orange County Center of Excellence (OC COE), industry partners, and representatives from organizations invested into improving and aligning career education (CE) in the Orange County Region.

The following regional plan describes the work underway to synthesize and scale community college institution's efforts for the next four years to meet workforce demand fueling the regional economy while strengthening pathways between postsecondary institutions and K-12 education. The SWP planning process and outcomes summarized in this regional plan have been based upon the premise that deploying targeted, localized strategies to prepare the area's workforce can be advanced through a strong network of training, education, workforce with key employer engagement partners, as well as public and private business and community partners. As such, this work provides resources for students to enter high-demand jobs that pay solid wages that strengthen a competitive and growing regional economy.

In addition to the state's legislative mandate, there were many considerations in modifying the current Strong Workforce Program – 2020-2024 Regional Plan 2.0 and expanding it to create the Strong Workforce Program – 2025-2029 Regional Plan 3.0. This included taking into consideration lessons learned from the growing concern about permanent job loss and business closures during the period of the COVID-19 pandemic and forging forward in a post-pandemic era to continue supporting and propelling the region's economic stability. Collaborating with regional partners that include but not limited to the 10 Orange County community college institutions across four community college districts; the OC COE; the OC RPU that is comprised of three WDBs, which are leading the efforts with the Regional Effort and Recovery Partnerships (RERP) grant with the OCRC member college institutions; the Orange County Business Council (OCBC), which is leading the efforts with the Community Economic Resilience Fund (CERF) grant; the Orange County Department of Education (OCDE), which is leading the efforts on the K-16 Education Collaborative grant; and most importantly, aligning our economic and workforce development efforts with the State Chancellor's Vision 2030 Initiative have contributed to the Regional Plan 3.0.

All these factors contribute to a large and growing need to reskill and upskill the unemployed and underemployed and to lead existing and future community college students into career pathways that are either stable or growing over the next four years. As such, the strategies stemming from these considerations can continue to help the region to move forward in a post-pandemic economy. Additionally, in accordance with California Education Code Section 88823, the primary purpose of this four-year plan is to inform the development of strategies related to CE and workforce development courses, programs, and pathways in Orange County. The plan was developed in collaboration with education and workforce partners described in Sections 88821, 88823, 88825, and 88831.

This regional plan will inform strategies for the four-year period of 2025-2029, with annual updates provided each January. In August 2023, the OCRC team retreated and invited its member community college institution partners to participate in strategic planning to update the 2020-2024 Strong Workforce Program Regional Plan 2.0 by reviewing the existing plan and codifying critical factors that play a role in the current and future ecosystem. An updated outline was codified and shared with the region and reviewed with the OCRC Governance Council.

This plan is organized by major topics, beginning with:

- OCRC Planning Process
- Orange County Landscape
- OCRC Economic Impact Study by Lightcast
- Chancellor’s Office Vision 2030
- OCRC Member District and College Institutions
- OCRC Ecosystem Partners
- OCRC Governance Structure
- Regional Market Labor Needs Analysis
- Regionally and Locally Processes for Prioritized Projects and Programs
- Alignment of Work Plans and Spending Plans, and Other Education and Workforce Work Plans Guiding Services in the Region
- Alignment of Measurable Regional Goals to Workforce Innovation and Opportunity Act Performance Accountability Measures
- California Community College’s Chancellor’s Office Collaboration
- OCRC Governance Council Regional Plan Action

The plan ends with a list of appendices of materials and information that complements the body of this plan.

OCRC Planning Process

The Orange County planning process is informed by a variety of data inputs. The OC Center of Excellence for Labor Market Research (OC COE) is the region’s primary source of labor market information, and their reports analyze both past and current trends to project potential future labor market trajectories. Most notably, the OC COE’s *OC Resilient Jobs & Jobs for Recovery*¹, published in March 2023 and the *Orange County Labor Market Overview*², published in November 2023 are being utilized by the region to strategically plan for the next few years.

The *OC Resilient Jobs & Jobs for Recovery* report used a bespoke, validated methodology to predict which occupations in Orange County would be recession- and pandemic- resilient in the event of a future economic downturn, which is forecasted to begin in late 2024/early 2024³. Occupations across all skill levels were analyzed to supply potential noncredit to baccalaureate educational pathways. The report recommends the region prioritize its focus on the 23

¹ <https://coeccc.net/orange-county/2023/03/oc-resilient-jobs-jobs-for-recovery/>

² <https://coeccc.net/orange-county/2023/11/orange-county-labor-market-overview/>

³ <https://business.fullerton.edu/engagement/economic-analysis-and-forecasting/assets/pdf/Economic-Forecast-Report-23.pdf>

identified recession- and pandemic-resilient occupations, which grew by 94% compared to 3% growth for non-recession resilient jobs, and 18 middle-skill jobs for recovery, 10 of which are considered “2023 Best Jobs” by U.S. and World report⁴. All these occupations can be addressed by the region’s credit and noncredit CTE programs.

The *Orange County Labor Market Overview* thoroughly examined Orange County data for occupations within all twelve CCCCO-defined sectors. The OC COE applied rigorous criteria to all 796 occupations classified by the Bureau of Labor Statistics, resulting in 338 occupations that earned a minimum of four points, one per criterion met. In addition to traditional labor market information such as number of jobs, average annual openings, and wages, criteria included whether an occupation was considered a resilient job from the previously referenced OC COE report, whether it was included on the U.S. News & World Report 2023 Best Job list, and analysis of Lightcast’s Automation Index⁵. One of the primary purposes of the *Orange County Labor Market Overview* was to assist the region in the selection of its priority sectors, which was last affirmed for the prior Regional SWP Plan.

The OC COE presented the report’s findings to the region followed by the distribution of a survey used to rank the sectors in order of what each respondent felt was most important. The results were then shared with the College Resource Leadership Council (CRLC), who, after much discussion, recommended including all 12 sectors as part of the Regional SWP plan by ranking. This recommendation was then presented to OCRC’s Governance Council for inclusion in this plan. The entire sector ranking process is detailed in the Regional Labor Market Analysis section of this plan.

Orange County Ranked Sectors, 2025-2029, include:

1. Health
2. Information & Communication Technologies (ICT)/Digital Media
3. Business & Entrepreneurship
4. Education and Human Development
5. Energy, Construction & Utilities
6. Other
7. Life Sciences/Biotech
8. Advanced Manufacturing
9. Retail, Hospitality & Tourism
10. Advanced Transportation & Logistics
11. Agriculture, Water, and Environmental Technology
12. Public Safety

⁴ [2023's 100 Best Jobs in America | Best Jobs Rankings | US News Careers](#)

⁵ <https://kb.lightcast.io/en/articles/6957638-automation-index-methodology>

Orange County Regional Consortium

Orange County Landscape

Orange County, California is commonly referred to as small, but mighty. The recently published *2023-2024 Orange County Community Indicators*⁶ report, conducted by the Orange County Business Council and partners, provides an apt description of the county and its characteristics. With a land area of only 799 square miles, including 42 miles of coastline, Orange County's 34 cities and unincorporated lands pack in 3,926 persons per square mile for a total population of just over 3.1 million people, making it more densely populated than Los Angeles and representing 8% of California's total population. Orange County's median age, as of 2021, is 39.2 years and growing older. The percentage of residents over the age of 65 is expected to increase from 18% to 29% by 2060 while all other age groups decline. Currently, most of Orange County's population is white (41.1%), followed by Hispanic/Latino (36.8%). However, that is projected to switch by 2060 with Hispanics/Latinos comprising 40.3% of the population and whites 35.9%. The Asian population (18.1%) is also projected to decline by 1% while Multiracial and African Americans are expected to increase slightly. Over a third of Orange County's residents were born in other countries.

Orange County residents are older, more highly educated, and earn more than neighboring counties or the state. Approximately 43.1% of adults over 25 have a bachelor's degree or higher and 16.3% have a graduate or professional degree. The median Orange County income is \$100,559.

Unfortunately, the county also has some of the highest housing costs in Southern California. Home prices have increased 91% over the last 10 years; however, they have gone down slightly since their peak in April 2022. To buy a home in Orange County, first-time buyers need a minimum qualifying income of \$192,600 for an "entry-level" median priced home of \$1,016,190. Rentals are not any more affordable in Orange County, where prices have increased 10.9% in the last year. One now needs to earn \$40.63 per hour to afford a 1-bedroom apartment (\$2,113 fair market rent). If one makes minimum wage, they will need to work a staggering 105 hours per week to afford the same 1-bedroom apartment.

The high housing costs impact racial and ethnic groups very differently in Orange County. Whites (64%) and Asians (63%) have higher home ownership rates while those that identify as, "some other race" (64.2%), Native Americans (60.9%), and Hispanic/Latinos (61.5%) have the highest rate of renter-occupied housing.

Orange County is a very prosperous county. However, 9.9% of its residents live in poverty. While 19.2% of its residents earn \$200,000 or more per year, almost a quarter of its residents are classified as low-moderate earners (\$25,000 to \$49,999 per year), low earners (between \$10,000 and \$24,999 per year), or exceptionally low earners (less than \$10,000 a year), 12.3%.

⁶ Orange County Business Council. *2023-2024 Orange County Community Indicators*. 2023. <https://ocbc.org/wp-content/uploads/2023/11/CommunityIndicators-23.pdf>

7%, and 4.9%, respectively. Orange County's white population median household income is \$110,482, followed by Asian's earning \$103,291. Conversely, Hispanics/Latinos earn \$81,025, those who identify as "some other race" earn \$75,885, and Pacific Islanders earn the least with \$68,226.

Another marker of Orange County's mightiness is its economic health. The county's gross regional product (GRP), akin to gross domestic product (GDP), was \$284 billion in 2022 which is larger than that of 25 states. According to the Bureau of Labor Statistics, as of October 2023 Orange County's unemployment rate is 3.2%, the lowest in Southern California and lower than both California and the United States. Orange County has a diverse mix of businesses in both sizes and industry. With fewer than 50 workers, 96.2% of its businesses are considered small businesses, employing 43.6% of the county's workforce. The number of larger businesses has been increasing, with 187 businesses with more than 500 workers in 2022 (a 7% increase from the previous year) and those with 1,000 or more workers increasing to 67 businesses from 62 in 2021. The county has also seen employment increases in six industry clusters: tourism, defense and aerospace, energy and environment, health services, construction, and biomedical between Q4 2021 and Q4 2022. Four industry clusters: computer software, communication, computer hardware, and business and professional services declined during the same time period. Orange County's occupations have been thoroughly examined in the OC Center of Excellence's (OC COE) *Orange County Labor Market Overview* published in November 2023.

According to the Orange County Coast (January 2024), Orange County is home to some of the world's largest companies, including the following list of the top 20 employers in Orange County: The Walt Disney Company; University of California, Irvine; County of Orange; St. Joseph Health; Kaiser Permanente; Albertsons; Target Corporation; Walmart, Inc.; Hoag Memorial Hospital Presbyterian; The Boeing Company; MemorialCare Health System; California State University, Fullerton; Bank of America Corporation; Edwards LifeSciences; Parker Aerospace; Allied Universal; Home Depot Inc.; The Irvine Company; Cedar Fair LP; and United Health Group Inc. These top 20 employers represent 158,460 employed persons.



OCRC Economic Impact Study by Lightcast

A recent Orange County Regional Consortium (OCRC) Economic Impact Study (Lightcast, 2020-2021) that consists of both economic impact and investment analysis impact (see Exhibit 1 on the left).⁷

Exhibit 1. OCRC Economic Impact Study

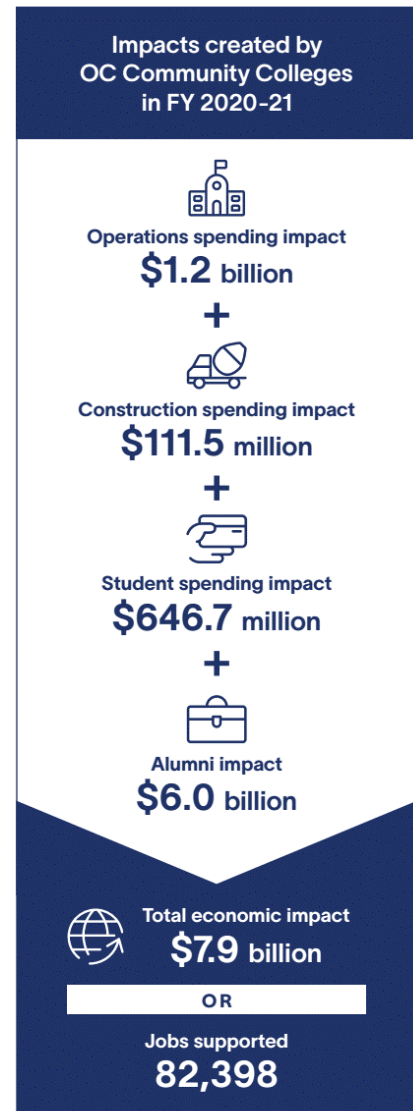


The study found that the OC community college institutions influence both the lives of students and the county economy in that the colleges support a variety of

industries, serve businesses, and benefit society in California from an expanded economy and improved quality of life. This *economic impact study* measures the economic impacts created by the OCRC member community college institutions on the business community and the benefits the college institutions generate in return from the investments made by key stakeholder groups that include students, taxpayers, and society. In terms of total impact, the OCRC member community college institutions contributed \$7.9 billion in income to the Orange County economy during the analysis year, which is equal to approximately 2.6% of the total gross regional product (GRP) of Orange County. This contribution from the OCRC member community college institutions is as significant as the entire Food Services & Drinking Places industry in the county. Additionally, the \$7.9 billion impact can also be expressed as supporting 82,398 county jobs, using the jobs-to-sales ratios specific to each industry in the county.

Economic Impact in Orange County

From an economic impact perspective, the OCRC community college institutions contributed a total of \$7.9 billion to the Orange County economy (see Exhibit 2 to above). OC community college institutions promote economic growth through their direct expenditures



⁷ Lightcast – OCRC Economic Impact Study, 2020-2021 Fiscal Year Data

and the resulting expenditures of students and county businesses. The colleges serve as employers and buyers of goods and services for their day-to-day and construction operations. The colleges' activities attract students from outside of Orange County, whose expenditures benefit county vendors. In addition, the institutions are primary sources of higher education to Orange County residents and suppliers of trained workers to county industries, enhancing overall productivity in the county workforce.

Operations Spending Impact

Orange County community college institutions add economic value to Orange County as employers of county residents and large-scale buyers of goods and services. In fiscal year 2020-2021, the institutions employed 10,776 full-time and part-time faculty and staff, 78% of whom lived in Orange County. Total payroll at OC community college institutions was \$827.3 million, much of which was spent in the county for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the colleges spent \$590.4 million on day-to-day expenses related to facilities, supplies, and professional services. OC community college institutions' day-to-day operations spending added \$1.2 billion in income to the county during the analysis year. This figure represents the colleges' payroll, the multiplier effects generated by the in-county spending of the institutions and their employees, and a downward adjustment to account for funding that the institutions received from county sources. The \$1.2 billion in added income is equivalent to supporting 12,552 jobs in the county.

Construction Spending Impact

OC community college institutions invest in construction each year to maintain facilities, create additional capacities, and meet growing educational demands. While the amount varies from year-to-year, these quick infusions of income and jobs have a substantial impact on the county economy. In fiscal year 2020-2021, OC community college institutions' construction spending generated \$111.5 million in added income, which is equivalent to supporting 1,170 jobs.

Student Spending Impact

Around 28% of students attending the OC community college institutions originated from outside the county in fiscal year 2020-2021, and some of these students relocated to Orange County to attend the colleges. These students may not have come to the county if the institutions did not exist. In addition, some in-county students, referred to as retained students, would have left Orange County if not for the existence of OC community college institutions. While attending the institutions, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated \$646.7 million in added income for the county economy in fiscal year 2020-2021, which supported 8,958 jobs in Orange County.

Alumni Impact

The education and training the community college institutions provide for the county residents has a significant impact. Since the institutions were established, students have studied at OC community college institutions and entered the county workforce with greater knowledge and new skills. Today, hundreds of thousands of former OC community college institution students are employed in Orange County. As a result of their education from OC community college

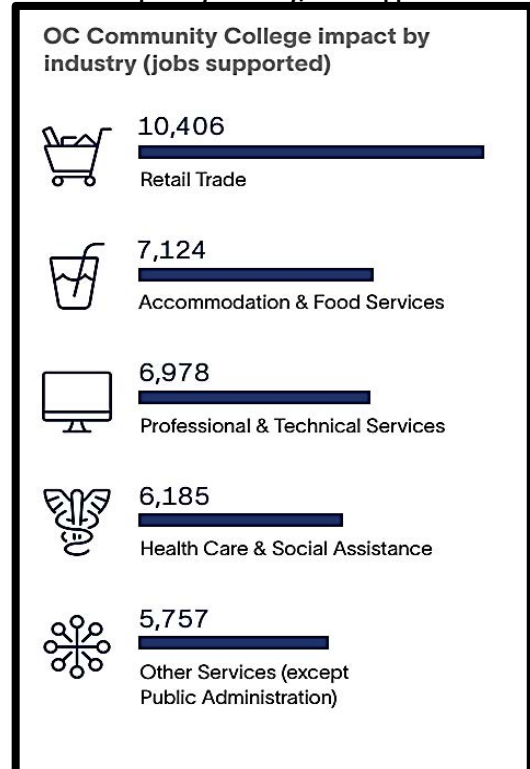
institutions, the students receive higher earnings and increase the productivity of the businesses that employ them. In fiscal year 2020-2021, OC community college institution alumni generated \$6.0 billion in added income for the county economy, which is equivalent to supporting 59,718 jobs.

Total Impact in Orange County

OC community college institutions added \$7.9 billion in income to the Orange County economy during the analysis year, equal to the sum of operations and construction spending impacts; the student spending impact; and the alumni impact. For context, the \$7.9 billion impact was equal to approximately 2.6% of the total gross regional product (GRP) of Orange County. This contribution that the colleges provided on their own was as large as the entire Food Services & Drinking Places industry in the county.

OC community college institutions' total economic impact can also be expressed in terms of jobs supported. The \$7.9 billion impact supported 82,398 county jobs, using the jobs-to-sales ratios specific to each industry in the county. This means that one out of every 28 jobs in Orange County is supported by the activities of the colleges and their students. In addition, the \$7.9 billion, or 82,398 supported jobs, stemmed from different industry sectors. For instance, among non-education industry sectors, the spending of OC community college institutions and their students and the activities of their alumni in the Retail Trade Industry sector supported 10,406 jobs in fiscal year 2020-2021 (see Exhibit 3 above). If the institutions did not exist, these impacts would not have been generated in Orange County.

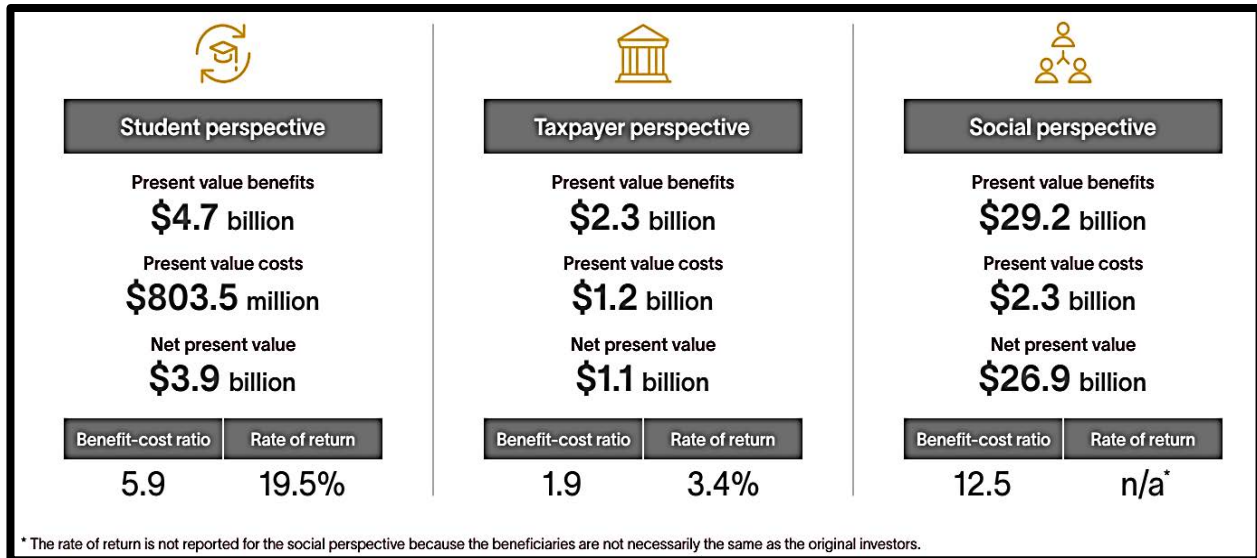
Exhibit 3. Impact by Industry/Jobs Supported



Investment Impact in Orange County

From an investment standpoint, the OCRC member community college institutions are a vital investment for all three major stakeholder groups as shown below. Students receive an excellent return for their investments in an education through community college institutions. At the same time, taxpayers' investment in OCRC member community college institutions return more to government budgets than it costs and creates a wide range of social benefits throughout California (see Exhibit 4 below).

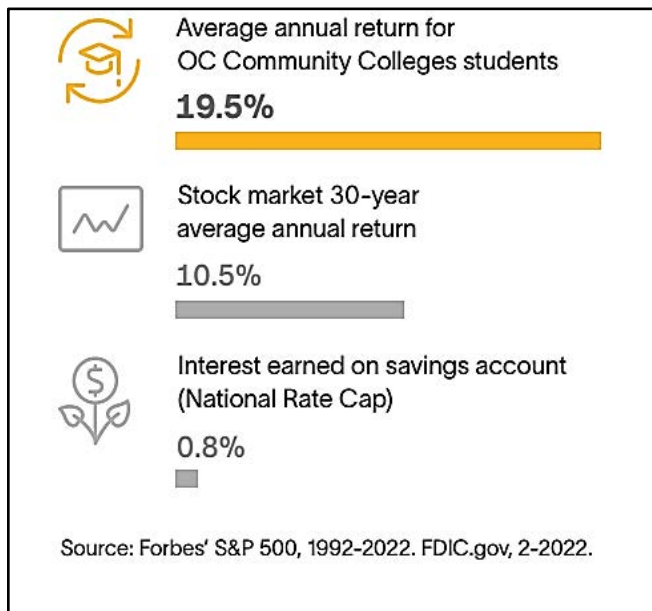
Exhibit 4. Orange County Regional Consortium Economic Impact Study Investment Analysis



Student Perspective

Students see a high rate of return for their investment in OC community college institutions (see Exhibit 5 left). In fiscal year 2020-2021, OC community college institutions served 206,874 credit and 57,440 noncredit students. To attend college, the students paid for tuition, fees, books, and supplies. They also took out loans and will incur interest on those loans. Additionally, students gave up money they would have otherwise earned had they been working instead of attending college. The total investment made by OC Community College students in FY 2020-21 amounted to a present value of \$803.5 million, equal to \$185.3 million in out-of-pocket expenses (including future principal and interest on student loans) and \$618.2 million in forgone time and money.

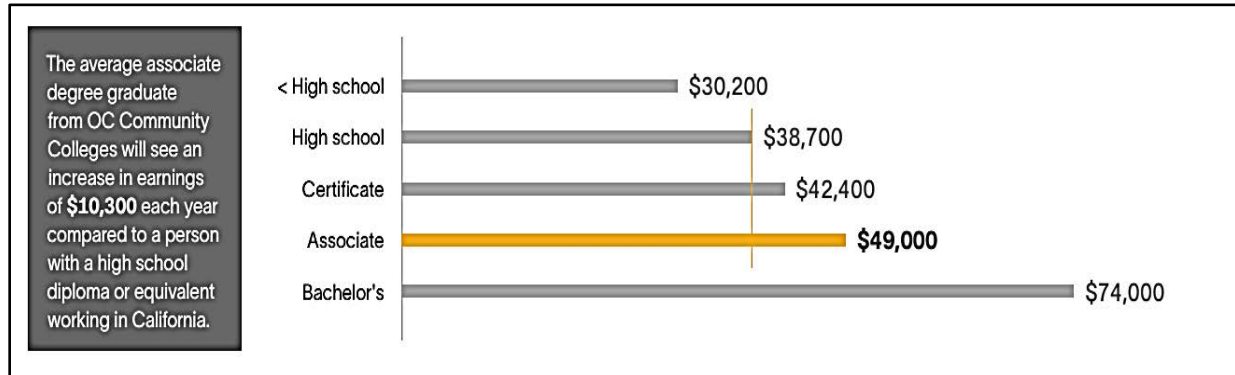
Exhibit 5. Students ROI



In return for their investment, OC community college institutions' students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average OC Community College associate degree graduate from FY 2020-21 will see annual earnings \$10,300 higher than a person with a high school diploma or equivalent working in California (see Exhibit 6 below). Over a working lifetime, the benefits of the associate degree over a high school diploma will amount to an undiscounted value of \$401.7 thousand in higher earnings per graduate. The present value of the cumulative higher future

earnings that OC Community Colleges FY 2020-21 students will receive over their working careers is \$4.7 billion.

Exhibit 6. Higher Earnings for OC Community College Institutions' Students



The students' benefit-cost ratio is 5.9. In other words, for all dollar students invest in an education at OC community college institutions in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of \$5.90 in higher future earnings. Annually, the students' investment in OC Community Colleges has an average annual internal rate of return of 19.5%, which is impressive compared to the U.S. stock market's 30-year average rate of return of 10.5%.

Taxpayer Perspective

OC community college institutions generate more in tax revenue than they receive. These benefits to taxpayers consist primarily of taxes that the state and local government will collect from the added revenue created in the state. As OC community college institutions students will earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2020-21 students' working lives, the state and local government will have collected a present value of \$2.1 billion in added taxes.

Benefits to taxpayers will also consist of savings generated by the improved lifestyles of OC community college institutions' students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. The education that OC community college institution students receive will generate savings in three main categories: 1) healthcare, 2) justice system, and 3) income assistance. Improved health will lower students' demand for national health care services. In addition, costs related to the justice system will decrease. OC Community College students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the Orange County Regional Consortium for a copy of the main report. Altogether, the present value of the benefits associated with an education through OC community college institutions will generate \$274.4 million in savings to state and local taxpayers. Total taxpayer benefits amount to \$2.3 billion, the present value sum of the added taxes and public sector savings. Taxpayer costs are \$1.2 billion, equal to the amount of state and local government funding OC Community Colleges received in FY 2020-21. These benefits and costs yield a benefit-cost ratio of 1.9. This means that for every dollar of public money

invested in OC Community Colleges in FY 2020-21, taxpayers will receive a cumulative present value of \$1.90 over the course of the students' working lives (see Exhibit 7 left). The average annual internal rate of return for taxpayers is 3.4%, which compares favorably to other long-term investments in the public sector.

Exhibit 7. Taxpayers ROI

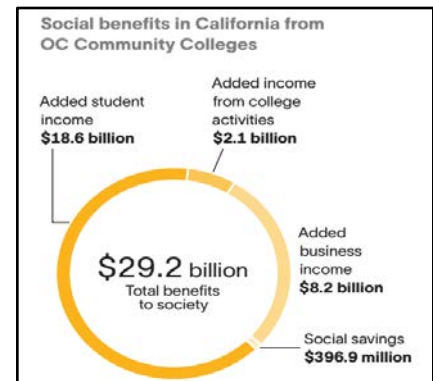
For every dollar of public money invested in OC Community Colleges, taxpayers will receive a cumulative value of **\$1.90** over the course of the students' working lives.

in two major ways. Primarily, society benefits from an increased economic base in the state. This is attributed to the added income from students' increased lifetime earnings (added student income) and increased business output (added business income), which raise economic prosperity in California.

Social Perspective

Society in California benefits from the presence of OC community college institutions

Exhibit 8. Society ROI



Benefits to society also consist of the savings generated by the improved lifestyles of OC community college institution students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Healthcare savings include avoiding medical costs associated with smoking, alcohol dependence, obesity, drug abuse, and depression. Justice system savings include avoided costs to the government and society due to less judicial activity. Income assistance savings include reduced welfare and unemployment claims. For a list of study references, contact the Orange County Regional Consortium for a copy of the main report.

Altogether, the social benefits of OC community college institutions equal a present value of \$29.2 billion. These benefits include \$18.6 billion in added student income, \$8.2 billion in added business income, \$2.1 billion in added income from the colleges' activities, as well as \$396.9 million in social savings related to health, the justice system, and income assistance in California. People in California invested a present value total of \$2.3 billion in OC Community Colleges in FY 2020-21. The cost includes all the colleges' expenditures and student costs.

The benefit-cost ratio for society is 12.5, equal to the \$29.2 billion in benefits divided by the \$2.3 billion in costs. In other words, for every dollar invested in OC Community Colleges, people in California will receive a cumulative value of \$12.50 in benefits (see Exhibit 8 above). The benefits of this investment will occur as long as OC Community Colleges FY 2020-21 students remain employed in the state workforce.

Vision 2030 Forecast

The OCRC has begun strategizing with the California Community Colleges Chancellor’s Vision 2030 initiative Roadmap for California Community Colleges, which is an expansion and inclusion of the Vision for Success Goals (2017-2022) and the Governor’s Roadmap Goals (2021-2027), respectively. **(See Exhibit 9 below).**

Vision 2030 serves as a comprehensive framework, propelling purposeful initiatives in policy reform, fiscal sustainability, systems development, and process/practice improvements within the realm of California Community Colleges.⁸ It extends and builds upon the foundational objectives outlined in both the Vision for Success (2017-2022) and the Governor’s Roadmap (2022-2027).⁹ By anchoring itself in 12 specific actions organized across three strategic directions, Vision 2030 is dedicated to fostering equity in success, access, and support. This commitment is centered on ensuring that educational institutions are inclusive and effective for all students, transcending barriers related to race, ethnicity, religion, class, and gender, particularly addressing the challenges faced by those historically hindered by systemic obstacles linked to their racial and ethnic identities.¹⁰

Exhibit 9. Building for the Future Based on Where We’ve Been CCCC Vision 2030



The OCRC region has begun to align the Vision 2030 framework that is incorporated into **Exhibit 10 below**. Each focal area is designed to guide the system in its mission to make equity gains while acknowledging decades of systemic barriers and the impact on disinvested communities.

⁸ Source: <https://www.cccco.edu/About-Us/Vision-2030>

⁹ Source: [CCCCO-Webinar-Summary_August-2023.pdf](https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics)

¹⁰ Source: <https://www.cccco.edu/About-Us/Vision-2030/outcomes-and-metrics>

Exhibit 10. Chancellor’s Office Vision 2030 Focal Framework.



The California Community College Chancellor began her Chancellor’s Vision 2030 Summit: A Focus on Workforce and Economic Development tour in the Orange County Region in Fall of 2023 to share her Vision 2030 initiative with the region’s constituency and ecosystem. On November 8, 2023, the Chancellor lead a discussion with the OCRC Governance Council on the Vision 2023 Pathways for Low-Income Learners Demonstration Project and Partnership with United Domestic Workers (UDW) Union. She shared the Memorandum of Understanding Joint Purpose Statement with the UDW which is a commitment to a three-year partnership to “ensure the engagement, enrollment, and equitable student success of more than 171,000 UDW working learners and dependents, to access California community colleges to empower their socio-economic upward mobility and long-term civic engagement” to “dismantle barriers and construct educational pathways for UDW working learners, consistent with guided pathways.”¹¹

The OC leadership agreed that its community colleges are prepared to create marketing campaigns with the purpose of outreaching to UDW members and their families, and offer relevant pathways in Healthcare, IT, and Early Childhood with a focus on Vocational ESL programs. Career pathways will be compiled and provided to the California Community Colleges Chancellor’s Office (CCCCO) for each of the OC community colleges to begin implementation with the Chancellor’s Pathways for Low-Income Workers Demonstration Project under the auspices of her Vision 2030 initiative.

Rancho Santiago Community College District has partnered with the Chancellor to provide leadership with her Apprenticeship Pathways Demonstration Project and looks forward to collaborating with the California Community College Regional Consortia to assist with further onboarding and implementing apprenticeship programming across the State of California.

¹¹ Chancellor Sony Christian’s UDW Presentation to Orange County CEOs, November 8, 2023

Orange County Regional Consortium Community College Member Institutions

Exhibit 11. Orange County Community College Districts and Fiscal Agent

OCRC COMMUNITY COLLEGE DISTRICT	INSITUTIONS
Coast Community College District	Coastline College
	Golden West College
	Orange Coast College
North Orange County Community College District	Cypress College
	Fullerton College
	North Orange Continuing Education
Rancho Santiago Community College District Fiscal Agent, Orange County Regional Consortium	Santa Ana College
	Santiago Canyon College
South Orange County Community College District	Irvine Valley College
	Saddleback College

The Orange County Regional Consortium (OCRC) is comprised of ten community college institutions across four community college districts and is designated and defined by the California Community Colleges Chancellor’s Office (CCCCO) as part of the Orange County region. Please refer to **Exhibit 11 above** for the community college districts and college member institutions. Rancho Santiago Community College District serves as the fiscal agent of the OCRC. The fiscal agent dispenses, monitors, and audits sub-grants once spending decisions have been authorized by the OCRC Governance Council as stipulated in legislation of the Strong Workforce Program and other resource allocations. The principal office of the OCRC is located with the fiscal agent’s district office.

OCRC Ecosystem Partners

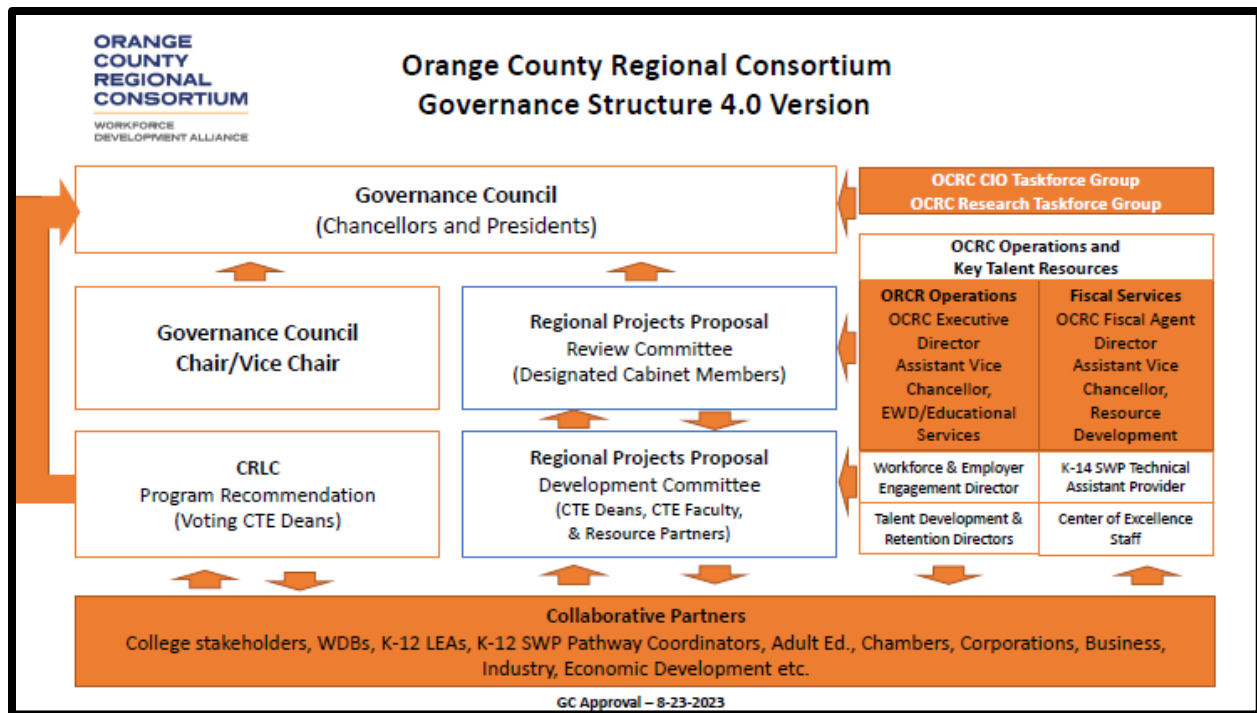
In addition to the member community college districts and institutions listed **above in Exhibit 11**, other key partnerships of the OCRC include, but are not limited to,

- Orange County Regional Planning Unit – Workforce Development Boards
- Orange County American Job Centers of California (AJCCs)
- Orange County One-Stop Center
- Orange County WIOA Leadership Council
- Orange County Employment Development Department
- Orange County Department of Education
- Orange County K12 Local Educational Agencies and Regional Occupation Programs
- Orange County Public and Private Four-Year Universities and Colleges
- Orange County Chambers of Commerce
- Orange County Community-Based Organizations
- Orange County Vitalink
- Orange County Industry Sector Partners

- Orange County Employer Partners
- Orange County Business Council
- Orange County CEO Leadership Alliance
- Orange County Veterans Service Office
- Orange County Employer Engagement Intermediaries
- RSCCD Small Business Development Center
- Coast Adult Education Consortium
- North Orange County Regional Consortium for Adult Education (NOCRC)
- Rancho Santiago Adult Education Consortium
- South Orange County Regional Consortium (SOCRC)

OCRC Governance Structure

Exhibit 12. Orange County Regional Consortium Governance Structure 4.0



The Governance Structure above in **Exhibit 12** consists of the following governing body, committees, and resource partners in the OCRC ecosystem.¹²

Governance Council

The Governance Council is composed of all community college districts and college institutions in the region that are designated by the CCCCCO. Each member district and college institution have one (1) vote on the Governance Council. The Governance Council is the final decision-making body of the OCRC, including but not limited to, decisions on budget, resource allocation

¹² Orange County Regional Consortium Governance Structure and Bylaws

(including unspent funding), strategic planning, policy, advocacy, regional plans, and dispute resolution. For instances in which there is unspent regional SWP funding on an approved project, the regional project lead shall have first right of refusal for reallocating the unspent funds within the project. Such reallocations within the same regional project do not require approval by the Governance Council. However, for instances in which the project lead cannot reallocate the unspent funds with the project to be expended within the performance period, unspent funds can be allocated to other regional SWP projects within the same funding period with prior approval from the Governance Council.

The Governance Council meets at least four times (4) during the academic year. An annual calendar with meeting dates is developed and approved by the Governance Council at their spring meeting. The Quorum shall be established by a majority of members in attendance at the meeting. The Governance Council can elect to have interim meetings for the purposes of acting on recommendations from the CRLC and discussing emerging regional consortium business matters.

Governance Council Chair and Vice Chair

The Chairperson shall be selected by a simple majority vote of the Governance Council members and serve for a term of two (2) academic years. Likewise, the Vice Chairperson is also selected by a simple majority vote of the Governance Council members and shall serve for a term of two (2) academic years. The Chair and the Vice Chair convene the CEO Executive Committee, two or three weeks before with the Host CEO, to codify recommendations and agenda items for the Governance Council Standing Quarterly Business Meetings.

Regional Projects Proposal Review Committee

The Regional Projects Proposal Review Committee is composed of designated District and/or College Cabinet members, with at least one or more Chief Instructional Officers from each District. Each District shall designate one member to represent each college campus.

The Regional Projects Review Committee serves as the Program Review Board to the Governance Council, and makes funding recommendations to the Governance Council based upon reviews and scoring of SWP proposal applications in consultation with the Assistant Vice Chancellor of Economic and Workforce Development (executive director) and Assistant Vice Chancellor of Educational Services (fiscal agent director), and receive regional project recommendations from Regional Projects Proposal Development Committee on behalf of the Orange County Region.

The Review Committee consults with the Executive Director, Fiscal Agent Director, Director of the Center of Excellence, and have access to the entire OCRC team and key talent as a resource to provide regional and labor market information in the process of decision making.

Regional Projects Proposal Development Committee

The Regional Projects Proposal Development Committee is composed of Career Technical Education Deans and CTE Faculty from each community college and North Orange Continuing Education (NOCE), and resource partners, as needed.

The Regional Projects Proposal Development Committee establishes and provides guidance to applicants in the development of regional Strong Workforce Program applications that align with the OCRC Strong Workforce Regional Plan, Strong Workforce Program Legislation, Governance Council Guidance, and directly address the educational, industry, and economic needs of Orange County. The development committee ensures that all completed applications are reviewed and approved by the institution's Chief Instructional Officer prior to receiving approval from the President and/or the Chief Executive Officer.

The Strong Workforce Program Regional Projects Proposal Development Committee is also comprised of Career Technical Education Deans of each community college, North Orange Continuing Education (NOCE) representatives, key talent in Orange County (Talent Development and Retention Directors, Workforce & Employer Engagement Director, Technical Assistant Provider, Center of Excellence for Labor Market Research), local educational agencies, adult education, K-12 schools and districts, interested campuses of the California State University and University of California, civic representatives, community-based organizations, workforce development boards, representatives of labor, and economic development and industry sector leaders.

College Resource Leadership Council (CRLC)

The College Resource Leadership Council shall be composed of 10 Voting Members: one (1) Voting Member from each of the nine (9) community colleges in Orange Counties, and one (1) from the standalone continuing education center. There may also be one (1) Alternate Voting Member per college/center who may serve as a Voting Member in the absence of the Voting Member.

The CRLC shall be responsible primarily for the review and recommendation of programs in accordance with California Education Code, Title 5, and the Chancellor's Office. The CRLC will collaborate, advise, and coordinate efforts with the Assistant Vice Chancellor, Economic and Workforce Development, and provide input regarding programmatic budget, resource allocation, strategic planning, policy, advocacy and regional plans and coordination of strategic efforts. Members are appointed by the President from each institution.

The College Resource Leadership Council convenes a minimum of 7 monthly meetings from September through June as stipulated in the grant requirements. An annual calendar with meeting dates and program recommendation deadlines will be developed and approved by the CRLC no later than their June meeting. For purposes of program recommendation, business meeting minutes will be made available to CRLC members in accordance with requirements in the most recently published version of the Program and Course Approval Handbook (PCAH).

CRLC Chair and Vice Chair

The Chairperson of the CRLC is elected by a simple majority vote. The Chairperson serves a term of two (2) academic years and may be reappointed to additional terms. The Chairperson shall be a voting member of the CRLC and preside over the meetings and approve meeting agendas prior to dissemination and posting.

The CRLC Vice Chairperson is selected by a simple majority vote of the CRLC every other year at the CRLC June meeting. The Vice Chair serves a term of two (2) academic years and may be reappointed to additional terms. The Vice Chairperson is a voting member of the CRLC and presides over the meetings and approves meeting agendas prior to dissemination and posting in the absence of the Chairperson.

Replacement of the CRLC Chair or CRLC Vice Chair due to resignation prior to the end of his/her term shall occur at the next scheduled meeting of the CRLC and serve in the role only for the duration of the term for the vacated positions.

OCRC Operations and Key Talent Resources

The OCRC Executive Director/Assistant Vice Chancellor of the EWD/Educational Services is an employee of the fiscal agent and hired and evaluated under the policies and procedures of the fiscal agent. The fiscal agent follows the internal and confidential hiring processes of the host institution. In consultation with the Governance Council and CRLC members, the fiscal agent makes the final decision on the selection of the OCRC Executive Director.

The OCRC Executive Director/Assistant Vice Chancellor of EWD/ES shall review the Regional Collaboration and Coordination Grant work plans and Strong Workforce Program Strategic Plan, and submit all required documentation to the California Community Colleges Chancellor's Office, develop annual OCRC work plans and budgets in collaboration with the CRLC, collaborate and coordinate regional efforts, convene and preside over all joint regional meetings, provide staff support to the Governance Council, and follow the responsibilities of the position for the fiscal agent.

OCRC Chief Instructional Officer (CIO) Taskforce Group

The CIO Task Force Group is an established ad hoc sub-committed by the Governance Council to assist with program and instructional initiatives and partnership opportunities. This task force is convened by the executive director (regional chair) as needed.

Research Task Force Group

The Research Taskforce Group is an established sub-committee by the Governance Council to assist with SWP data collection of students and programs and is convened by the executive director (regional chair) on a monthly and/or quarterly basis to codify metrics to be collection and timeline in which to collect data.

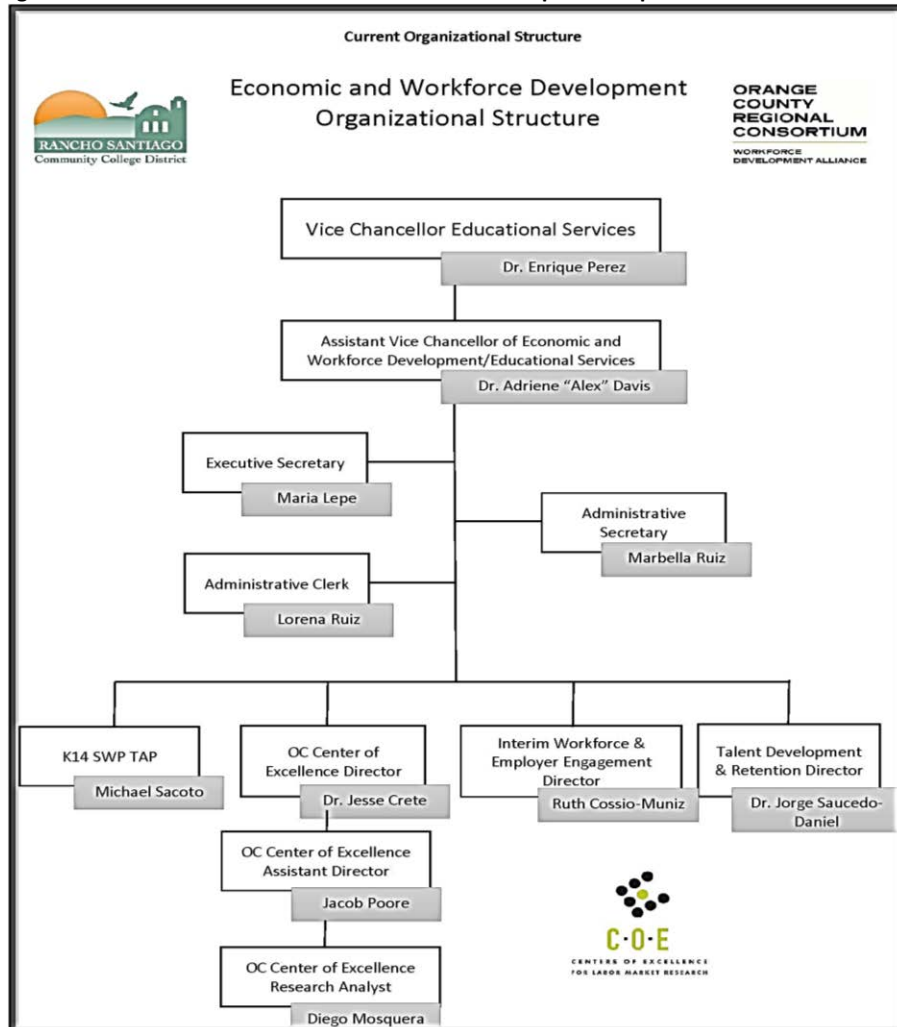
Collaborative Partners

Collaborative partners are college stakeholders and representatives from workforce development boards, K-12 districts and ROPs, adult education, technical assistance providers (TAPs), chambers of commerce, industry and businesses, and community college district Talent Development & Retention Directors.

OCRC Operations

The Economic & Workforce Development department comprises the OCRC Operations, which currently consists of an 8-member team and the Orange County Regional Center of Excellence for Labor Market Research which currently consists of a 3-member team. The Economic & Workforce Development department is undergoing a reorganization to restructure the department to expand its team to align with the growing needs and priorities of the region. A current organizational chart can be seen in **Exhibit 13 below**.

Exhibit 13. Organizational Chart for Economic & Workforce Development Department - Educational Services, RSCCD



OCRC Fiscal Agent Operations

The Assistant Vice Chancellor of Educational Services at Rancho Santiago Community College District serves as the fiscal agent director and oversees the fiscal operations of the OCRC. This includes, but is not limited to, developing grant sub-agreements to award allocations to the community college institutions and K12 local educational agencies; processing program and funding modifications; creating invoice and expenditure reporting processes; providing guidance on compliance; delivering in-service training to institutions; and developing expenditure reports to update the OCRC Governance Council on the use of funds.

OC Regional Center of Excellence (OC COE)

The OC COE was created to be dynamic and adapt to the needs of the region. Created in 2018, the OC COE was the first COE fully funded by Regional SWP funds. The OC COE is a small, but mighty team of two people that has produced an immense amount of work including reports, labor market briefs, primary research, and presentations. The OC COE has also developed relationships with key regional stakeholders and led, as well as participated in, strategic planning regionally and statewide. Most importantly, the OC COE has intrinsically woven itself into the OC community college ecosystem and region at large. In 2022 the OC COE was reorganized to be a part of the Orange County Regional Consortium (OCRC) under Rancho Santiago Community College District's (RSCCD) Educational Services Division and was voted by the OCRC Governance Council as a Foundation Project, meaning the region found the OC COE important enough to fund them first in a non-competitive manner. These past five years of intentionality primed the OC COE to expand into the CCCC's complete vision for the Regional Centers of Excellence as indicated by the 2023 CCCC EWD grant that the OC COE was awarded.

The intention of the OC COE has always been to seamlessly integrate into the region so that prompt, accurate LMI can assist the colleges in better serving students. Relationships were built early on not only with colleges, but all the region's key strategic partners such as the OC Department of Education, all three workforce development boards (WDB), the Employment Development Department (EDD), the Orange County Business Council (OCBC), chambers of commerce, and many others. Because of its funding source, the OC COE was able to be nimble and creative in response to the region's needs. This resulted in numerous reports for the region, significant changes to the way labor market analyses for program recommendation briefs were conducted, and interactive workshops designed to contextualize LMI and student outcome data into actionable information used by faculty, administrators, and staff.

The OC COE is uniquely positioned to be a catalyst for the region's alignment with Vision 2030 and a progressive approach to career education by being deeply ingrained in the region's ecosystem as a core part of OCRC and via longstanding relationships with key stakeholders. Up till now, the OC COE's bandwidth has been restricted due to limited funding, but the recently awarded CCCC EWD grant plus continued Regional SWP-funding commitment will enable the OC COE to purposefully grow its team and strategically partner with entities that can increase its services to the county. This increase in the OC COE's capabilities will better equip it to

proactively support the region's colleges and regional partners to empower their students and improve their social and economic mobility for the betterment of Orange County and beyond.

The OC COE believes it is incumbent upon the region to be good stewards of the plethora of funding coming into all these initiatives by making data-driven decisions to align services. In this way, together, we can build long-lasting foundations that will support our colleges and students in any forthcoming economic uncertainty.

The recently awarded Regional COE grant includes 30 deliverables ranging from conducting evaluation and assessments, researching and publishing a variety of reports – many of which include labor market information, providing extensive technical assistance, collaborating on, and subsequently evaluating regional strategic plans in numerous areas, and getting better information to students all in service of closing regional equity gaps, improving student outcomes and career mobility, expanding work-based learning and apprenticeship opportunities, supporting programs to address unmet workforce needs, and advancing the Vision 2030 goals.

The OC COE is thrilled to take a more active role in areas such as evaluation and assessment, collaborating closely with institutional researchers, digging deeper into areas of inequity for students and within occupations, expanding work-based learning and apprenticeship opportunities, and improving career mobility throughout the region.

Emphasis on evaluation and assessment is increased compared to what the OC COE is currently providing the region. To meet this new primary service, the OC COE has partnered with CSU Long Beach's Center for Evaluation and Educational Effectiveness (CEEE) led by Dr. Don Haviland. The CEEE has committed to helping the OC COE build a culture of evaluation within the region including identifying and applying effective evaluation and assessment techniques. This will increase the capacity of the OC COE team to continuously provide these services and ingrain the tenets of evaluation upon the colleges, which can be applied to everything they do. In turn, the OC COE will be able to measure the region's impact on numerous outcomes, including career mobility.

The OC COE will continue to engage OC's nine community colleges and one standalone noncredit institution through data analysis, research, and technical assistance to inform regional and local strategies, ensuring they meet the Vision 2030 goals. The OC COE will work alongside faculty, administrators, and staff to create a culture of experimentation and evaluation to measure efforts that impact student career mobility and outcomes. These principles can be applied to all initiatives including SWP, employer engagement, CAEP, and K12 SWP. The OC COE has long been champions of noncredit and recognizes how perfectly situated it is to address many of OC's adult learners' educational challenges.

By collaborating with employers and industry associations, the OC COE will determine hiring and other workforce needs. The OC COE is already working alongside the Water Energy Educational Alliance (WEEA) to assist employers and colleges in applying the findings and recommendations from the recently published statewide *California Workforce Needs in the Water/Wastewater Industry*¹³ report. These partnerships will enhance regional college

¹³ <https://coecc.net/california/2023/03/california-workforce-needs-in-the-water-wastewater-industry/>

strategies by addressing industry demand and better informing college program and project development. The OC COE will also partner with the Statewide Career Mobility Hub and other Regional COEs on statewide and regional projects.

The OC COE will continue to work with the Southern California Association of Governments (SCAG) and OCBC on OC's response to the Community Economic Resilience Fund (CERF) and other regional initiatives. The OC COE has worked extensively with all three WDBs and the EDD Division in OC and will continue to explore ways to expand this work.

The OC COE also partners with regional economic and workforce entities, including CSUF's Woods Center for Economic Analysis and Forecasting, who annually produce an economic forecast, and OCBC who, along with their community partners, annually produce an OC Community Indicators report. These two annual resources, combined with the OC COE's research, describe the region, its current challenges, and forecast the county's needs allowing us to assist the region's colleges plan for the future.

Regional Labor Market Needs Analysis

The Orange County Center of Excellence for Labor Market Research (OC COE) conducted a comprehensive analysis of the labor market landscape of Orange County, delving into its economic sectors. Eleven occupational sectors plus "Other"¹⁴ were analyzed in this study to assist Orange County's community colleges in the selection of their priority sectors and with strategic planning – both local and regional.

Occupation Selection

In the pursuit of comprehensive understanding, analysis began with all 796 occupations in the Bureau of Labor Statistics (BLS) Standard Occupational Classification (SOC) system. Occupations with fewer than 10 jobs in 2022 were removed since they were considered statistically insignificant. The remaining 775 occupations that form Orange County's labor force were then classified into one of the CCCCCO sectors. Eight criteria for these occupations were analyzed, earning one point for each criterion they met. OC COE research determined that the appropriate cut-off was four points. The final 338 occupations in the report met or surpassed that benchmark and then were meticulously examined. This stringent selection process ensures that this analysis is centered on those occupations with significant impact to Orange County's sectors.

¹⁴ Other (*) represents a diverse category of occupations that do not neatly fit into specific and/or predefined California Community College Chancellor's Office (CCCCO) sectors[1]. It is a catch-all category used for occupations that are less common (e.g., clergy), highly specialized (e.g., economists, physicist, statisticians), or simply do not have a well-defined sector or industry associated with them (e.g., interpreters and translators). [TOP Codes Assigned to Industry Sectors PDF - LaunchBoard Resources \(wested.org\)](#)

Criteria Used to Evaluate Occupations

Specifically, the OC COE used 8 different data criteria to rank each occupation. Occupations earned one point for each of the following metrics met:

1. 2022 Jobs above the median number of jobs across all occupations¹⁵
2. 2022 - 2027 % Change above the projected change for all occupations
3. Average Annual Openings above the median for all occupations
4. Entry-level wages above the Living Wage (Insight)
5. Entry-level wages above the Living Wage (MIT)
6. Being listed as a Great Recession, COVID-19 Pandemic, or Overall Resilient occupation
7. Being listed in the U.S. News & World Report 2023 Best Job list¹⁶
8. A Lightcast Automation Index score of 100 or less, indicating a lower-than-average risk of automation¹⁷

Exhibit 14 below includes the specific data points used for each criterion.

Exhibit 14. Criteria Used to Evaluate Occupations

Criteria Used to Evaluate Occupations

2022 Jobs (Median)	2022 - 2027 % Change	Avg. Annual Openings	Living Wage (Insight)	Living Wage (MIT)	Great Recession, COVID-19 Pandemic, or Overall Resilient	U.S. News & World Report 2023 Best Job	Lightcast's Automation Index
579	6.62%	63.5	\$20.63	\$23.66	Yes	Yes	100

Orange
County
Labor Market
Information



¹⁵ OC Resilient Jobs & Jobs for Recovery - Centers of Excellence for Labor Market Research (coecc.net):

<https://coecc.net/orange-county/2023/03/oc-resilient-jobs-jobs-for-recovery/>

¹⁶ 2023's 100 Best Jobs in America | Best Jobs Rankings | US News Careers: <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>

¹⁷ Automation Index | Lightcast Knowledge Base: <https://kb.lightcast.io/en/articles/7124927-automation-index>

In 2022, Orange County boasted a robust employment landscape, with a staggering 1.83 million jobs within the 775 analyzed occupations. Orange County had the second highest number of jobs of all counties in California. Only Los Angeles County – which has triple the population and four-times the land area of Orange County – had a higher number of jobs. What makes this report particularly noteworthy is its attention on the 338 occupations that earned four or more points during evaluation, collectively accounting for 979,203 jobs - 53% of all Orange County jobs. This refined selection allows us a focused analysis of the occupations, and thereby sectors, that not only sustain Orange County’s economic engine but also exhibit exceptional performance across the established metrics (**see Exhibit 15 below**).

Occupational Analysis

Of the 796 occupations classified by BLS, 775 qualified to earn points via the criteria identified for the report. Of these, 338 occupations earned four or more points and are analyzed in the report, representing 44% of the total number of occupations in the BLS SOC system that qualified to earn points. The 338 occupations analyzed in the report comprise 53% of all Orange County jobs in 2022 and 47% of its annual openings. The exhibit on the left visualizes the total number of occupations compared to those analyzed in this report by the CCCCCO sector.

Sector Overview

Before examining individual sectors, it is important to understand how the sectors compare to one another in Orange County by the 8 criteria utilized throughout this report. The following are notable observations on the number of occupations in each sector based on the 338 occupations analyzed.

- Health has the largest number of occupations, comprising a quarter of all occupations analyzed in this report.
- Half of all occupations in this report are within 3 sectors: Health (23%); Business and Entrepreneurship (17%); and Energy, Construction, and Utilities (10%).
- Life Sciences and Biotechnology (1%) has the smallest number of occupations, followed by Agriculture, Water, and Environmental Technologies (3%).
- Public Safety, Retail, Hospitality, Tourism, and Advanced Manufacturing each account for 4% of the occupations in this report.

Exhibit 15. Performance Across Established Metrics

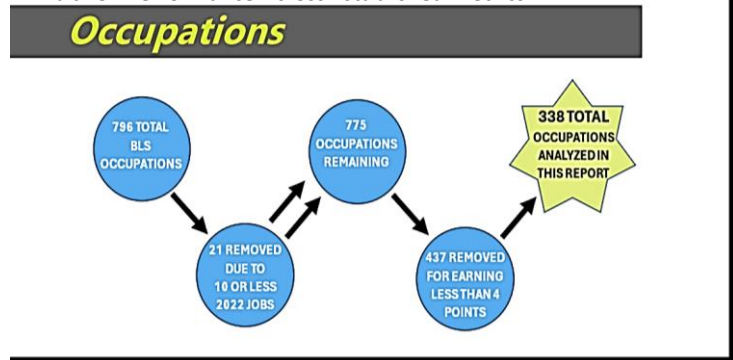


Exhibit 16. Occupations by Sector: BLS vs. Report

Sector	Total # of BLS Occupations	Total # of Occupations in the Report	% of Total BLS Occupations
Advanced Manufacturing	103	13	13%
Advanced Transportation and Logistics	61	19	31%
Agriculture, Water, and Environmental Technologies	38	9	24%
Business and Entrepreneurship	101	59	58%
Education and Human Development	34	29	85%
Energy, Construction, and Utilities	104	35	34%
Health	99	79	80%
Information and Communication Technologies (ICT)/Digital Media	49	30	61%
Life Sciences and Biotechnology	8	5	63%
Other	100	31	31%
Public Safety	28	15	54%
Retail, Hospitality, and Tourism	50	14	28%
Grand Total	775	338	44%

Exhibit 17. Sector Breakdown by Occupation Percentages

Sector Breakdown by Occupation

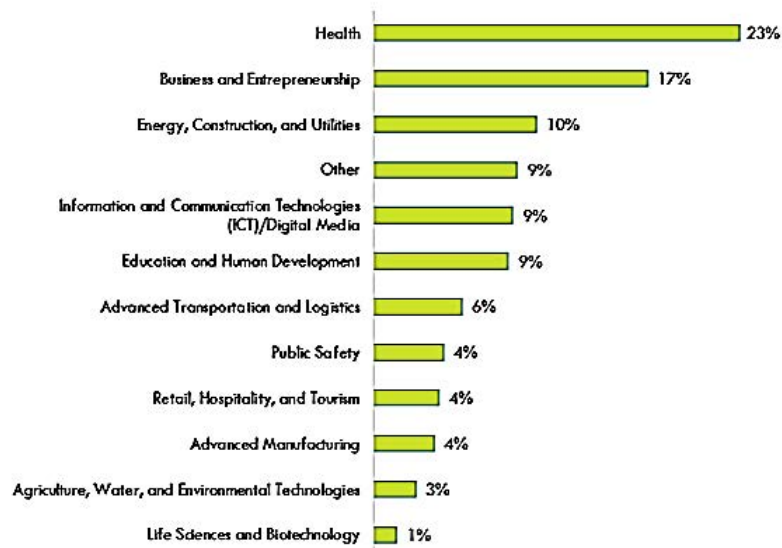
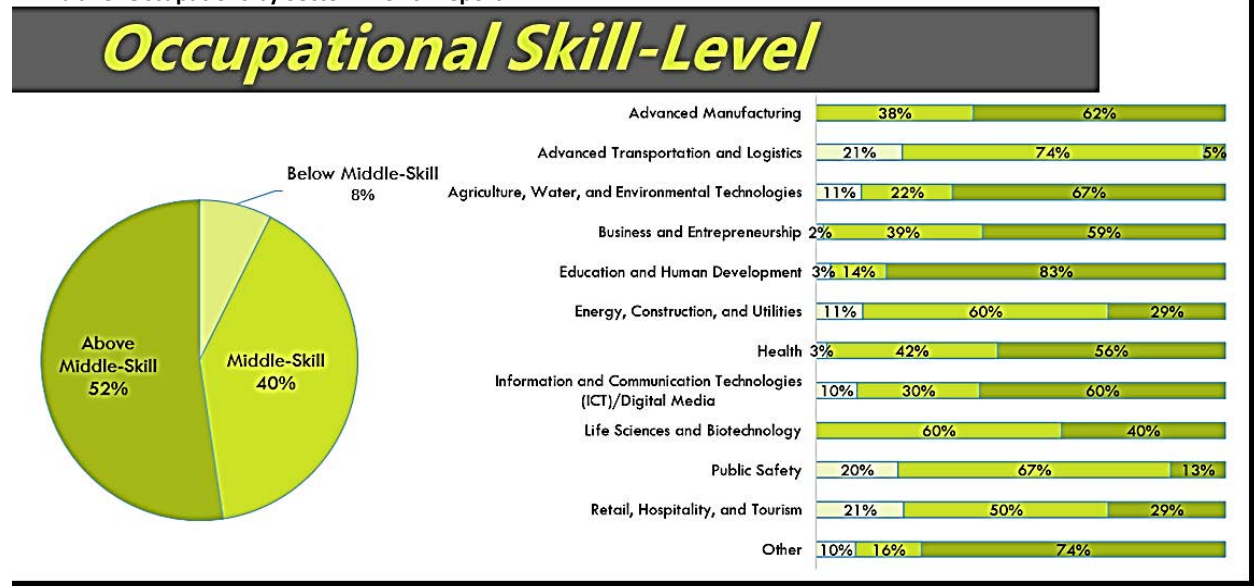


Exhibit 18, below, shows the percentage distribution, by sector, of the 338 occupations analyzed in this report.

Occupational Skill Level

Exhibit 18. Occupations by Sector: BLS vs. Report



In addition to the criteria examined in the report, it is important to understand the occupational skill-level (see Exhibit 18 above) distribution of these 338 occupations. Below middle-skill jobs require less than a community college education, middle-skill jobs require a community college education, and above middle-skill jobs require a bachelor’s degree or more.

Notably, 52% (176) of these occupations are categorized as above middle skill, indicating a higher degree of education and training requirements. Though a slight majority of these occupations are above middle-skill, a significant percentage – 40% (138) – fall into the middle-skill category. In contrast, only 8% (27) of the analyzed occupations are classified as below middle skill.

No below middle-skill occupations earned more than five points, while multiple middle-skill and above middle-skill occupations earned the maximum number of eight points. Occupations with higher typical education requirements had higher wages, a lower risk of automation, and were more likely to be resilient and listed on the U.S. News & World Report 100 Best Jobs 2023 list. These trends explain why there is a higher percentage of above middle-skill and middle-skill occupations when compared to below middle-skill occupations. Exhibit XX above shows the occupational skill level of the 338 occupations analyzed in this report.

Number of Jobs by Sector

These 338 occupations accounted for 979,203 jobs in 2022, which represents 53% of all jobs in Orange County. The following are notable observations of the number of jobs in 2022 by sector.

- The sectors with the most jobs in 2022 were Business and Entrepreneurship (336,540); Health (202,079); and Education and Human Development (109,317).
- Business and Entrepreneurship accounted for 34% of all jobs in 2022.

- Agriculture, Water, and Environmental Technologies (1%); Life Sciences and Biotechnology (1%); Public Safety (2%); and Advanced Manufacturing (2%) are the smallest sectors, accounting for a total of 6% of all jobs in 2022.

Exhibit 19. 2022 Jobs by Sector.

Number of Jobs in 2022 by Sector

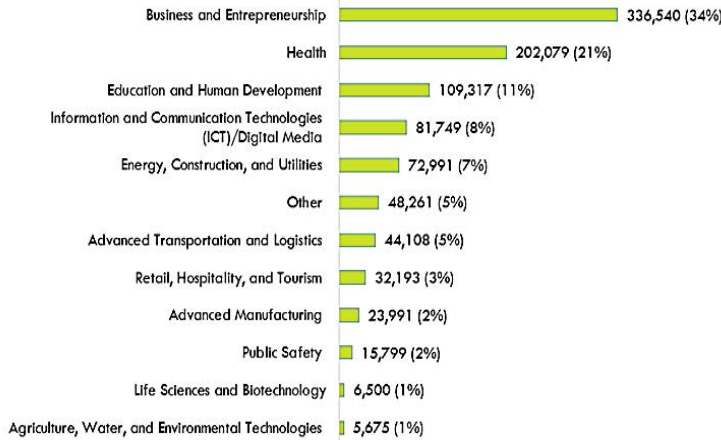


Exhibit 19, left, shows the total number of 2022 jobs by sector for the 338 occupations analyzed in this report.

Projected 5-Year Percent Change by Sector

The number of jobs for these 338 occupations in Orange County is projected to increase 8.27% from 2022 to 2027, which is two percentage points higher than the

projected 6.62% across all occupations. The following are notable observations of the percentage change in jobs through 2027 by sector.

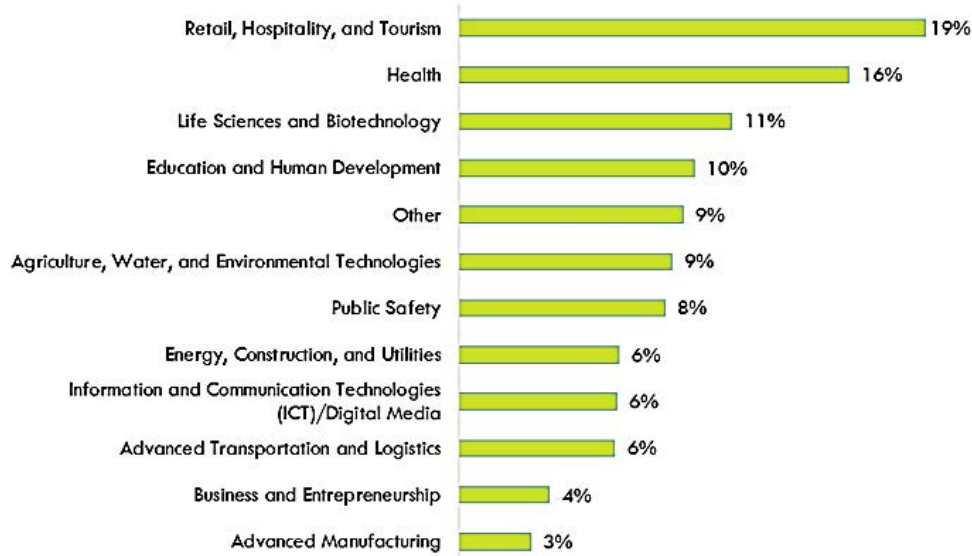
- The sectors that are projected to experience the largest percentage increase in employment are Retail, Hospitality, and Tourism (19%); Health (16%); and Life Sciences and Biotechnology (11%).
- However, Retail, Hospitality, and Tourism occupations make up only 3% of Orange County’s jobs in 2022 and Life Sciences and Biotechnology comprises only 1%, which means the actual number of jobs represented by these sectors’ growth is small.
- Advanced Manufacturing is projected to have the smallest percentage increase in employment (3%), followed by Business and Entrepreneurship (4%). However, the latter had the most jobs in Orange County in 2022. So, despite the small growth, the 4% increase represents a substantial number of jobs.



Exhibit 20, below, shows the projected 5-year percent change by sector for the 338 occupations analyzed in this report.

Exhibit 20. Projected 5-Year Percent Change by Sector

Projected 5-Year Percent Change by Sector



Annual Openings by Sector

Annual openings, also known as “demand,” represent the projected number of jobs expected to be available each year through 2027. This figure accounts for both job creation and the need to replace workers due to retirements or workers leaving the field. The following are notable observations of Orange County’s occupational annual openings through 2027 by sector.

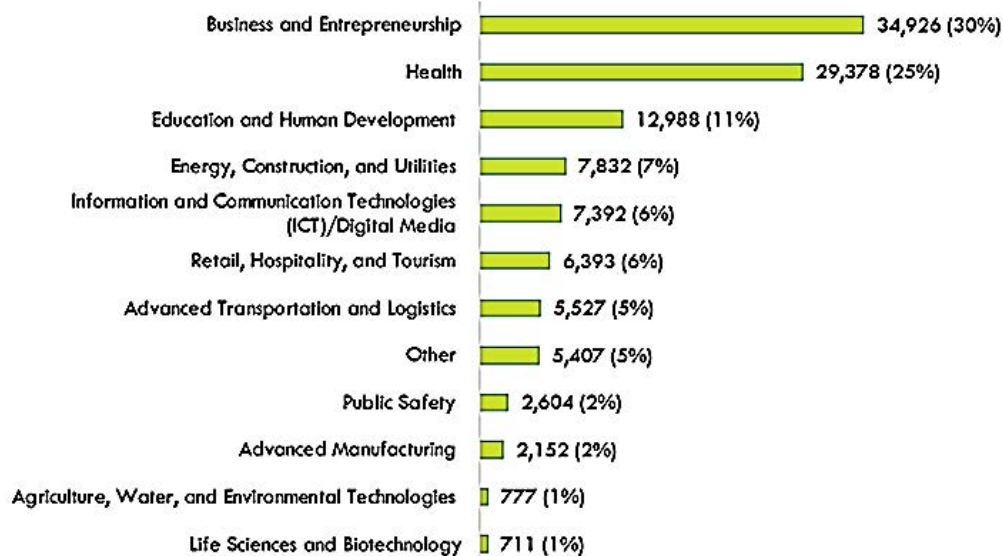
- Two sectors are projected to account for 55% of annual job openings: Business and Entrepreneurship (30%) and Health (25%)
- Comparatively, Public Safety (2%); Advanced Manufacturing (2%); Agriculture, Water, and Environmental Technologies (1%); and Life Sciences and Biotechnology (1%) combined account for just 6% of all annual openings.

ANNUAL JOBS
OPENINGS
BY SECTOR

Exhibit 21, below, shows the projected annual openings by sector for the 338 occupations analyzed in this report.

Exhibit 21. Annual Openings by Sector

Annual Openings by Sector



Entry-Level Wages by Sector

In Orange County, the California Insight Center’s Living Wage for one adult is \$20.63 per hour, which is the floor benchmark for wages in the county. Impressively, typically weighted, by jobs, entry-level wages for 11 of the 12 sectors exceed this hourly wage. Even more impressive is that typical weighted entry-level wages for 10 of the 12 sectors exceed MIT’s Living Wage, which is \$3 higher (\$23.66). While the CCCC uses California Insight Center’s Living Wage as a Strong Workforce Program incentive metric, the MIT Living Wage is updated annually and better considers the recent increase in inflation. Hence, an occupation can earn one point for meeting each benchmark in this report’s analysis.

The following are notable sector observations of Orange County’s 25th percentile entry-level wages for the 338 occupations analyzed in this report.

- Information and Communication Technologies (ICT)/Digital Media sector leads the way with a weighted entry-level hourly wage of \$37.82, followed by Advanced Manufacturing (\$32.44) and Other (\$32.03).
- Retail, Hospitality, and Tourism (\$17.41) is the only sector that does not meet either living wage metric.
- Advanced Transportation and Logistics (\$23.15) meets the California Insight metric but not the MIT Living Wage metric.
- Within their respective sectors, Energy, Construction and Utilities (94%), Advanced Manufacturing (92%), followed by Business and Entrepreneurship (80%), and Public

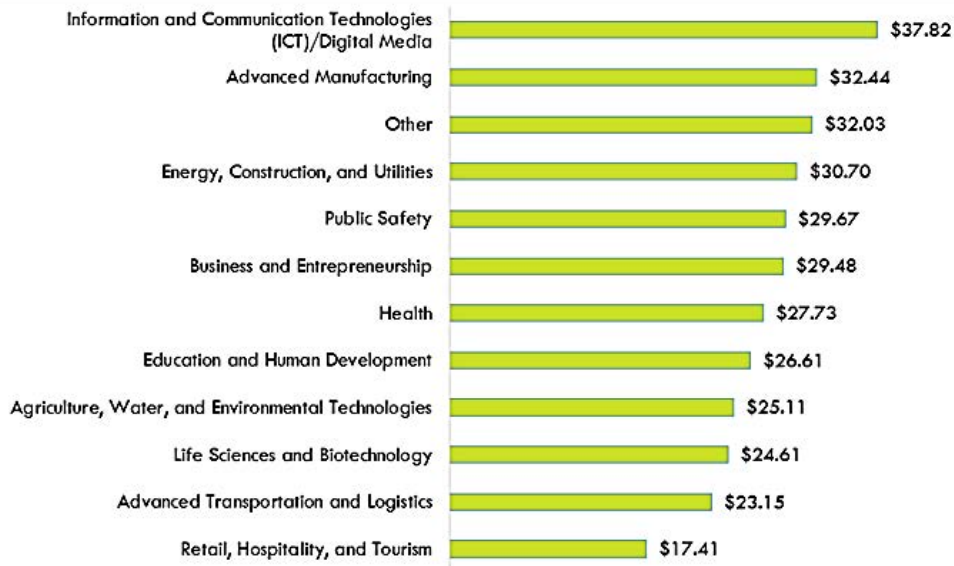
Safety (80%) have the highest percentage of occupations meeting both living wage metrics.

- o Notably, the Energy, Construction and Utilities sector has the third highest number (21) of middle-skill occupations analyzed in this report; following Business and Entrepreneurship (23) then Health (33).

Exhibit 22, below, shows the typical average entry-level wages, weighted by number of 2022 jobs, by sector for the 338 occupations analyzed in this report.

Exhibit 22. Entry-Level Wages.

Entry-Level Wages (25th Percentile) Weighted via Jobs by Sector



Demographics by Sector

In addition to the labor market information, it is important to consider the demographics of those working in the 338 occupations analyzed in this report. This section analyzes demographic information for each sector to identify differences across sectors.

In the individual sector sections within this report, the demographics of those within the occupations are compared with those of the Orange County population and students enrolled in the TOP codes that crosswalk to the occupation for the purpose of identifying potential diversity and equity issues that can be addressed by community college programs.

Demographic information for the occupations, sectors, and Orange County population is from the Census Bureau’s American Community Survey and student demographic information is from LaunchBoard. Detailed demographic data for each occupation analyzed in this report is included in Appendix D of the Orange County Labor Market Overview.

Ethnicity by Sector

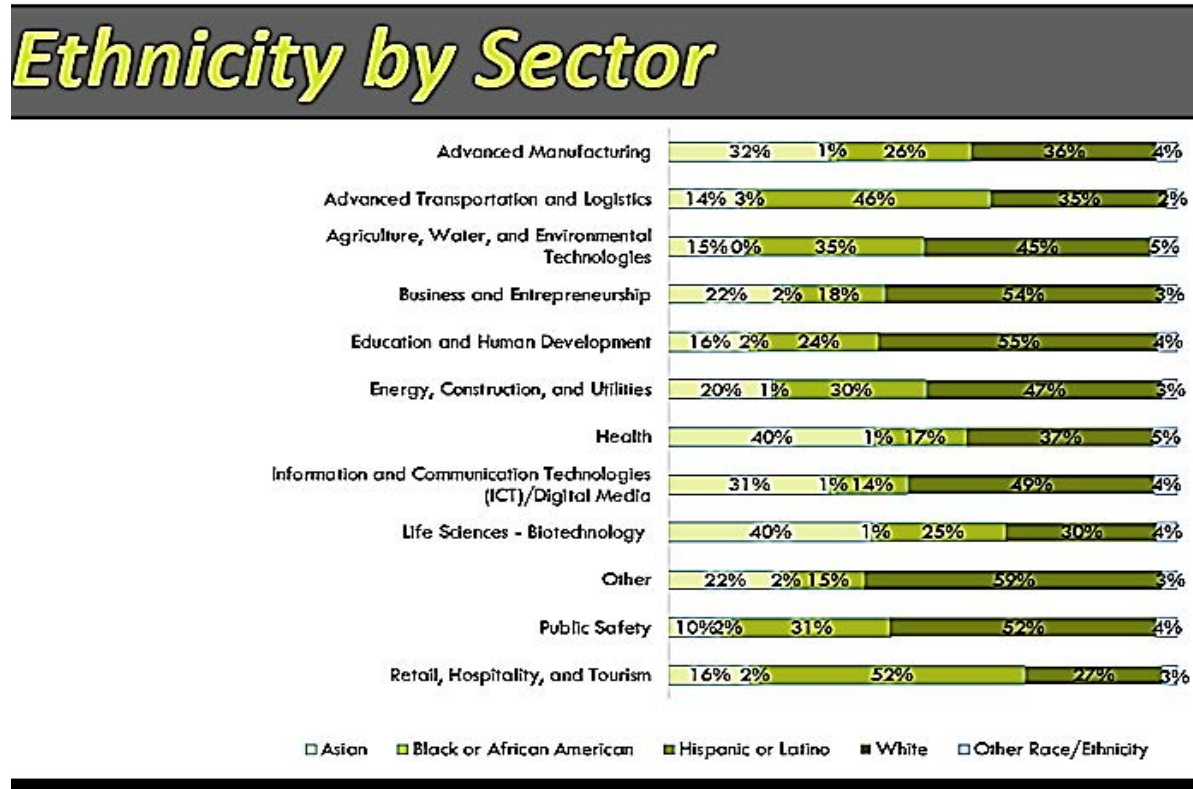
Currently, the Census Bureau collects and reports data on five races and classifies ethnicity as either “Hispanic or Latino” or “Not Hispanic or Latino.” Conversely, the CCCCOC collects and reports data on eight races/ethnicities. To harmonize these differences, the ethnicity data included throughout this report focuses on five ethnicities: Asian, Black, or African American, Hispanic, or Latino, white, and Other Race/Ethnicity.

The following are notable observations of the sectors by ethnicity.

- White workers are the plurality or majority in 8 of the 12 sectors: Advanced Manufacturing (36%); Agriculture, Water, and Environmental Technologies (45%); Business and Entrepreneurship (54%); Education and Human Development (55%); Energy, Construction, and Utilities (47%); Information and Communication Technologies (ICT)/Digital Media (49%); Other (59%); and Public Safety (52%).
- Asian workers are the plurality in 2 sectors: Health (40%) and Life Sciences and Biotechnology (40%).
- Hispanic or Latino workers are the plurality in Advanced Transportation and Logistics (46%) and the majority in Retail, Hospitality, and Tourism (52%).
 - These sectors have the lowest overall entry-level wages (see Exhibit 10).
- Black or African American workers comprise 3% or less in each sector, which is just above the Black or African American population in Orange County (2%).

Exhibit 23, below, shows the breakdown of ethnicity by sector.

Exhibit 23. Ethnicity by Sector.



Age by Sector

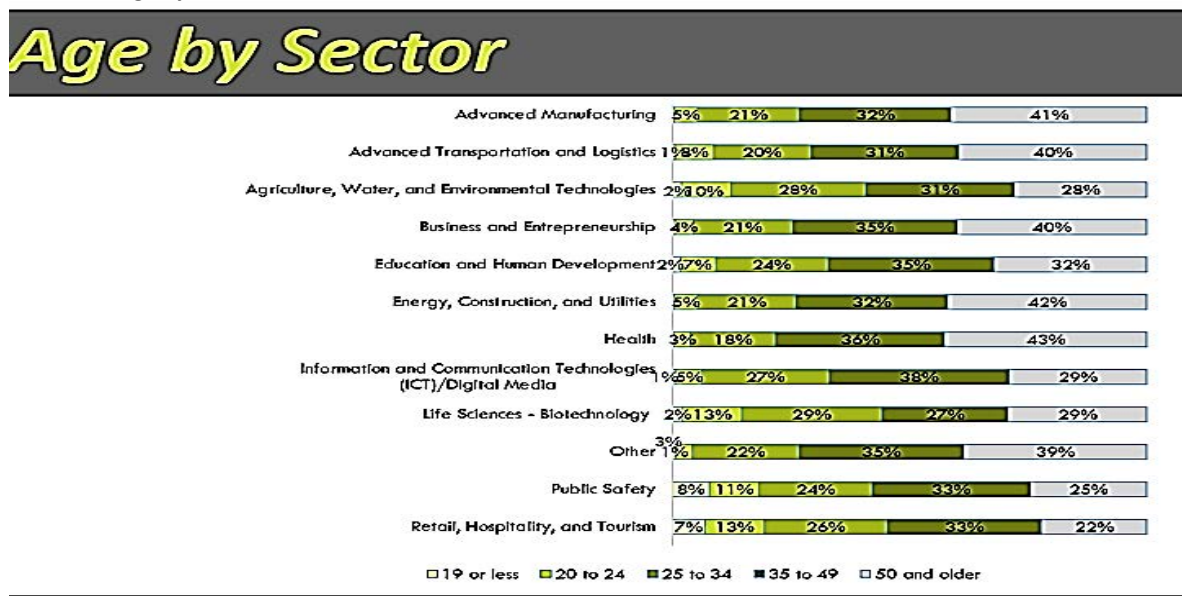
The Census Bureau and CCCCO collect data on age. The CCCCO aggregates student data into five age groups in LaunchBoard: 19 or less, 20 to 24, 25 to 34, 35 to 49, and 50 and older. Census Bureau data was cleaned and organized to align to these age groups for the purposes of this report. It is also important to note that the 19 or less age group typically has a significantly lower labor force participation than the general population. Therefore, this group is generally small when examining occupational data.

The following are notable observations of the sectors by age.

- Of the 12 sectors, 50 and older workers are the plurality in 7: Health (43%); Energy, Construction, and Utilities (42%); Advanced Manufacturing (41%); Advanced Transportation and Logistics (40%); Business and Entrepreneurship (40%); Other (39%); and Life Sciences and Biotechnology (29%).
 - The Advanced Manufacturing and Other sectors have the second and third highest entry-level hourly wages, \$32.44 and \$32.03, respectively.
- Workers 35 to 49 years are the plurality in Information and Communication Technologies (ICT)/Digital Media (38%); Education and Human Development (35%); Public Safety (33%); Retail, Hospitality, and Tourism (33%); and Agriculture, Water, and Environmental Technologies (31%).
 - Information and Communication Technologies (ICT)/Digital Media is the sector with the highest hourly wage (\$37.82).
- Public Safety and Retail, Hospitality, and Tourism are the two sectors with the largest percentage of young workers (24 years or less) – 19% and 20%, respectively.
 - It is noteworthy that Retail, Hospitality, and Tourism is the only sector with an entry-level hourly wage below both Living Wages (Insight and MIT).

Exhibit 24, below, shows the breakdown of age by sector.

Exhibit 24. Age by Sector.

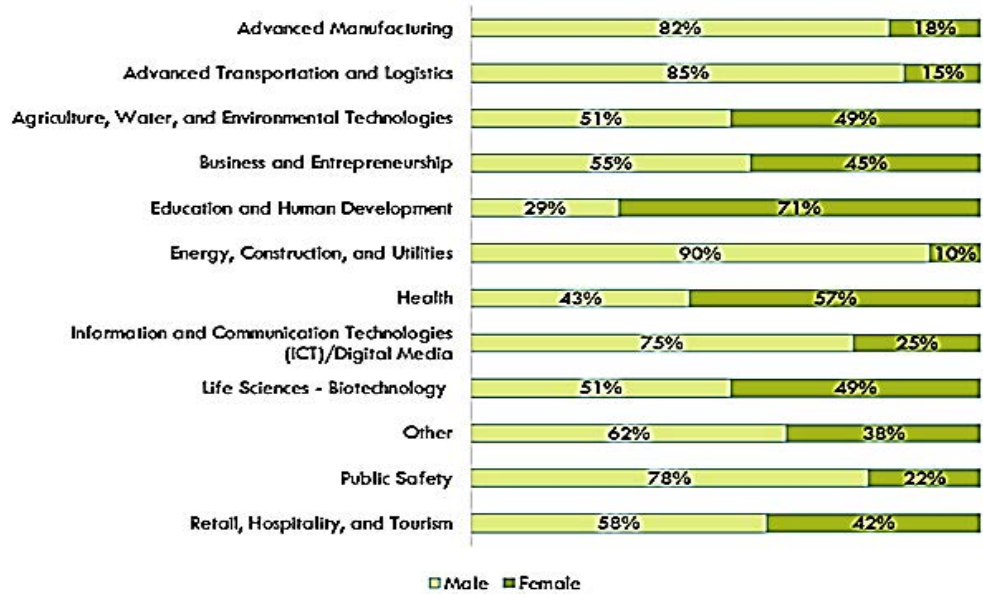


Sex by Sector

Currently, the Census Bureau does not include questions or collect data on gender identity and only includes data on biological sex. As of 2019, the CCCCCO collects and reports data on three genders: female, male, and non-binary. Additionally, the CCCCCO also masks data for small

Exhibit 25. Sex by Sector.

Sex by Sector



groups to protect student identities in compliance with the Family Educational Privacy Rights Act (FERPA). For these reasons, the sex data analyzed throughout this report includes data on biological sex and acknowledges any masked student data, which may include non-binary students or students that did not provide a gender.

- Male workers are the majority in 10 of 12 sectors.
- Female workers are the majority in only 2 sectors: Education and Human Development (71%) and Health (67%).
- Men comprise at least 75% of the sector in Energy, Construction, and Utilities (90%); Advanced Transportation and Logistics (85%); Advanced Manufacturing (82%); Public Safety (78%); and Information and Communication Technologies (ICT)/Digital Media (75%).
 - Except for Advanced Transportation and Logistics, these sectors represent four of the top five sectors for highest typical entry-level wages.
- Energy, Construction, and Utilities (10%) has the fewest female workers.
- Agriculture, Water, and Environmental Technologies and Life Sciences and Biotechnology are the only sectors split evenly between male and female workers.

Exhibit 25, above, shows the breakdown of sex by sector.

Sector Supply

In this section, the number of educational awards (degrees and certificates) conferred, otherwise known as supply, at community colleges and non-community college institutions in Orange County is compared to the annual openings (demand) of the 338 occupations analyzed in this report to determine the county’s labor gap by sector. Examining supply in relation to demand is crucial to understanding labor gaps and areas of opportunity that can be addressed by educational programs throughout the region. Labor gaps are defined as the difference between demand and supply. The full supply methodology is included in Appendix A, while the TOP codes that correspond to each sector are included in Appendix C of the Orange County Labor Market Overview.

Among the 12 sectors, Business and Entrepreneurship boasts the most substantial gap (22,793), closely trailed by Health (19,524), then Education and Human Development (9,898). In contrast, Life Sciences and Biotechnology has the smallest gap (423), followed by Agriculture, Water, and Environmental Technologies (574).

It is noteworthy that three sectors have more community college awards than non-community college awards: Advanced Transportation and Logistics; Public Safety; and Retail, Hospitality, and Tourism.

Exhibit 26, below, shows the breakdown of annual openings compared to supply and resulting labor gap by sector.

Exhibit 26. Annual Openings Comparisons.

Sector Demand, Supply, & Labor Gap

Sector	Annual Openings	Total Supply	CC Awards	Non-CC Awards	Labor Gap
Advanced Manufacturing	2,152	925	261	664	1,227
Advanced Transportation and Logistics	5,527	785	718	67	4,742
Agriculture, Water, and Environmental Technologies	777	203	58	145	574
Business and Entrepreneurship	34,926	12,133	5,164	6,969	22,793
Education and Human Development	12,988	3,090	1,021	2,069	9,898
Energy, Construction, and Utilities	7,832	1,368	522	846	6,464
Health	29,378	9,854	2,127	7,727	19,524
Information and Communication Technologies (ICT)/Digital Media	7,392	3,459	1,290	2,169	3,933
Life Sciences and Biotechnology	711	288	55	233	423
Public Safety	2,604	1,886	1,117	769	718
Retail, Hospitality, and Tourism	6,393	638	580	58	5,755
Other	5,407	3,383	292	3,091	2,024

Orange County Priority Sector/Sector Ranking

The Orange County Labor Market Overview, as previously summarized, thoroughly examined Orange County data for occupations within all twelve CCCC-defined sectors. The OC COE applied rigorous criteria to all 796 occupations classified by the Bureau of Labor Statistics, resulting in 338 occupations that earned a minimum of four points, one per criterion met. In addition to traditional labor market information such as number of jobs, average annual openings, and wages, criteria included whether an occupation was considered a resilient job from the previously referenced OC COE report, whether it was included on the U.S. News & World Report 2023 Best Job list, and analysis of Lightcast's Automation Index¹⁸. One of the primary purposes of the Orange County Labor Market Overview was to assist the region in the selection of its priority sectors, which was last affirmed for the prior Regional SWP Plan.

The OC COE presented the report's findings to the region on November 16, 2023. At that time, a survey was distributed to rank the sectors in order of what the respondent felt should be the regional priorities and provided two opportunities for qualitative responses regarding their rankings. The anonymous survey was open for just under a month and widely distributed to key stakeholders resulting in 96 total responses, 73 of which completed the ranking question. 76% of the respondents worked at an Orange County community college, 51% of whom stated they were faculty. Non-community college respondents included those from chambers of commerce, K-12 institutions, regional occupational programs, workforce development boards, the Employment Development Department, and regional employers.

The OC COE presented the survey results to the College Resource Leadership Council (CRLC) in December 2023 to drive the regional discussion about priority sectors. After much consideration, the CRLC members voted to include all 12 sectors as part of the Regional SWP plan by ranking. Ranking would be conducted by the OC COE based on a combination of the data from the Orange County Labor Market Overview and the survey results. Additionally, the OC COE committed to conducting an in-depth sector profile for each sector — to be published throughout 2024 — and the CRLC members wanted a year to have discussions with their college leadership utilizing the sector data. The intent of which would be to reconvene the priority sector conversation and determine if the ranking system was working or if priority sectors did indeed need to be identified.

By quantifying the survey results, and seven data points included in the Orange County Labor Market Overview, the OC COE was able to compile the following final ranking of the 12 CCCC sectors. Ranking the sectors in this manner indicates that while all sectors will be focused on throughout 2024, those ranked higher will receive prioritization of resources, if and/or when resources become limited.

Orange County Ranked Sectors, 2025-2029, include:

1. Health
2. Information & Communication Technologies (ICT)/Digital Media
3. Business & Entrepreneurship
4. Education and Human Development

¹⁸ <https://kb.lightcast.io/en/articles/6957638-automation-index-methodology>

5. Energy, Construction & Utilities
6. Other
7. Life Sciences/Biotech
8. Advanced Manufacturing
9. Retail, Hospitality & Tourism
10. Advanced Transportation & Logistics
11. Agriculture, Water, and Environmental Technology
12. Public Safety

This recommendation, as shown in **Exhibit 27**, below, along with the weighted scores, below, was presented to the OCRC Governance Council in early January 2024 to be included in this plan.

Exhibit 27. Proposed OC Sector Rankings

Proposed OC Sector Rankings

Sector by Weighted Ranking	Weighted Average
1. Health	3.35
2. Information & Communication Technologies (ICT)/Digital Media	4.05
3. Business & Entrepreneurship	4.25
4. Education and Human Development	4.70
5. Energy, Construction & Utilities	6.25
6. Other	6.40
7. Life Sciences/Biotechnology	7.50
8. Advanced Manufacturing	7.75
9. Retail, Hospitality & Tourism	8.15
10. Advanced Transportation & Logistics	8.35
11. Agriculture, Water, and Environmental Technology	8.60
12. Public Safety	8.65

Regionally and Locally Prioritized Projects and Programs

In addition to the worked by the OC COE, regional projects are prioritized through the OCRC Governance Structure Proposal Application Process that incorporates robust criteria, including the Strong Workforce Program (SWP) Legislation’s Guiding Principles, the OCRC Governance Council Data-Informed and Equity-Focused framework, OCRC Regional Project Proposal Eligibility Criteria, and data-driven decisions from the OC Sector Analysis Project (OCSAP) report. The examples below provide insight into how SWP programs and projects are prioritized to be responsive to relevant labor market and employment gaps.

Strong Workforce Program Legislation¹⁹

Strong Workforce Program Guiding Principles

The Strong Workforce Program (SWP) Legislation requires that each consortium participating in SWP apply all seven guiding principles into projects and programs. The seven guiding principles are listed below in **Exhibit 28**.

Exhibit 28. Strong Workforce Program 7 Guiding Principles	
STRONG WORKFORCE PROGRAM GUIDING PRINCIPLES LEGISLATION	1. Shall ensure community college career technical education and workforce development courses, credentials, certificates, degrees, programs, and pathway offering are responsive to the needs of employers, workers, civic leaders, and students.
	2. Shall collaborate with other public institutions, including, but not limited to, local educational agencies, adult education consortia, local workforce development boards, and interested California State University and University of California Institutions.
	3. Shall collaborate with civic representatives, representatives from the labor community, and economic development and industry sector leaders within the region.
	4. Shall include collaborative entities and persons identified above in planning meetings, provide them with adequate notice of the project consortium’s proposal decisions, and solicit, consider, and respond to comments from them regarding the project consortium’s proposed decisions.
	5. Collaborative efforts shall focus on evidence-based decision-making and student success with workforce outcomes aligned with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and closing labor market and employment gaps. Each project consortium shall strive to align program programmatic offerings in the most effective and efficient manner to avoid duplication of effort and streamline access to services, and education and training opportunities.
	6. Community college districts and other entities participating in a consortium are encouraged to develop long-term partnerships with private sector employers and labor partners to provide coordinated courses, programs, and pathways with employer involvement in the assessment, planning, and development of community college career technical education courses, programs, and pathways. To the extent possible, employer partnerships should build upon regional partnerships formed pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and other state or federal programs.
	7. Community college districts and other entities participating in a consortium are encouraged to develop and work closely with public and private organizations that offer workforce development programs and pathways to young adults with autism and other developmental disabilities to provide a comprehensive approach to address workforce readiness and employment.

OCRC Governance Council Regional Project Guidance

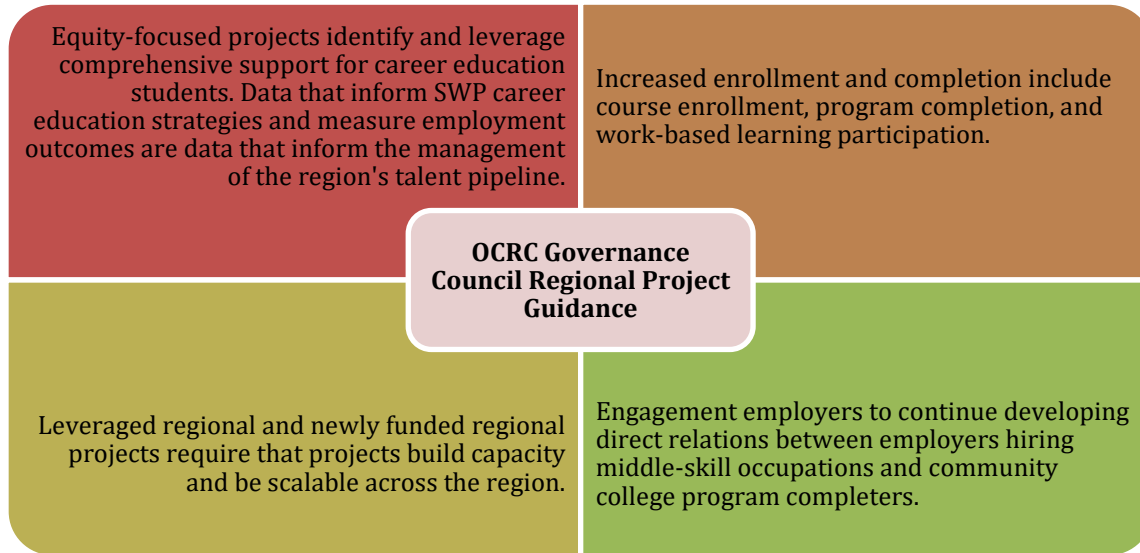
Data-Informed and Equity-Focused Framework

The SWP Regional Project Proposal Applications must incorporate the guidance ratified by the OCRC Governance Council and codified by the region’s College Resource Leadership Council (CRLC). This framework requires that regional projects be **data-informed** and **equity-focused** and increase student enrollment and completion, leverage existing and newly funded regional projects, engage employers, and increase student employment outcomes that measure return on SWP investments.

¹⁹ Strong Workforce Program Legislation California Education Code Section 88821

Exhibit 29, below, provides a summary of the framework that serves as a critical proposal application component that all proposers must incorporate into their respective proposal applications for consideration of funding.

Exhibit 29. OCRC Governance Council Regional Project Guidance.



OCRC Regional Project Proposal Eligibility Criteria

To be considered for SWP base and incentive investments, **Table 1**, below, lists the OCRC Regional Project Proposal “Eligibility Criteria” that each lead proposer is required to meet.

Table 1. Project Proposal Eligibility Criteria.

-
- Lead proposers must possess full capacity to meet SWP deliverables and work plan.
 - Lead proposers must possess expertise in managing externally funded projects.
 - Lead proposers must possess expertise in developing, tracking, managing, and reporting budgets and expenditures.
 - Lead proposers shall commit to preparing and submitting invoices and supporting documentation on or before established deadlines.
 - Lead proposers must commit to tracking and reporting all required narrative reporting for lead college/district and all collaborative partners on or before the deadline that is established by the OCRC Office.
 - Lead proposers shall provide respective OCRC directors access to event calendars and invitations to all project meetings and activities throughout the life cycle of the project.
 - Lead proposers must commit to completing all required templates in the SWP Toolkit.
 - Lead proposers must commit to convening quarterly meetings for all collaborative partners to provide and get status updates on progress of project, stay abreast of challenges and opportunities from lead college and collaborative partners, and keep all partners on track with project deliverables and completing work plan.
 - Lead proposers must commit to providing status updates and presentations if the project is called upon.
 - Lead proposers must incorporate activities and plans to address regional priorities.
 - Lead proposers must review and codify all proposals with College Resource Leadership Council members before creating a proposal application.
 - Lead proposers must review and get approval from the CIO for all proposals with an instructional component before creating a proposal application.
 - Lead proposers must secure permission from chancellor, college president, or organization CEO to participate as a lead or collaborative partner for each project.
-

OCRC Regional Collaboration and Coordination Regional Strategy

The Regional Collaboration and Coordination Grant (RCCG) serves as the base funding for the regional consortium operations and technical assistance activities in service to the Orange County region. The RCCG objectives were codified by the Orange County member colleges and stakeholder groups. Objectives include a) Employer/Business Workforce Pipeline; b) Developing and Supporting Career Pathway Programs; c) Increasing Middle-Skill, Industry-Valued Credentials; d) Targeting Unemployed and Low-Income Residents; e) Maximizing Workforce Development Board System Efficiencies and Innovations; f) Increasing Completions/Graduation Rates and Reducing Units; g) Noncredit & Short-Term Career Technical Education; and h) Industry Engagement & External Partnerships.²⁰

Exhibit 39, below, displays the RCCG regional strategies codified by the OCRC College Resource Leadership Council (CRLC).

Exhibit 30. OCRC RCCG Regional Strategies

**OCRC REGIONAL COLLABORATION AND COORDINATION
REGIONAL STRATEGIES**

<p>The OCRC Employer Engagement Regional Strategic Plan includes activities that are fortified by resolute experts with delivery benchmarks that expand, increase, respond, and improve upon workforce resources in collaboration with OCRC member-district employer engagement leads (Talent Development & Retention Directors).</p>
<p>Providing training for current and emerging occupations that pay living and high wages is also a critical strategy to enable more people to stay in the county to mitigate social and economic destabilization resulting from large numbers of workers leaving the County and a significant increase in the non-working population with a need for health and social services.</p>
<p>Viewing Employers as Both Partners and Customers by prioritizing employer engagement and recruitment as a core and necessary function, and resourcing, staffing, and making organizational decisions that reflect a dual customer approach.</p>
<p>Promotion of a Customer Service Environment that actively promotes and practices customer service and demonstrates a sales and customer service orientation when interacting with employers. Staff and partners who interact with our regional employers will pay attention to understanding and addressing employers' needs for talent acquisition, talent development, or talent retention.</p>
<p>Targeting Resources that are conducive to leveraging both human and capital to support our employer engagement activities to align regional strategies, resources, and people's time to support a range of outreach, services, and support functions.</p>
<p>Applying a Comprehensive Approach to guiding our employer engagement and recruitment work that established a clear and detailed plan that follows benchmarked timelines. The region will work closely with other educational and workforce initiatives and providers seeking to connect with and engage employers to maintain a formal connection to the WDBs, and community agencies, including civic, federal, and nonprofit entities.</p>
<p>Focusing on Outcomes for continuous improvement practices that will gauge the effectiveness of employer engagement and recruitment efforts.</p>

²⁰ OCRC Regional Collaboration and Coordination Grant – 2022-2026

OCRC County Regional Consortium - Employer Engagement Strategies

Apprenticeships, Faculty Externships, Internships, and Work-Based Learning

1. Implementation of regional apprenticeship models, faculty externships, internships, and Work Experience Education (WEE), including updates to Title 5. Goals and objectives include developing, growing, and expanding Work-Based Learning opportunities for students and instructors at a regional scale.
2. Collaborate with employers to establish productive partnerships that lead to work-based learning opportunities. Engage with local businesses and industry leaders in open communication to understand their needs and tailor programs accordingly.
3. Develop flexible, customizable training programs that align with the specific skills and requirements of participating employers to ensure employees/students gain relevant experience, and employers find value in the skill set acquired.
4. Foster networking opportunities by facilitating events, workshops, or seminars that bring together employers, students, and educators. Design these networking meetings to have meaningful connections where employers can interact with potential candidates and witness their skills in action.

Career Placement

1. Develop sector partnerships and agreements to promote internships, job placement, and cross-training. Partner with local organizations and Workforce Development Boards.
2. Build strong industry connections with companies and organizations in relevant industries or priority sectors to enhance career placement opportunities. Establish a network of industry contacts that lead to increased job placement success for graduates.
3. Provide comprehensive and personalized career counseling to students guiding them through the job search process, resume building, and interview preparation. Offer workshops to equip them with the skills and confidence to secure employment.
4. Foster strong relationships with alumni who have successfully navigated their careers so that they can serve as mentors, offer insights into specific industries, and/or provide job referrals that can contribute to effective career placement initiatives.

Comprehensive Supports and Pathways

1. Create holistic guidance services that implement a comprehensive support system (i.e., academic, career, and personal counseling).
2. Develop clear academic and career pathways for students, outlining the steps required to achieve their goals. Implement progress-tracking mechanisms to help students stay on course and make informed decisions about their educational and career journeys.
3. Partner with the Workforce Development Boards, Chambers, and other community organizations that have established relevant support networks and can offer additional resources to students. This ensures that students have access to a diverse range of

support services, addressing various challenges they may encounter on their educational and career paths.

4. Provide skill development programs that go beyond traditional coursework. Offer workshops, training sessions, and certifications that enhance students' practical skills, making them more competitive in the job market and better prepared for various career pathways to be more versatile as a professional.

Industry Employer Training and Education

1. Develop CTE K-12 linkages, engage with industry associations, i-Train/ETPL implementation, articulation agreements, credit-for-prior learning CPL, and competency-based education (CBE). Industry Training and Education
 - a. Bridge to employment through contract education, incumbent worker training, and state/regional ETP training.
 - b. Develop industry-informed curriculum by collaborating with industry associations. Curricula to align with the current needs of the workforce. Ensure that educational programs reflect industry trends, providing students with relevant skills and knowledge for future careers.
 - c. Establish partnerships with workforce development boards to bridge the gap between K-12 education, CTE, and the workforce. WDBs can offer insights into local labor market needs to inform educational programs and provide opportunities for internships or apprenticeships in partnership with the community college programs.
 - d. Create articulation agreements with post-secondary institutions, allowing students to seamlessly transition from K-12, community college, and onward to additional higher education programs that relate to their career interests, facilitating a more structured and supportive pathway for students pursuing specific careers.
 - e. In compliance with the state chancellor's office, establish policies that recognize and award credits for relevant prior learning experiences, allowing students to receive academic credit for skills acquired through work experience, internships, or other non-traditional avenues, promoting a more flexible and personalized educational journey.
 - f. Implement competency-based education models that focus on mastering specific skills and knowledge vs. traditional time-based measures, allowing students to progress at their own pace, and demonstrating competence in key areas before advancing. Foster a more individualized and skills-oriented learning experience.

Future of Work and Emerging Technologies

1. Equip the Future Workforce and Emerging Technology Trends

Adapting to Emerging Technologies and Digital Transformation

- a. Develop and implement innovative learning models that integrate artificial intelligence (AI), machine learning, robotics, and other emerging technologies. Goals and objectives include preparing students and instructors for the rapidly changing

work landscape by equipping them with the skills needed to thrive in high-tech environments. This includes attending state and national workshops and conferences in emerging technologies.

- b. Establish dynamic partnerships with technology firms and startups to create a pipeline of work-based learning opportunities (WBL) in innovative fields. Foster open dialogue with tech industry leaders to anticipate future skill requirements and adapt educational programs accordingly.

Customize Training Programs for Technological Advancement

- c. Create adaptable, tech-focused training programs that are aligned with the evolving needs of the technology sector. Ensure that these programs provide firsthand experience with the latest technologies, making graduates highly attractive and marketable to employers.
- d. Organize hackathons, coding boot camps, workshops, and conferences that serve as platforms for innovation, allowing students and instructors to apply skills in real-world scenarios and collaborate with industry professionals.
- e. Facilitate networking events, innovation labs, incubators, and convenings that connect students, educators, and industry leaders. Design these forums to encourage the exchange of ideas, foster collaborations, and highlight student and instructor innovation.

2. Career Advancement in the Information and Communication Technologies (ICT) Sector

Strategic Industry Alliances

- a. Cultivate strategic partnerships with technology companies and innovation hubs to enhance internship, externship, apprenticeships, and career placement opportunities. Work closely with industry leaders to identify emerging roles and sectors with high growth potential.
- b. Offer specialized career counseling services that provide insights into the tech industry, including guidance on navigating the job market, personal branding in the digital age, and preparing for interviews.
- c. Develop mentorship programs that connect students with industry veterans and successful alumni who can provide guidance, career advice, and networking opportunities.
- d. Define clear career pathways in the ICT sector, with detailed roadmaps that include certifications, specialized courses, and experiential learning opportunities. Utilize digital badges and micro-credentials to recognize and validate skill acquisition.

3. Industry and Education Collaboration in ICT

Bridging Education and ICT Industry Needs

- a. Establish initiatives where educational institutions and technology companies collaborate to design curricula that reflect the latest technological advancements

- and industry needs. Develop and implement externship opportunities for instructors.
- b. Promote industry engagement in curriculum development to ensure teaching materials are relevant and up to date with trends, preparing students for future careers.
 - c. Forge articulation agreements and dual enrolment opportunities with K12 districts to provide seamless pathways in ICT fields.
 - d. Advocate for competency-based education (CBE) in ICT disciplines, allowing students to progress based on skill mastery rather than traditional time-based criteria. This approach supports personalized learning journeys and faster transition into the ICT workforce.

OC Center of Excellence: Regional and Statewide Strategy

The OC COE plays a vital role in supporting OC community colleges in harnessing data for informed decision-making regarding college program development and services. To address the distinct needs of various stakeholders within these institutions, a spectrum of technical assistance activities will be tailored and executed, such as the following:

- Curriculum/LMI Alignment Workshops will be offered to provide insights into emerging skills sought by employers to aid faculty in aligning their course offerings with the evolving demands of the job market. Labor Market Insights Sessions, where labor market reports and analyses are shared with faculty to deepen their understanding of local industry dynamics, will guide informed decisions regarding program development.
- College executive leadership, including CTE deans, will be offered Strategic Planning Support to integrate labor market data into their strategic planning processes. This assistance will help them identify growth areas, program expansion opportunities, and potential industry partnerships. Additionally, Evaluation and Assessment will precipitate program performance and outcomes to measure effectiveness. These insights will inform strategies for program enhancement.
- Collaboration with institutional research (IR) staff will be imperative. The OC COE will collaborate closely with colleges and IR to develop custom data dashboards. These dashboards will simplify data access and interpretation, enabling swift identification of trends and opportunities for the region.
- Other stakeholders will have access to Community Engagement Workshops – inclusive sessions that involve community members, employers, and industry representatives. The OC COE will solicit their input on program development to ensure alignment with local workforce needs.
- In addition to these activities, it is crucial for the OC COE to promote ongoing collaboration and communication among the region’s diverse stakeholders. This can involve establishing regular meetings, knowledge-sharing sessions, and feedback

mechanisms to ensure that data-driven decision-making becomes an integral part of the region's culture.

Success hinges on a collaborative and adaptable approach. The OC COE is a strategic partner, empowering OC colleges to leverage data effectively in their efforts to enhance program development and service delivery. Through these technical assistance activities and ongoing engagement, the region can thrive in an evolving educational landscape.

The OC COE endeavors to utilize a myriad of new and existing inputs to accomplish strategic activities that will lead to effective outputs, which will generate outcomes aligned with numerous initiatives, and culminate in lasting impacts for the region. The OC COE's logic model-approach establishes a culture of scientific experimentation based on continuous data input allowing for real-time course correction and successful goal attainment.

The overarching approach of the OC COE's new work plan is the Vision 2030's goals: equity in success, equity in access, and equity in support. This upcoming year, the OC COE will be creating the foundation for its expanded responsibilities including expanding its team. Additionally, numerous regional convenings to assess needs and develop strategic plans will occur. Evaluation and assessment criteria will be established to measure progress. Data collection and analysis to enhance the strategic use of LMI/Next Generation Student-Centered Data will begin immediately and be ongoing throughout the year. Utilizing a scientific experimentation approach, the OC COE will continuously be receiving data that will allow for the finessing of activities to effectively meet goals.

In the following years, the OC COE will expand on the base previously created. The OC COE will evaluate, refine, and expand its work to optimize regional partnerships and build network coordination, expand work-based learning and apprenticeship opportunities, improve career mobility outcomes, reduce equity gaps, and advance equitable outcomes for students, then make strategic adjustments to ensure measurable results in these critical areas. By partnering with regional community colleges, employers and industry representatives, regional economic development agencies, the public workforce system, and community organizations, the OC COE will help regional colleges meet Vision 2030 goals, and advance student success in an equitable manner.

The OC COE has a profound connection with WEEA via our year-long, in-depth analysis and subsequent first ever statewide water/wastewater report, California Workforce Needs in the Water/Wastewater Industry, co-authored by the OC and San Diego/Imperial COEs and published in March 2023. We will engage with a variety of employers and industry associations to understand their hiring challenges, identify labor and skills gaps, and increase workforce diversity.

SCAG hired the OC COE to project lead the labor market analysis for five Southern California COE regions in support of work for the CERF. The occupational and industry analysis was based on the OC COE's OC Resilient Jobs & Jobs for Recovery report published in March 2023 and was intended to identify each region's stable jobs and industries for individual adults as well as families. OCBC, as CERF regional convener, was awarded \$900,000 on behalf of 27 OC-based organizations that comprised the High Road Transition Collaborative. The Final CERF OC Regional Plan, Part 1 was published in July 2023 and contains the OC COE's occupational

analysis. The OC COE worked with SCAG and OCBC on the final deliverables, presented the data and findings at a community engagement session in October 2023, and will continue to work with both entities on CERF efforts.

The OC COE will build upon its existing relationships and initiate new ones to strategically align services with key stakeholders. While we will continue to work with all our colleges – it has been with the CTE departments. We are now beginning to work with all our IR offices. We are deeply embedded in the OC Regional Consortium infrastructure and will continue to support SWP efforts, employer engagement, K12 SWP, and CAEP that connect students to high-paying, stable jobs, career pathways, and align to Vision 2030 goals.

Historically, the OC COE has collaborated with diverse employers and industries, like the Orange County Automobile Dealers Association (OCADA). We connect with employers of all sizes to learn about their hiring challenges and work with several of the region’s chambers of commerce. We are enthusiastically engaged with WEEA to continue the work begun with the release of our statewide report.

OC has two regional economic development agencies: OCBC and CEO Leadership Alliance OC (CLA OC). The OC COE is working with OCBC on the CERF grant and has always participated in a variety of OCBC’s convenings. CLA OC is a newer entity within the region and has used our data.

The OC COE has long-standing relationships with all three OC WDBs, collectively known as OWA, and OC’s EDD Division. OWA’s RERP grant includes three of our community colleges and standalone noncredit institution. The RERP is a joint funding effort between the Labor Workforce Development Agency, California WDB, and the California Community Colleges to support work between the local WDBs and Community College Regional Consortia. OWA was awarded funds to enhance and expand existing cross-system planning in four target industries: ICT/Digital Media, Advanced Manufacturing, Health Care, and Retail/Hospitality/Tourism. The OC COE is partnering with OWA to help evaluate and assess the effectiveness of the RERP projects.

Additionally, the OC COE is working closely with the Statewide COE Hub to strategize and develop research best practices and elevate the COE’s work overall via new methodologies and approaches to research, presentations, and professional development.

Labor Market Requests for Program Recommendation, Modification, Baccalaureate Proposals, and Exploratory Purposes

The OC COE has received 413 labor market requests from the regions’ community college institutions since the start of the 2021-22 academic year through the first week of January 2024 (200 requests in 2021-22, 126 requests in 2022-23, and 87 requests year-to-date for 2023-24). Most of these requests were made for program recommendations and program modifications for both credit and noncredit programs. Ten requests have been made for baccalaureate degree proposals (4 requests in 2021-22, 5 requests in 2022-23, and 1 request so far in 2023-24).

Table 3, below, shows program data requests by sector received by the OC COE during the last two full academic years. In the 2021-22 academic year, the Business and Entrepreneurship

sector accounted for the highest number of requests (38), followed by Advanced Transportation and Logistics (34), and ICT/Digital Media (28).

In the 2022-23 academic year, ICT/Digital Media (36) accounted for the highest number of requests, followed by three sectors with 17 requests each: Business and Entrepreneurship, Health, and Unassigned/Other.

Overall, program data requests dropped by 37% in the 2022-23 academic year, from 200 total requests in the previous year to 127 requests. Notably, there was a 78% decline in the number of requests for existing low-unit, local certificates that required state chaptering, suggesting that colleges largely completed the state chaptering process for these certificates in 2021-22. Additionally, there was a 44% decline in program review requests, which could indicate that a larger number of programs were on their two-year review cycle in 2021-22. These two request types account for half of the total decline from 2021-22 to 2022-23. Additionally, data requests have rebounded in 2023-24, with 87 requests received during the first six months of the current academic year (not shown in **Table 2** below).

Table 2. Program Requests by Sector from Orange County Community College²¹

CCCCO Sector	2021-22	2022-23	Change	% Change
Advanced Manufacturing	11	8	-3	-27%
Advanced Transportation and Logistics	34	7	-27	-79%
Agriculture, Water and Environmental Technologies	1	1	0	0%
Business and Entrepreneurship	38	17	-21	-55%
Education and Human Development	19	3	-16	-84%
Energy, Construction and Utilities	15	6	-9	-60%
Global Trade	1	1	0	0%
Health	20	17	-3	-15%
Information and Communication Technologies - Digital Media	28	36	8	29%
Life Sciences - Biotechnology	1	1	0	0%
Public Safety	6	6	0	0%
Retail, Hospitality and Tourism	8	6	-2	-25%
Unassigned/Other	18	17	-1	-6%
Total	200	126	-74	-37%



²¹ Orange County Regional Center of Excellence

Alignment of Work Plans, Spending Plans, and Other Education and Workforce Plans Guiding Services in the Region

The alignment between the Workforce Innovation and Opportunity Act (WIOA), the Employment Development Department (EDD), and the California Community Colleges reflects a concerted effort to guide services in the Orange County Region.

Workforce Innovation and Opportunity Act²²

Federal Legislation

WIOA is a federal law enacted to bring various employment and training programs under a unified framework. It aims to enhance the quality and accessibility of employment, education, and training services for individuals, including those with barriers to employment.

Workforce Development Boards²³

WIOA also mandates the establishment of WDBs at the state and local levels. The Orange County Regional Planning Unit (RPU) WDBs collaborates with OCRC member college institutions to develop and implement strategic planning for workforce development. An example of strategic planning is the recent implementation of the Regional Equity and Recovery Partnership (RERP) grant that leverages community college institution's SWP regional projects to continue to work on adding programs to the Employer Training Provider's List (ETPL). Monthly WDB meetings continue to be convened with the OCRC Executive Director, OCRC Fiscal Agent Director, and the Talent Development & Retention Directors (TDRDs) to continue meeting deliverables of strategic planning.

The RPU works in close collaboration with the community college system through the Orange County Regional Consortium (OCRC) to convene industry leaders. OCRC provides a regional framework to communicate, coordinate, collaborate, promote, and plan career and technical education in concert with workforce and economic development in the Orange County region. OCRC represents nine community colleges and one stand-alone continuing education (noncredit) center within four community college districts. The consortium has identified priority sectors, which are summarized below in alphabetical order (different from ranking provided by the OC COE above). Four of the community college sectors align with the Orange County RPU priority industries. The RPU adjusted industry titles to match those of the community colleges to ensure that there is no confusion on the region's priority industries. Please refer to **Exhibit 31**, below, that highlights sectors in which the RPU has currently aligned its work with the Orange County community college institutions. Expanding alignment into the other sectors will continue over the next four years.

²² <https://www.dol.gov/agencies/eta/wioa>

²³ 2023 Biennial Modification to the Regional Plan – Program Year 2021-2024 – OC Regional Planning Unit

Exhibit 31. RPU Sector Alignment.	Community Colleges	Orange County RPU
Advanced Manufacturing	√	√
Advanced Transportation & Logistics	√	
Life Sciences/Biotech	√	
Business and Entrepreneurship	√	
Energy, Construction, and Utilities	√	
Healthcare	√	√
ICT/Digital Media	√	√
Retail, Hospitality, & Tourism	√	√

In partnership with OCRC, the Orange RPU will expand sector partnerships by working with Orange County chambers of commerce and other community and educational partners to identify additional core team members who will support strengthening industry sector partnerships. Orange County has many state, county, and civic organizations; four community college districts; twenty-seven K-12 school districts; California State University and the University of California systems; and numerous other public and private stakeholders vested in the workforce and economic development. Representing many partners requires a great deal of commitment from the core group, which is committed to building deep, sustainable relationships that result in career pathways and a steady pipeline of workers within the identified priority sectors. This core team will be responsible for developing and conducting an action plan that provides a strategic and coordinated effort to unify business engagement efforts, identify and engage industry champions and other businesses, and support partner organizations. The core team will relaunch sector meetings to gather information about the challenges and opportunities. After the initial meetings, employers will be invited to regular meetings to set goals to address their needs and act with their partners on those goals. Meetings and agendas will be business-driven, and actions taken will create a pipeline of qualified candidates who meet industry needs for in-demand occupations. Managing sector partnerships will require a shared focus on the following goals in **Exhibit 32** below:²⁴

Exhibit 32. Sector Partnership Goals

SECTOR PARTNERSHIP GOALS

- Training and skills development to bring new employees into specific industries and occupations.
 - Business development
 - Incumbent worker training
 - Labor market and industry research
 - Restructuring work environments to improve recruitment, hiring, training, compensation, and retention strategies.
 - Integrating two or more of these strategies in a multifaceted approach
-

Regional Equity & Recovery Partnerships (RERP) Grant Work Plan Deliverables are outlined below in **Exhibit 33**.

²⁴ 2023 Biennial Modification to the Regional Plan for Program Year 2021-2024, Orange Regional Planning Unit

Exhibit 33. RERP Grant Work Plan Deliverables

DELIVERABLES

Continue to work with colleges on adding programs to the ETPL

Determine common goals/activities between WDB and community college sector strategies.

Develop a process to evaluate credit-for-prior learning for WIOA participants and determine how the individual community college district's credit-for-prior learning policies may impact general Orange County residents.

Design a regional communication hub; this may include general sector information, a calendar of events and meetings, county labor market information, or a communication network.

Add RERP programs to the CA Eligible Training Provider List (ETPL) and ITRAIN, if not already listed.

Employment Development Department**State and Regional Workforce Agency**

The EDD is California's state workforce agency responsible for employment-related services. It plays a key role in implementing federal workforce programs like WIOA at the state level. Our OC regional EDD colleagues continue to strategically build upon its strong relationship with the community colleges and seek to engage in collaborative activities that provide for additional opportunities to engage with job seekers and employers in the Orange County Region. Additionally, our OC EDD continuously shares regularly updated labor market information data to support strategic decision making as it relates to spending state and federal funds on workforce programs for the Orange County Region. With common customers who at times may be simultaneously enrolled in training and employment preparation activities while augmenting educational credentials or degrees, it is a mutual goal of partners in the region to ensure the Orange County Region's workforce continues to remain competitive while being able to fulfill employer expectations of providing qualified job seekers for their job openings.²⁵

WIOA Implementation

Our OC EDD works to align its program and services with the goals and guidelines outlined in WIOA. It participates in the coordination with various Orange County constituent groups, including employers and educational institutions.

California Community Colleges**Educational Partners**

Our California Community Colleges serve as critical educational partners in the workforce development ecosystem. Our OCRC community college institutions play a vital role in providing accessible and relevant career education pathways and training programs, work-based learning opportunities, and comprehensive student support services that align with the needs of industries in the Orange County Region.

²⁵ OC Employment Development Department

Collaboration with WIOA and EDD

Our OCRC member community college institutions continue to collaborate and leverage strategic planning with WDBs and EDD to develop responsive career education pathways that meet the skill requirements of the workforce. This includes offering relevant and quality training and educational opportunities that align with the demands of employers and industries.

Alignment

Collaborative Planning

WDBs, EDD, and OCRC member community college institutions engage in collaborative planning to address the workforce needs of the Orange County Region. This involves strategic alignment of work plans, spending plans, data sharing, resources, and combined efforts to enhance gainful employment opportunities for Orange County residents and students.

Skill Development

The collaboration ensures that career education pathways and training programs offered by the OCRC member community college institutions align with the skills demanded by employers, as identified through the workforce planning and development initiatives led by WIOA and EDD.

Workforce Partnerships

The WDBs, EDD, and OCRC member community college institutions are natural ecosystem partners that work together to establish collaborations with employers, industry associations, and other partners to create a robust and responsive workforce system.

In summary, the alignment between the WDBs, EDD, WIOA and OCRC member community college institutions demonstrates a coordinated integrated approach to workforce development, aiming to bridge the gap between education and employment while meeting the evolving needs of the labor market.



OCRC Strong Workforce Program, K12 Strong Workforce Program, Employer Engagement, and K16 Education Collaborate Work Plans and Spending Plans

Tables 3-6, below, show a summary of SWP regional and local project and employer engagement work plan objectives and activities, and spending plans for the 2023-2024 fiscal periods. A list of the two previous performance periods for 2022-2024 and 2021-2023 can be reviewed in the Appendices. Exhibits 34-38 display the K26 Education Collaborative Grant projects.

SWP Regional Project Work Plan and Spending Plan²⁶

Table 3. OCRC 2023-2024 Strong Workforce Program Regional Work Plans and Spending Plans

Regional Projects	Workplan Objectives and Activities	Spending Plans
Advanced Transportation: Preparation and Outreach for Emerging Technologies	Objective(s): Develop and promote local college AT&L program. Activity(ies): Provide professional development to faculty.	Budget: 675,000 93% of the budget is allocated to be expended in the 2023-2024 performance period, leaving 7% of the budget to be expended in 2024-2025 performance period.
Advanced Manufacturing & Transportation: Job Placement Initiative	Objective(s): Outreach / Recruitment; Career Development Coaching; Internship and Job Placement. Activity(ies): Class Visits; Student Interest Data; Career Development Essentials; Career Development/Customized WBL; Employer Engagement; Job/Internship Openings; Job Application & Follow-up.	Budget: \$149,240 100% of the budget is allocated to be expended during the 2023-2024 performance period, with the option of carrying over any unspent budget into the 2024-2025 performance period.
Allied Health Program Innovation: Simulation Centers & Best Practices	Objective(s): Bridging Workforce Gaps: Strategies for Enrollment; Regional Excellence: Elevating Student Success; Advancing Outcomes in High-Demand, High-Wage Health. Activity(ies): Enrollment Growth Strategy: Bridging Healthcare; Implementation of Best Practices Standardization; Advocacy for Clinical Placement Primacy.	Budget: \$1,010,000 100% of the budget is allocated to be expended during the 2023-2024 performance period, with the option of carrying over any unspent budget into the 2024-2025 performance period.
Cosmetology Regional Project	Objective(s): Improve Career Readiness and Job Placement; Increase Quality of Existing Programs. Activity(ies): Regional Professional Development; Student Supplies and Equipment; Regional Advisory Boards; Curriculum Exploration.	Budget: \$425,000 100% of the budget is allocated to be expended during the 2023-2024 performance period, with the option of carrying over any unspent budget into the 2024-2025 performance period.

²⁶ OCRC Strong Workforce Program Regional Project Work Plan and Spending Plan

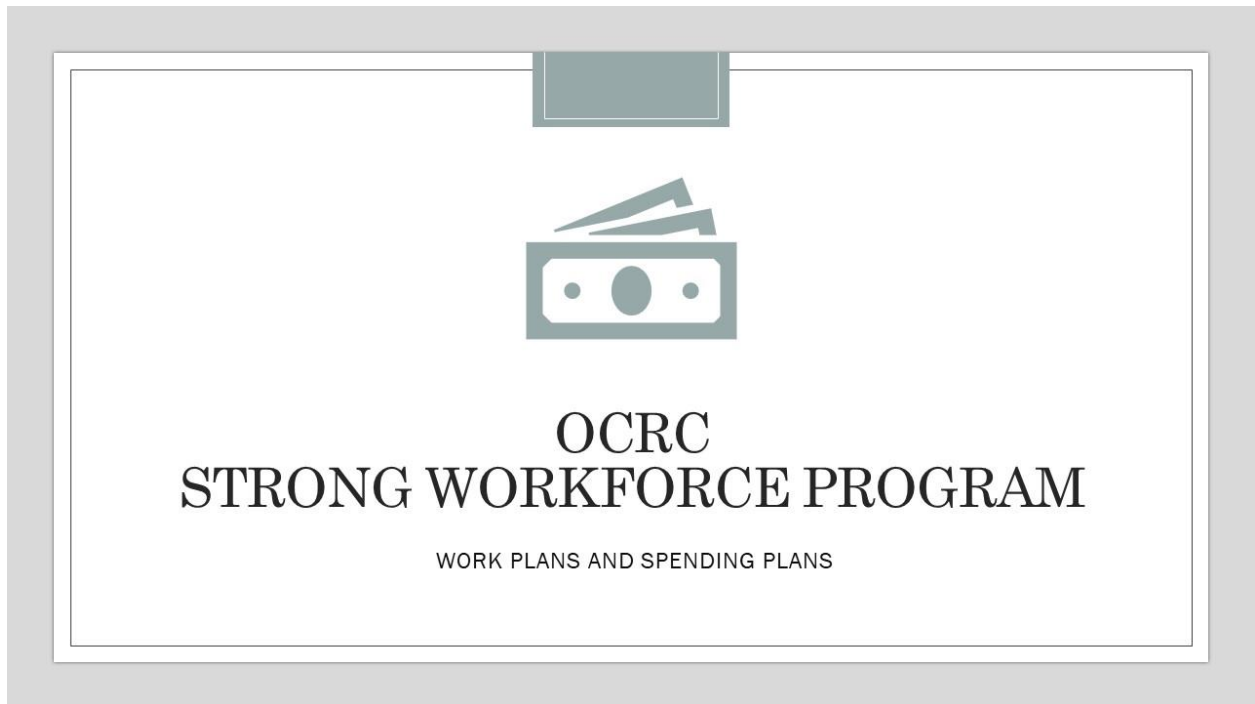
Regional Projects	Workplan Objectives and Activities	Spending Plans
Innovation in Instruction (Credit for Prior Learning and Competency-Based Education)	Objective(s): Build Capacity for implementation of CBE/CPL; Gather Data; Series of Regional Workshops and Coordinator Conversations; CBE Collaborative Summit; College Presidents and VPs Info Session. Activity(ies): Colleges identify/hire CBE and/or CPL coordinator; Gather Data; Innovation in Instruction Symposium; CBE Collaborative Summit.	Budget: \$996,488 47% of the budget is allocated to be expended during the 2023-2024 performance period, leaving 53% of the budget to be expended in 2024-2025 performance period.
OC Center of Excellence	Objective(s): Provide Timely, Actionable LMI; Provide the Region with Timely SWP Student Metrics. Activity(ies): LMI: Program Recommendation, Apprenticeship, BDP; Reorg OC COE and Hire Research Coordinator; Collect and Analyze Regional IR Data/SWP Metrics.	Budget: \$1,500,000 52% of the budget is allocated to be expended during the 2023-2024 performance period, leaving the 48% of the budget to be expended in 2024-2025 performance period.
OCRC Best Practices Regional Project	Objective(s): Learn and Implement Best Practices. Activity(ies): Best Practices.	Budget: \$169,404 100% of the budget is allocated to be expended during the 2023-2024 performance period, with the option of carrying over any unspent budget into the 2024-2025 performance period.
Paving Equitable Pathways in Cybersecurity	Objective(s): Grow a pipeline of diverse career-minded students; Implement Structures Fostering Student Success. Activity(ies): Teacher Training Workshop; K12 Outreach; Articulation Event; Women in Cybersecurity Event; Build Out Student Security Operations Center (SOC).	Budget: \$917,765 38% of the budget is allocated to be expended during the 2023-2024 performance period, with the balance of 62% of the budget to be expended during the 2024-2025 performance period.
Program Finder	Objective(s): CTE Pathway Connections. Activity(ies): Update and Market Program Finder.	Budget: \$250,000 100% of the budget is allocated to be expended during the 2023-2024 performance period.
Regional Marketing: Institution Local Share	Objective(s): Local Marketing Alignment to Regional Marketing. Activity(ies): Local College Marketing Campaign.	Budget: \$2,000,000 50% of the budget is allocated to be expended during the 2023-2024 performance period, leaving 50% to be expended during the 2024-2025 performance period.
Regional Marketing & Marketing Leads Conversion	Objective(s): Increase Enrollment and Completion; Equity-Focused. Activity(ies): Increase Enrollment; Equity and Employer Engagement.	Budget: \$1,325,000 100% of the budget is allocated to be expended in the 2024-2025 performance period.
SCALE Implementation	Objective(s): Build and Populate SCALE Dashboards; SCALE Socialization, Training, and Implementation. Activity(ies): Execute SCALE Development Contracts; SCALE Socialization; SCALE Training and Workshops; Scale Implementation	Budget: \$649,186 65% of the budget is allocated to be expended in the 2023-2024 performance period, with 35% of the budget allocated to be expended in the 2024-2025 performance period.

OCRC Strong Workforce Program Local Work Plan and Spend Plan

Table 4. OCRC Strong Workforce Program Local Work Plans and Spending Plans.

Local Projects	Workplan Objectives and Activities	Spending Plans
Coastline College: 2023-24: Business Program	<p>Objective(s): Training and job readiness and increase quality of existing program(s).</p> <p>Activity(ies): Provide professional development to faculty and update curriculum to better mee regional workforce development needs.</p>	<p>Budget: \$86,590 50% of the budget is allocated to be expended in the 2023-2024 performance period, leaving 50% of the budget to be expended in the 2024-2025 performance period.</p>
Coastline College: 2023-24: Digital Media Design	<p>Objective(s): Training and Job Readiness and improve career readiness and job placement.</p> <p>Activity(ies): Industry alignment.</p>	<p>Budget: \$11,582 50% of the budget is allocated to be expended in the 2023-2024 performance period, leaving 50% of the budget to be expended in the 2024-2025 performance period.</p>
Cypress College: Advance Nursing Education	<p>Objective(s): Increase quality of existing programs to ensure students are ready to enter practice upon passing the NCLEX-RN.</p> <p>Activity(ies): Increase enrollment in the AND program, strengthen relationships with clinical and community partners, increase adjunct faculty.</p>	<p>Budget: \$90,000 50% of the budget is allocated to be expended in the 2023-2024 performance period, leaving 50% of the budget to be expended in the 2024-2025 performance period.</p>
Cypress College: Cybersecurity Education ACE IDEAS	<p>Objective(s): Increase quality of cyber programs.</p> <p>Activity(ies): Configure cyber lab and enhance students' employability through career readiness.</p>	<p>Budget: \$118,480 50% of the budget is allocated to be expended in the 2023-2024 performance period, leaving 50% of the budget to be expended in the 2024-2025 performance period.</p>
Fullerton College: Dual Enrollment Pathways	<p>Objective(s): Improve career readiness and job placement through completion of certificates, degrees, and transfer.</p> <p>Activity(ies): Expand dual enrollment and targeted pathways to improve transition and academic preparedness of high school students.</p>	<p>Budget: \$275,114 100% of the budget is allocated to be expended in the 2023-2024 performance period.</p>
Fullerton College: Equitable Access to Biotechnology: K-12 to the Workplace	<p>Objective(s): Improve career readiness and job placement by expanding the forensic science technician certificate and recruiting students into biotechnology.</p> <p>Activity(ies): Guided pathways from K-12 to the workforce and provide guidance, tutoring, and promote internship opportunities to increase completion and success rates.</p>	<p>Budget: \$224,174 100% of the budget is allocated to be expended in the 2023-2024 performance period.</p>
Golden West College: 23-24 – Automotive Technology	<p>Objective(s): Increase workforce placement through updated equipment and supplies for diagnostic skills.</p> <p>Activity(ies): Equipment and supplies for the automotive program and fund a part-time classified professional to provide instructional support.</p>	<p>Budget: \$81,091 100% of the budget is allocated to be expended in the 2024-2025 performance period.</p>
Golden West College: 23-24 – CTE Counseling	<p>Objective(s): Improve career readiness and job placement as CTE counselors will work closely with faculty, staff, and administrators to ensure students complete their educational plans.</p> <p>Activity(ies): CTE counselors to work with faculty, staff, and administrators to conduct intrusive counseling in the classroom.</p>	<p>Budget: \$167,700 100% of the budget is allocated to be expended in the 2024-2025 performance period.</p>
Orange Coast College: 23-24 Manufacturing Technology	<p>Objective(s): Enhance student outcomes by increasing the quality of existing program(s) through providing industry standard equipment.</p> <p>Activity(ies): Purchase industry standard equipment for training in lab and increase instructional support in manufacturing technology.</p>	<p>Budget: \$269,360 100% of the budget is allocated to be expended in the 2023-2024 performance period.</p>

Local Projects	Workplan Objectives and Activities	Spending Plans
Orange Coast College: 23-24 Welding Technology	Objective(s): Increase quality of existing program through a lab upgrade. Activity(ies): Purchase new/additional Co-bot trainer for instructional lab.	Budget: \$106,080 100% of the budget is allocated to be expended in the 2023-2024 performance period.
Saddleback College: AY 23-24 Advanced Manufacturing Program Enhancement	Objective(s): Increase quality of existing program by purchasing state-of-the-art equipment used in the workplace. Activity(ies): Equipment purchase of Project 660 Pro 3D printer and modification of the exhaust system.	Budget: \$178,880 100% of the budget is allocated to be expended in the 2023-2024 performance period.
Saddleback College: AY 23-24 CTE Strategic Support	Objective(s): Align career pathway development with initiatives across campus. Activity(ies): Focused strategies and personnel to increase CTE enrollment.	Budget: \$1,421,686 100% of the budget is allocated to be expended in the 2024-2025 performance period.
Santa Ana College: 23-24 SCE Construction Apprenticeship Readiness Program	Objective(s): Upgrade supplies and increase employment by ensuring the Pre-Apprenticeship Program has supplies and equipment to offer quality training. Activity(ies): Foster partnerships with industry and pay for instructional supplies and certifications needed to students to participate in apprenticeship.	Budget: \$58,460 50% of the budget is allocated to be expended in the 2023-2024 performance period, leaving 50% of the budget to be expended in the 2024-2025 performance period.
Santa Ana College: 23-24 Student Support for Future Educators Career & Academic Pathways	Objective(s): Improve career readiness and job training by informing faculty, staff, and administrators on the certificates and degree pathways at SAC. Activity(ies): Faculty, staff, and administrator career pathways informational sessions.	Budget: \$33,909 50% of the budget is allocated to be expended in the 2023-2024 performance period, leaving 50% of the budget to be expended in the 2024-2025 performance period.



K-12 Strong Workforce Program Projects Work Plans and Spending Plans²⁷

Table 5, below, provides a summary of the K12 SWP Round 6 work plans and spending plans.

Table 5. Orange County K12 Strong Workforce Program Project Round 6 Work Plans and Spending Plans.

OC LEA Projects	Project Goals and K14 Pathway Quality Strategy	Spending Plans
Empowering Tomorrow's Learners: Innovative Tech-Infused Teaching & Learning	Project Goals: College and Career Exploration Funding will be utilized to broaden this initiative by aiming to amplify career awareness and exploration experiences in Artificial Intelligence and Augmented Reality/Virtual Reality (AI AR/VR) for middle and high school students across Orange County.	Budget: \$1,500,000
Fostering Strengths, Interests, and Values through Middle School Career Readiness	Project Goals: College and Career Exploration Funding will be used to build a network of educators county-wide to focus on the enhancement of work-based learning (WBL) experiences in middle school by increasing support and assets for students.	Budget: \$1,013,318
Career Crossroads with Agriculture in Orange County	Project Goals: <ul style="list-style-type: none"> ● Develop Interdisciplinary Agriculture Hub. ● Innovative Strategies, Approaches, and Practices for Climate Mitigation and Sustainability. ● Provide Work-Based Learning. Opportunities through the Hubs. ● Enhance Dual-Enrollment Programs. ● Self-Sustaining Student-Led Enterprise through the Hubs. 	Budget: \$868,745
Project Industry Diversity Equity and Access (IDEA)	Project Goals: Postsecondary Transition and Completion <ul style="list-style-type: none"> ● 25% of rising 9th graders will have matriculated to ICT pathways. ● 50% of students in underrepresented student groups will receive at least 2 CTE-specific counseling sessions annually. ● At least 70% of CTE students will receive labor market information. ● Increase enrollment in A-G and dual enrollment courses by 20%. Work-Based Learning <ul style="list-style-type: none"> ● 50% of intermediate students will interact with industry professionals through guest speaking, internships, simulated work experience, field trips, and mentoring from industry professionals (all three sectors). ● 20% of building trade pathway completers will be ready to enter unions through apprenticeship. ● 70% of students in all targeted pathways will demonstrate proficiency through the completion of industry certifications. 	Budget: \$1,400,000
Supporting Transitions to College/Career and College Completion	Project Goals: Postsecondary Transition and Completion <ul style="list-style-type: none"> ● Decrease in alumni stress levels related to the top concerns reported on alumni survey: mental health; social isolation, academic progress; future financial security. ● Increase % of alumni degree completion within 5 years of graduation. ● Increase number of alumni participating in Alumni connected activities, on site meetings, mentorships, and communications with the Alumni Success Program coordinator. ● Increase in alumni in college reporting they use college support services. 	Budget: \$90,000

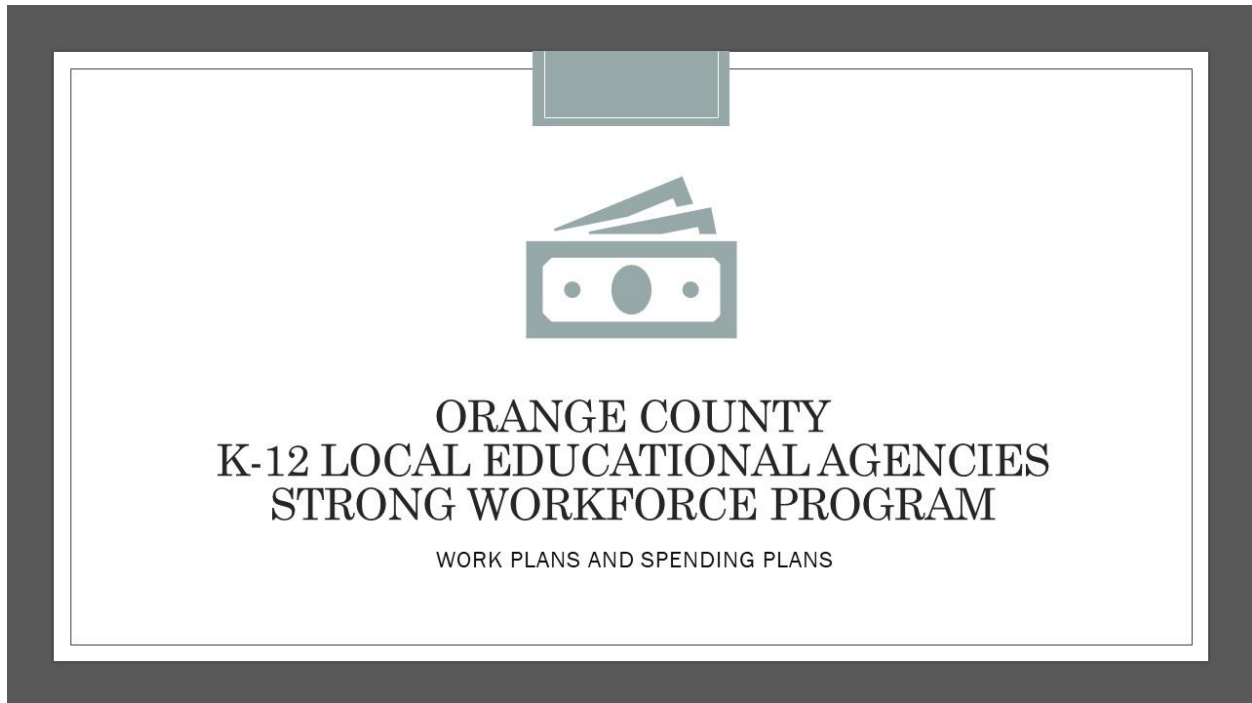
²⁷ K12 Strong Workforce Program Projects

OC LEA Projects	Project Goals and K14 Pathway Quality Strategy	Spending Plans
<p>Designing the Future</p>	<p>Project Goals:</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> Students will sample a variety of commercially focused arts practices such as Entertainment, Game, Animation, Product, Transportation, Narrative, Interactive Media, and UI and UX Design In grades 9 and 10, students will be immersed in a variety of unique design ideologies and practices. In grades 11 and 12, students can specialize through electives and more self-directed projects. <p>College and Career Exploration</p> <ul style="list-style-type: none"> Students will have the additional benefit of dual-enrollment certifications and dual-enrollment credit with our community college partner, Santa Ana College (SAC). 	<p>Budget: \$98,274</p>
<p>Arts, Media, and Entertainment: Increasing Career Exploration</p>	<p>Project Goals:</p> <p>College and Career Exploration</p> <ul style="list-style-type: none"> AniMakerspace will be designed to provide access to all students, encouraging those who are historically underserved to take the courses offered in the AniMakerspace as their elective. 	<p>Budget: \$300,000</p>
<p>Work-Based Learning at Unity Middle College High School</p>	<p>Project Goals:</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> Teachers will engage in consistent professional development, regional training, and externships centered on Biotech, ICT, and DMA industry needs and curriculum. <p>College and Career Exploration</p> <ul style="list-style-type: none"> All 9th grade students will take a deep dive into college/career exploration. <p>Postsecondary Transition and Completion</p> <ul style="list-style-type: none"> Students will be encouraged to enroll in Santiago Canyon College CTE pathway certification programs. 	<p>Budget: \$200,000</p>
<p>Emerging Technologies in CTE: AI/VR/ICT/Digital Media</p>	<p>Project Goals</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> AI: A-G coursework approval, student participation data, work-based learning data, professional development hours/teacher externship hours. Expand existing Drone Technology courses into a regional course offering to provide access and equity to students in all five partner school districts. Development of a new ICT pathway that focuses on Cybersecurity and Networking and a direct connection to industry. <p>Work-Based Learning</p> <ul style="list-style-type: none"> Provided funding to support the expansion of work-based learning of CTE pathways centering around AI, VR, Drone, and ICT. 	<p>Budget: \$600,000</p>
<p>The IMPACT of CTE: Equity, Inclusion, and Access</p>	<p>Project Goals</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> Curriculum outlines, UC A-G approval, articulation agreements with community colleges, advisory meeting minutes, student retention, mentor evaluations, and performance assessments. Assess equipment and technology needs in comparison to industry standards and recommendations. Curriculum development and alignment in Dental Assisting and Radiation Safety, Sterile Processing for Health Care Workers, and Production and managerial Arts. <p>Work-Based Learning</p> <ul style="list-style-type: none"> Design a mentorship program that will pair students with experienced professionals in the industry who will serve as their mentors. Mentors will provide guidance, support, and industry insights to help students navigate their career paths effectively. Provide funding to support the expansion of a work-based learning infrastructure in direct support of CTE pathways centering the Transportation/Systems, Diagnostics, Services, and repair (SDSR), Design Media Visual Arts (DVMA), Production Managerial Arts (PMA), and Child Development. 	<p>Budget: \$1,471,490</p>

OC LEA Projects	Project Goals and K14 Pathway Quality Strategy	Spending Plans
<p>Leading to a Living Wage: Cultivating Living Wages in OC Retail, Hospitality, and Tourism Sector</p>	<p>Project Goals</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Develop a task force to conduct program needs assessment, develop courses and WBL projects, provide guidance and mentorship for staff and students. ● Students will complete the CCGI interest profiler and be made aware of the Hospitality and Food Service pathway before selecting 7th grade courses at BJHS. ● BCHS students will complete the CCGI interest profiler before working with Fullerton College to develop their college academic plans with a CTE counselor from the college. <p>College and Career Exploration</p> <ul style="list-style-type: none"> ● Students will complete the CCGI interest profiler and be made aware of the Hospitality and Food Service pathway before selecting 7th grade courses at BJHS. ● BCHS students will compete with the CCGI interest profiler before working with Fullerton College to develop their college academic plans with a CTE counselor from the college. <p>Postsecondary Transition and Completion</p> <ul style="list-style-type: none"> ● Students with disabilities will be provided with the opportunity to visit the Fullerton College campus during the school day to begin the matriculation process. ● Fullerton College CTE Counseling staff will provide targeted counseling and outreach for pathway students. <p>Work-Based Learning</p> <ul style="list-style-type: none"> ● BJHS will integrate WBL into the curriculum being developed at the junior high school to create relevant and engaging experiences where students explore the pathway as a career option. 	<p>Budget: \$689,310</p>
<p>Pathways to Prosperity</p>	<p>Project Goals</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● ROP will offer 3 new regional pathway offerings by developing capstone courses in the areas of Automation/AI, Biotechnology, and Cybersecurity in response to labor market needs and the SWP Regional Plan. <p>College and Career Exploration</p> <ul style="list-style-type: none"> ● ROP will offer 3 new regional pathway offerings by developing capstone courses in the areas of Automation/AI, Biotechnology, and Cybersecurity in response to labor market needs and the SWP Regional Plan. <p>Postsecondary Transition and Completion</p> <ul style="list-style-type: none"> ● K12 Pathway Coordinator will provide information sessions and support materials for all students enrolled in early college credit courses to ensure they are informed and prepared to receive/redeem credit. <p>Work-Based Learning</p> <ul style="list-style-type: none"> ● Coastline ROP will intentionally design new pathways to include work-based learning opportunities, i.e., internships. 	<p>Budget: \$1,007,337</p>
<p>CTE Pathways Foundation & Leadership Expansion</p>	<p>Project Goals</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> ● Provide articulated and coordinated middle and high school-level pathways. ● Implement or expand professional development opportunities in Project Lead The Way curriculum for Computer Science and Biomedical Science. ● Provide consortium CTE students with devices capable of matriculating with them through 7-14 CTE pathway courses that require specialized software and applications. <p>College and Career Exploration</p> <ul style="list-style-type: none"> ● Establishment of Health Occupation Students of America high school chapter and associated middle school feeder program activities for accessible to 202 students grades 7 and 8. 	<p>Budget: \$179,939</p>

OC LEA Projects	Project Goals and K14 Pathway Quality Strategy	Spending Plans
Sustainable Futures Project	<p>Project Goals</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> The consortium will introduce a structured 7-14 CTE pathway in Environmental Resources, with teacher professional development. Establish partnerships with local community colleges to offer dual enrollment certificate programs in sustainability-related occupations. <p>College and Career Exploration</p> <ul style="list-style-type: none"> Establishment of Future Farmers of America high school chapter and associated middle school feeder program. CTSO regional competitions are available to students participating in FFA. Bi-weekly CTSO meetings at middle and high school. 	Budget \$120,000
ICT/Digital Media and Business Entrepreneurship	<p>Project Goals</p> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> Professional Development: ISSAC faculty and staff receive consulting input (estimated 3 hours each year) to plan and organize a student project in entrepreneurship and digital design. We envision planning and professional development meetings in 2 sessions for a total of 3 hours for 4 ISSAC staff with Coastline College faculty/staff in business and in digital arts. <p>College and Career Exploration</p> <ul style="list-style-type: none"> An assembly each year for about 40 students to meet with a Coastline College faculty on the topic of small business and entrepreneurship, particularly starting a new business. Annual Coastline College campus visit, for students to connect with their future opportunity of Coastline Community College. 	Budget: \$65,000
Championing Education Access: Broadening Dual Enrollment Through Early College	<p>Project Goals</p> <p>Postsecondary Transition and Completion</p> <ul style="list-style-type: none"> Professional Development: Counselors, career guidance specialists, and teachers will receive targeted professional development. Faculty Training: Faculty instructing early college and dual enrollment courses will receive training on the community college enrollment process. Outreach and Informational Sessions: Career Guidance Specialists will conduct outreach and informational sessions specifically aimed at underserved populations and their families. Data Collection: We will survey and collect student data for one-year post-graduation. 	Budget: \$997,360
Driving Manufacturing Excellence, Innovation for an Automate Future	<p>Project Goals</p> <p>Work-Based Learning</p> <ul style="list-style-type: none"> Increase the number of students participating and completing the high school pathway courses in manufacturing and related fields from 700 to 1300. Increased student enrollment in high school manufacturing/engineering, robotics/ICT pathways. Increased student enrollment in community college certificate and degree programs. 	Budget: \$800,000
Advancing Technology in Healthcare	<p>Project Goals</p> <p>Work-Based Learning</p> <ul style="list-style-type: none"> Each of our healthcare pathways will see an increased enrollment after the inclusion of more advanced technology into each course. Our pathways will see an increase in student retention rates because of the advanced technology integration. Students will develop the skills to earn more industry certifications and credentials that open better employment opportunities. 	Budget: \$180,000

OC LEA Projects	Project Goals and K14 Pathway Quality Strategy	Spending Plans
<p>Building Futures: Middle School Career Readiness</p>	<p>Project Goals College and Career Exploration</p> <ul style="list-style-type: none"> ● Early Career Exploration: Develop and implement a career exploration curriculum tailored to the unique needs and interests of middle school students. ● Administer career assessment and self-discovery tools to all middle school students, organize guest speakers, host career fairs. 	<p>Budget: \$253,572</p>
<p>CRA Outdoor Learning Center Development</p>	<p>Project Goals Curriculum and Instruction</p> <ul style="list-style-type: none"> ● CRA will develop CTE elective pathway courses in agriculture and sustainability, select CTE aligned curriculum and design relevant real-world experiences for students. ● Create presentations for parents to increase their understanding of the significance of the CTE pathways and how the pathways support career and college readiness. ● Collaboration with local high school administrators and CTE educators within Capistrano Unified and Saddleback Unified School Districts, to ensure alignment with local school district CTE pathway offerings. <p>Work-Based Learning</p> <ul style="list-style-type: none"> ● CRA will partner with local high schools to highlight projects, such as our current partnership with Capistrano Unified High School's STEM program which collaborates with our Robotics program. ● CRA students will participate in school-based internships and create presentations for parents and partner organizations on the impact of their WBL experiences. 	<p>Budget: \$180,000</p>



OCRC Regional Employer Engagement Strategy ²⁸

Employer Engagement Work Plan

Work Plan Objectives	Work Plan Activities	Spending Plan
<p>OBJECTIVE 1</p> <p>Apprenticeships, Faculty Externships, Internships, and Work-Based Learning Objectives</p>	<ul style="list-style-type: none"> – Complete needs assessment to determine each institution’s capacity for delivering apprenticeships, faculty externships, internships, and work-based learning opportunities. – Create work experience education for students to award academic credits. – Create regional concierge to build capacity for onboarding new non-traditional and traditional apprenticeships at member college institutions. – Develop learning outcomes for faculty externships. 	<p>Budget: \$553,994 is allocated for employer engagement activities for Objective 1 and for the overall project management of regional employer engagement.</p>
<p>OBJECTIVE 2</p> <p>Career Placement</p>	<ul style="list-style-type: none"> – Conduct needs assessment to determine each institution’s capacity for delivery career placement activities for career education students. – Coordinate regional employment activities. – Foster relationships with employers. – Organize professional development for community college career education professionals. – Work with trade associations to create models for industry partnerships. 	<p>Budget: \$100,435 is allocated for employer engagement activities for Objective 2.</p>
<p>OBJECTIVE 3</p> <p>Comprehensive Supports & Pathways, Assessment of Prior Learning Credentials, and Articulation</p>	<ul style="list-style-type: none"> – Complete needs assessment to determine capacity for institutions to deliver comprehensive supports and pathways, assessment of prior learning, and articulation. – Collaboration with Network Kinexion and career education faculty for workforce placement solutions and industry support and engagement. – Development career education K12 linkages to community colleges and university pathways via K14 TAP, and collaborates with K12 Pathway Coordinators, OCDE, and other K12 local educational agencies and universities. – Inventory industry certifications and align to program for credit. – Engage faculty to apply industry certification credentials to course/program units that are applicable for equivalency. 	<p>Budget: \$100,435 is allocated for employer engagement activities for Objective 3.</p>
<p>OBJECTIVE 4</p> <p>Industry Training and Education Needs</p>	<ul style="list-style-type: none"> – Complete needs assessment to determine institutions capacity to deliver industry training and education needs. – Customize training for incumbent workers, newly hired workers, and new employer training. – Help recent completers gain employment through contract education. – Market to and contact employers to discover their training needs. – Develop and present training on creating employer contacts, contract education for partnership development, and engaging faculty in noncredit and not-for-credit training. 	<p>Budget: \$100,435 is allocated for employer engagement activities for Objective 4.</p>

²⁸ OCRC Regional Employer Engagement Strategy

K16 Education Collaborative Projects²⁹

Exhibit 34. OC Pathways K-16 Business Projects.

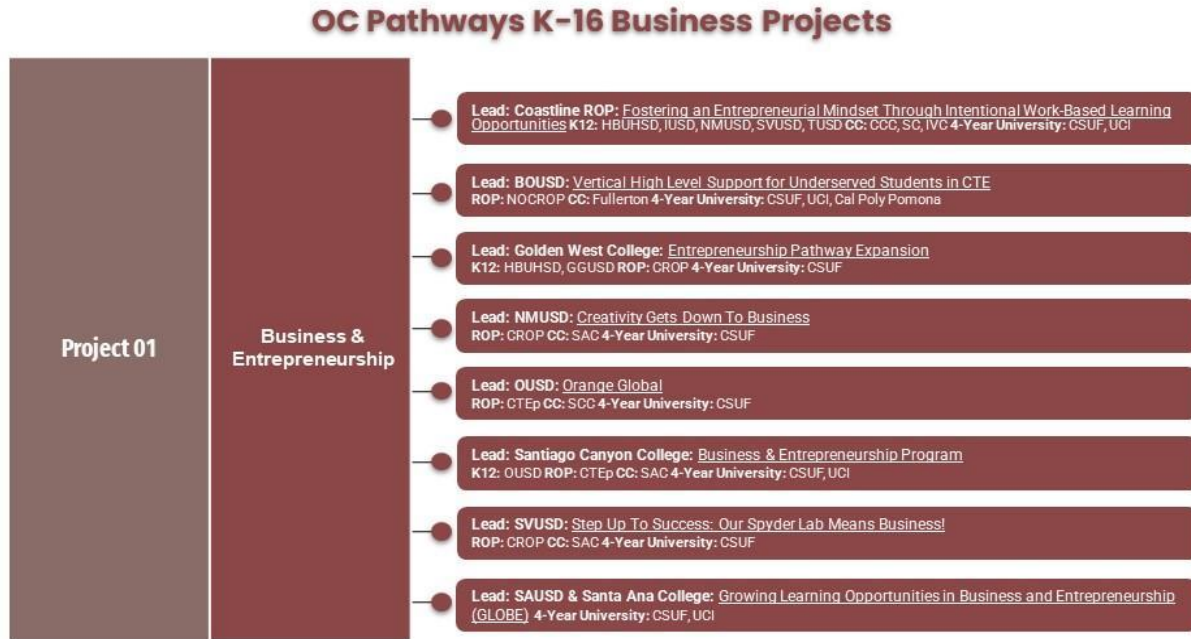
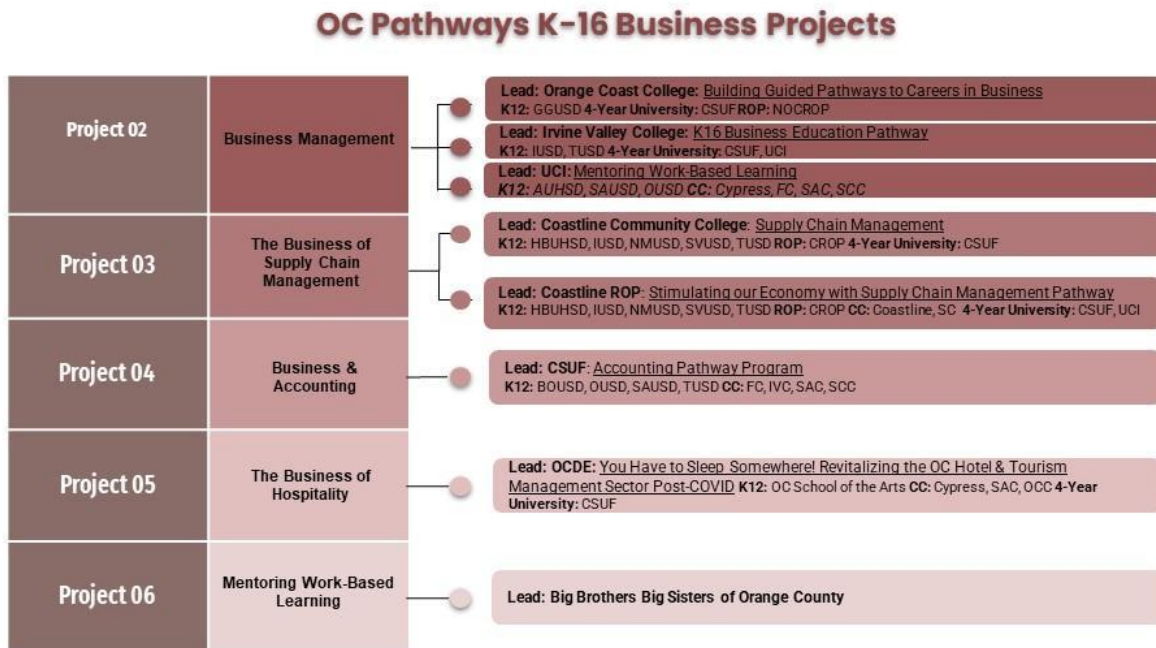


Exhibit 34. OC Pathways K-16 Business Projects Continued.



²⁹ OC Pathways K-16 Projects - Partnership for College and Career Success

Exhibit 35. OC Pathways K-16 Computing Projects.

OC Pathways K-16 Computing Projects

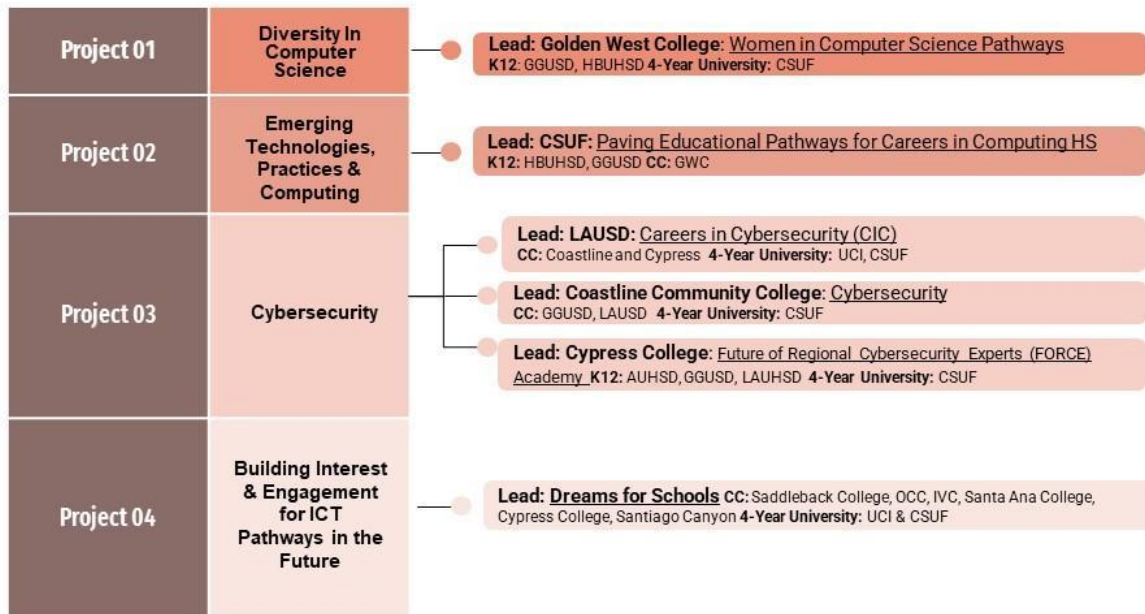


Exhibit 36. OC Pathways K-16 Education Projects.

OC Pathways K-16 Education Projects

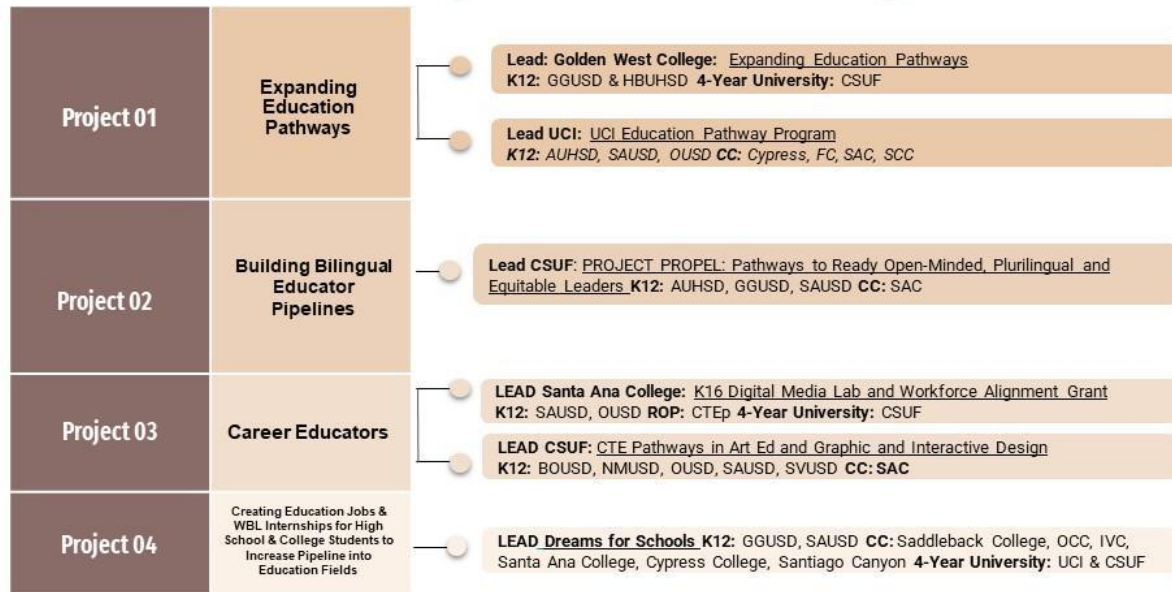


Exhibit 37. OC Pathways K-16 Engineering Projects.

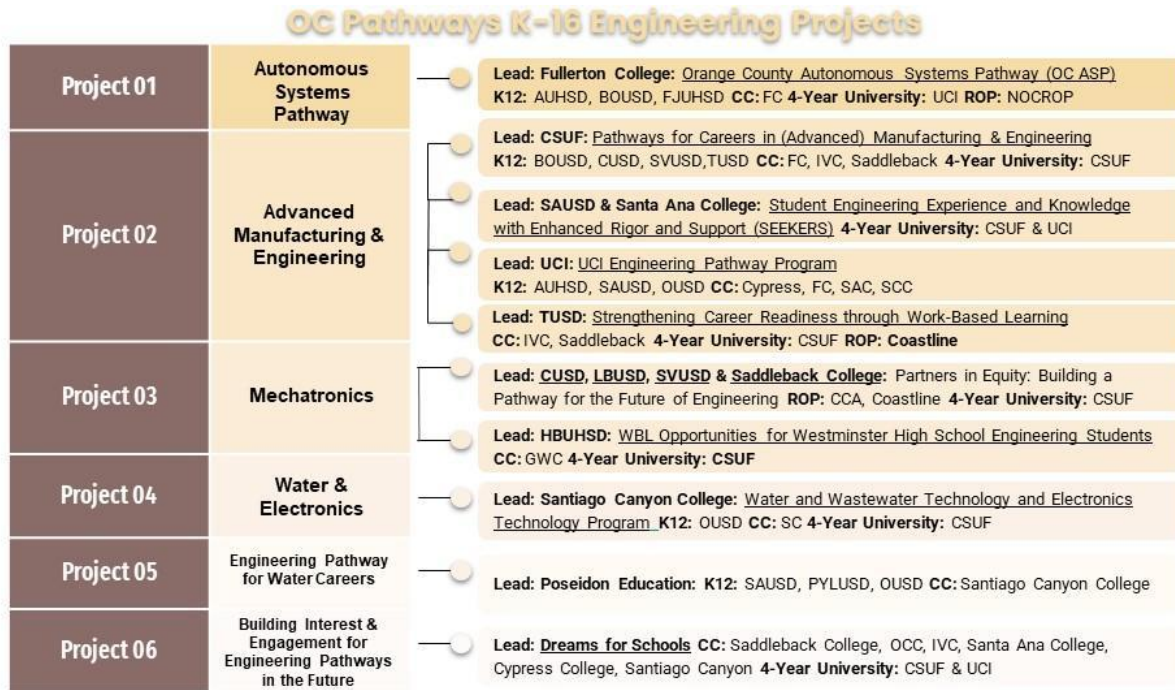
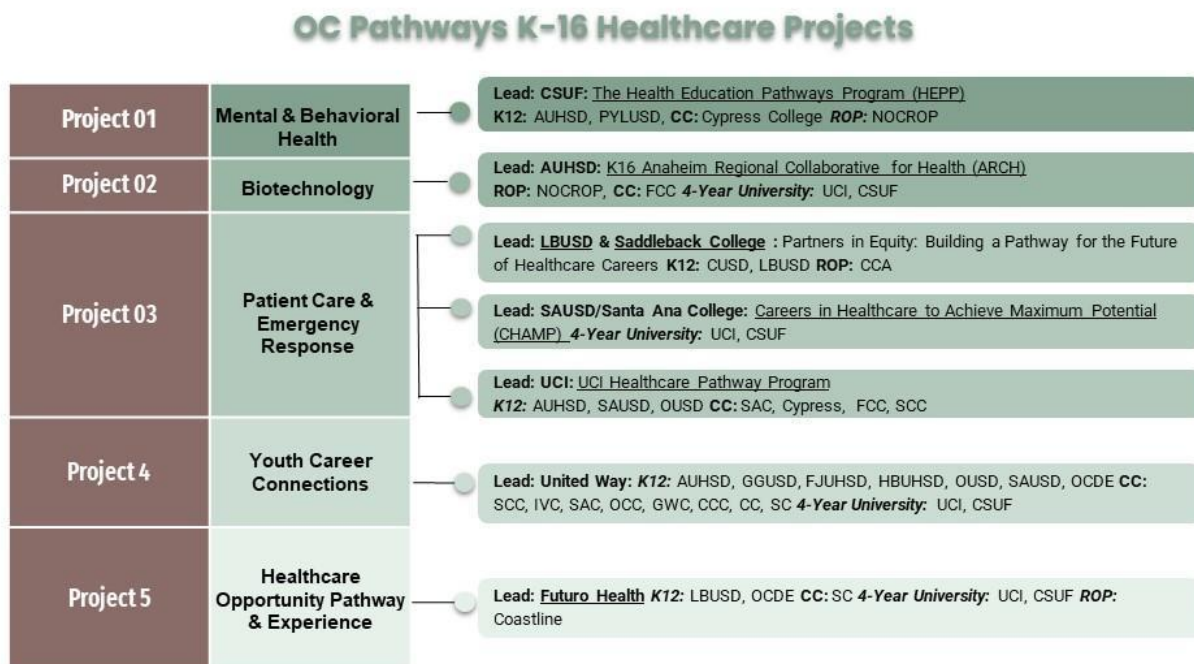


Exhibit 38. OC Pathways K-16 Healthcare Projects.



Alignment of Measurable Regional Goals to Workforce Innovation and Opportunity Act Performance Accountability Measures

The measurable goals between the Workforce Innovation and Opportunity Act (WIOA), Employment Development Department (EDD), and the California Strong Workforce Program (SWP) Legislation are designed to enhance the workforce development system across the state of California and within the eight designated regions. While specific goals may vary based on programmatic and regional considerations, here are the overarching measurable goals aligned between WIOA, EDD, and SWP:

Workforce Innovation and Opportunity Act (WIOA)³⁰

Increase Employment Rates

One of the primary goals the Orange County Region continues to focus on is an increase in employment rates of Orange County residents, especially those who are facing barriers to employment, through improved access to the OCRC community college institutions' career education, training, and comprehensive support services.

Enhance Workforce Skills Levels

Another primary goal in the Orange County Region is to increase the skills and competencies of the workforce to meet the demands of employers, with a particular focus on industries that are experiencing growth and technological advancements.

Enhance Coordination

One other primary goal in the Orange County Region is to continue improving coordination and collaboration among our workforce partners, including our local workforce development boards, educational institutions, and employers, to create a seamless and responsive workforce system.

Employment Development Department (EDD)³¹

Improve Employment Services

Our EDD colleagues continue to enhance the efficiency and effectiveness of employment services in Orange County, including job placement, training, and unemployment insurance programs, to better serve job seekers and employers.

Reduce Unemployment Rates

EDD continues to work diligently towards reducing unemployment rates in the Orange County Region by connecting job seekers with feasible employment opportunities and addressing structural barriers to employment.

³⁰ <https://www.dol.gov/agencies/eta/wioa>

³¹ <https://edd.ca.gov>

Increase Workforce Participation

EDD is committed to encouraging and facilitating increased participation in the workforce, with a critical focus on underrepresented populations and those with specific workforce challenges.

Regional and Local Strong Workforce Programs³²

Strengthen Career Education Programs

The OCRC community college institutions continue to enhance and strengthen their career education programs in the Orange County Region to ensure they align with industry needs and provide students with relevant, high-demand skills. Career education pathways and wraparound activities go through a rigorous process with the OCRC Governance Council prior to being recommended for SWP funding to ensure they are responsive to employer needs and embedded with training and work-based learning components that set students up for success.

Increase Student Success

The OCRC community college institutions focus on improved student success by committing resources to prioritize support of completion rates, job placement rates, and living wage earning outcomes within career education programs that are supported by SWP investments.

Expand Industry Partnerships

The OCRC and its member institutions continue to foster increased collaboration with ecosystem partners, especially between educational institutions and industry partners, to ensure that curriculum and training programs align with evolving workforce needs. As such, one of the objectives in the OCRC Regional Employer Engagement Strategy is focused on Industry Training and Education Needs that continues to focus on industry training, bridges to employments, career education needs, and professional development for key EWD, career education, and employer outreach staff.

Common Cross Cutting Goals³³

Diversity, Equity, Inclusion, and Access

The Orange County Region partners continue to prioritize diversity, equity, inclusion, and access by addressing disparities and challenges in workforce outcomes, ensuring that underserved populations have equal access to quality career education and training, and work-based learning and employment opportunities.

Data-Driven Decision-Making

As mentioned above, the Governance Council commissioned the region to incorporate data-driven strategies into informing relevant career education pathways and work-based learning opportunities. Using data to inform decision-making processes, measure program effectiveness, and identify areas for

³² OCRC Regional Collaboration and Coordination Grant

³³ 2023 Biennial Modification of the Regional Plan Program Year 2021-2024 OC RPU

improvement within the broader workforce development system continues to be a framework for the region.

Collectively, these measurable goals contribute to the overarching objective of building a skilled, adaptable, and inclusive workforce that meets the needs of Orange County's dynamic economy. Specific performance indicators and targets are outlined in regional strategic work plans developed in alignment with WIOA requirements, the goals of the EDD, and SWP Legislation.

The Orange County Region's Strong Workforce Program goals are aligned with and support WIOA goals. The region follows the guiding principle; whereas all collaborative efforts of SWP regional projects focus on evidence-based decision-making and student success with workforce outcomes aligned with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128) and closing labor market and employment gaps. Each project consortium shall strive to align program programmatic offerings in the most effective and efficient manner to avoid duplication of effort and streamline access to services, and education and training opportunities.³⁴

SWP Launchboard Metrics

In previous years, various outcomes and metrics have been considered and employed in the development, selection, and execution of regional projects funded through the SWP. For this plan, all nine SWP metrics from the California Community College Chancellor's Cal-PASS Plus LaunchBoard have been provided to demonstrate progress and success in areas such as student completion and job attainment.

Exhibits 39-46, below, display SWP metrics for the Orange County Region Across All Career Education Programs. The number of SWP Students in the Orange County region has been declining since the 2018-2019 academic year, although the percent of SWP of students earning 9 or more career education units or attained apprenticeship journey status has shown a slight increase and stabilization. Students who are earning degrees, certificates, and attained apprenticeship journey status are showing a declining trend, as students who completed a noncredit career education certificate or workforce preparation course are on the rise again. These data points will continue to be used for making decisions and planning strategies over the next four years to close gaps and outreach to students who may need additional resources to re-engage and stay on track to complete and accumulate career education milestones.³⁵

Exhibits 47-56, below, display K-12 SWP metrics for the Orange County Region for Rounds 1-3, Across All Career Education Programs.³⁶

³⁴ Strong Workforce Program Legislation - Guiding Principles

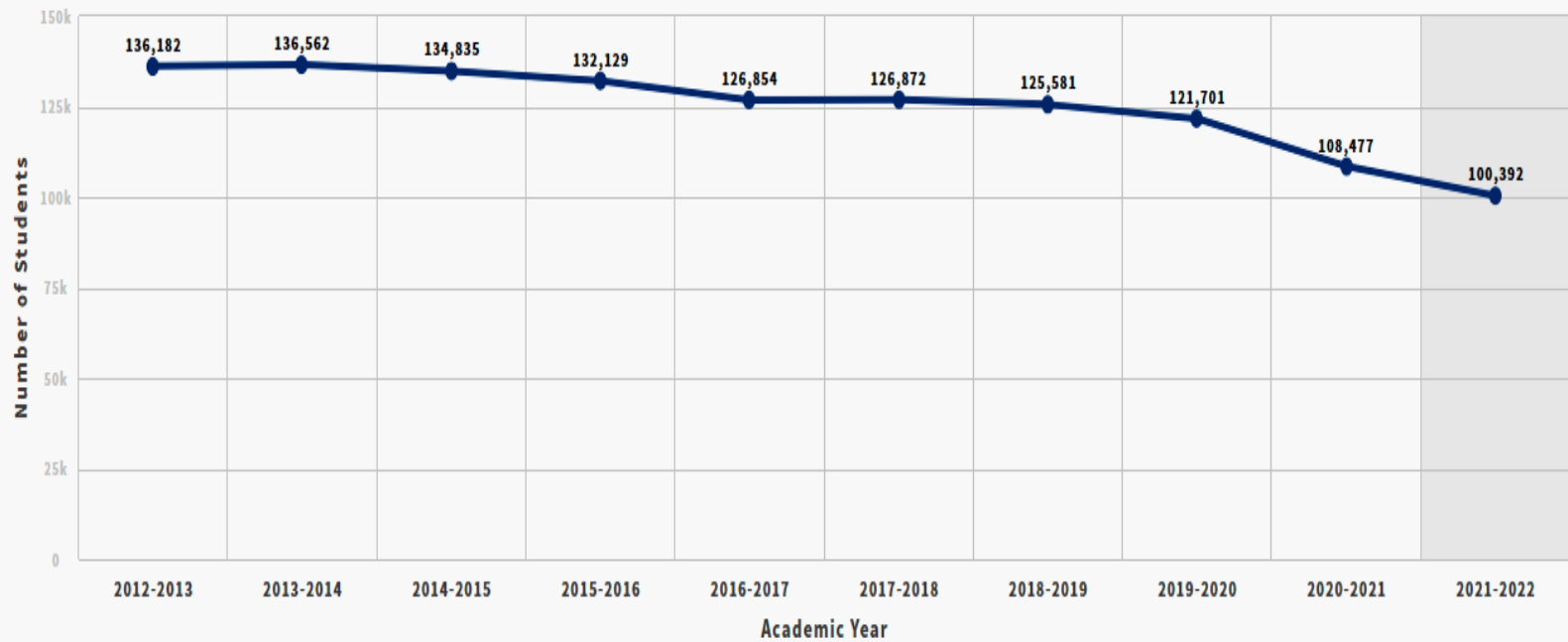
³⁵ <https://www.calpassplus.org/launchboard/SWP.aspx>

³⁶ <https://www.calpassplus.org/launchboard/K12-SWP.aspx>

Exhibit 39. Strong Workforce Program Students.³⁷

Strong Workforce Program Students

All students who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year

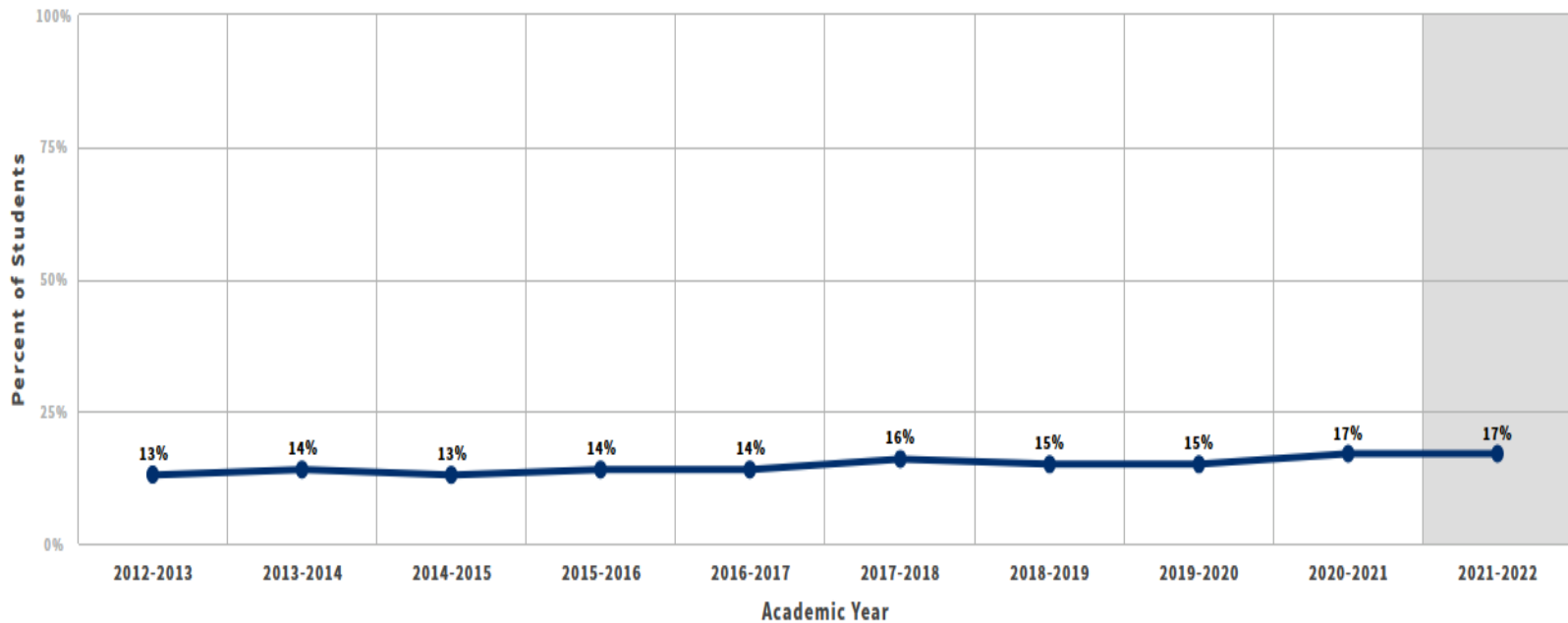


³⁷ Source: Chancellor's Office Management Information System

Exhibit 40. SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year.³⁸

SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year

Among all SWP students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

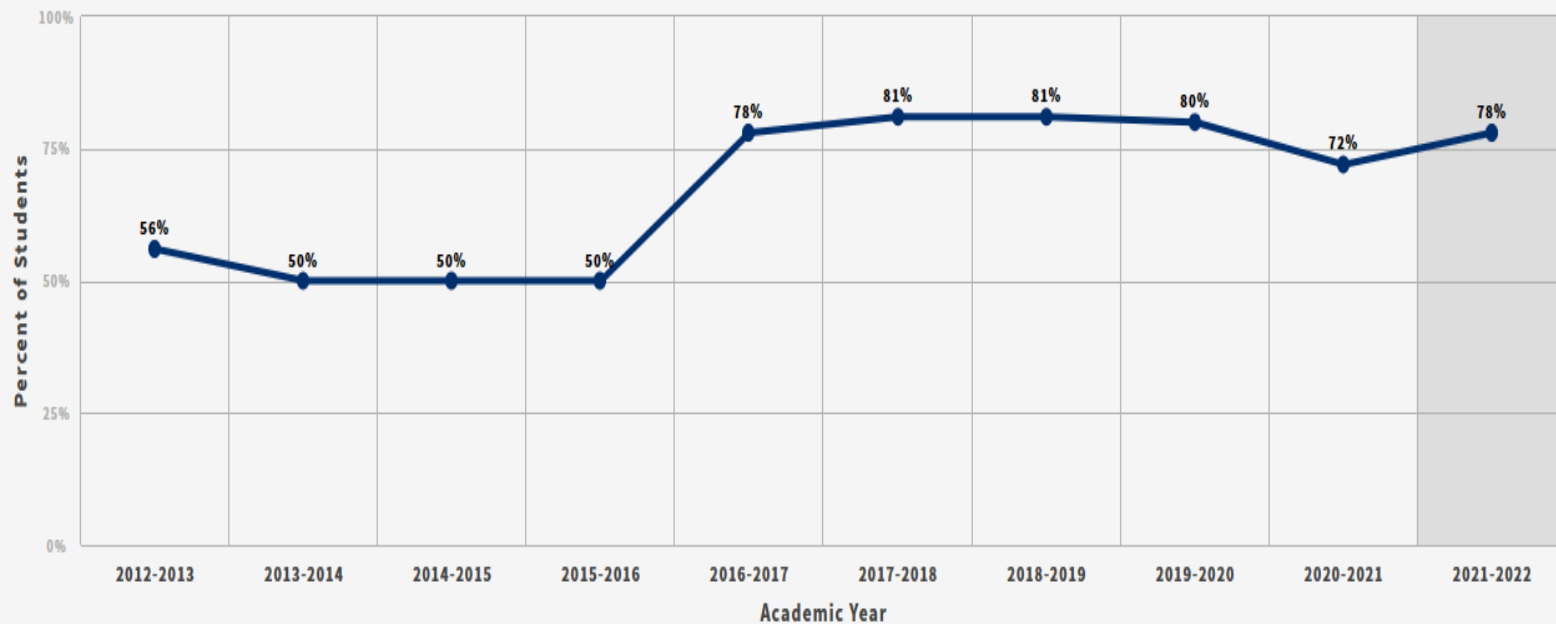


³⁸ Source: Chancellor's Office Management Information System

Exhibit 41. SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course.³⁹

SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course

Among all SWP students with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

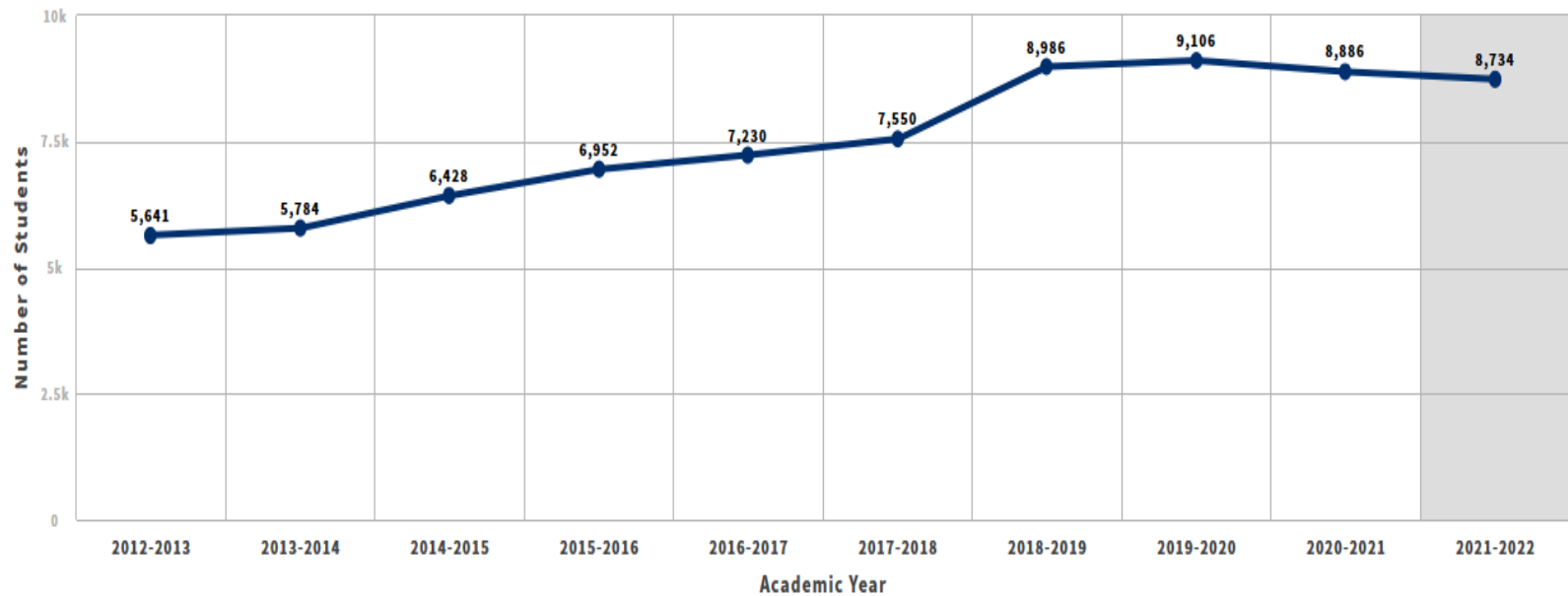


³⁹ Chancellor's Office Management Information System

Exhibit 42. SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status.⁴⁰

SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status

Number of unduplicated SWP students who earned a noncredit certificate, Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

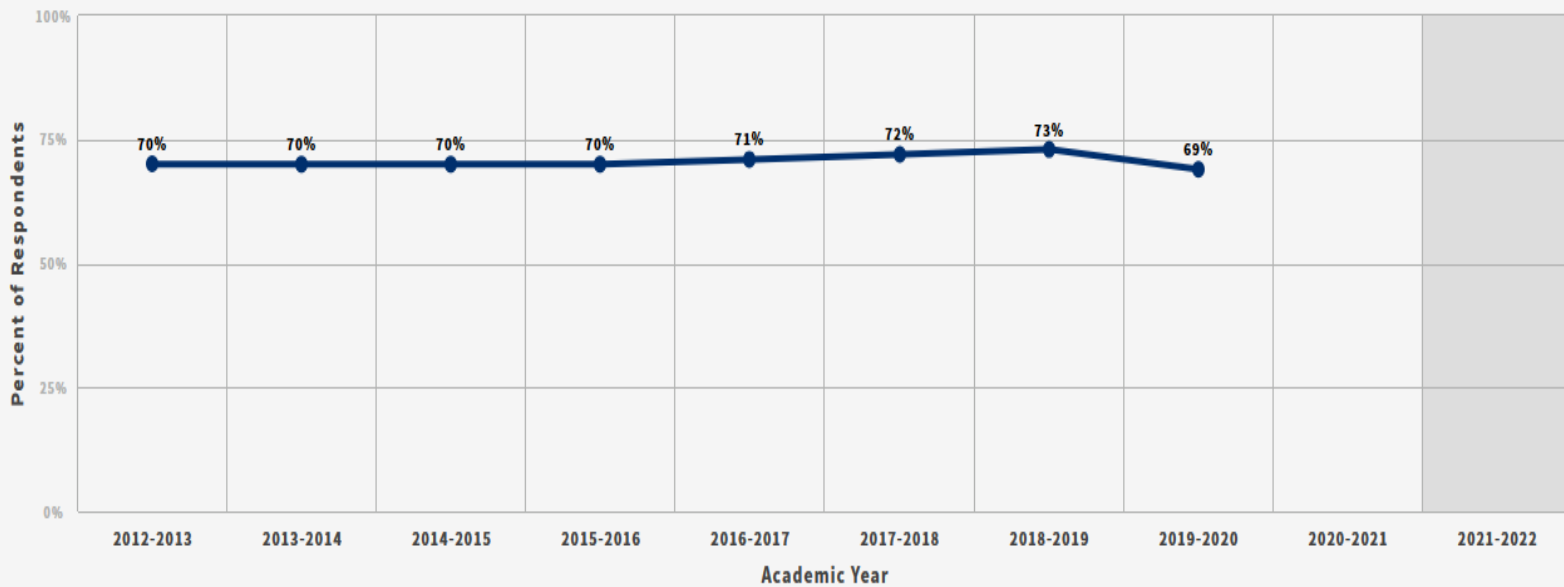


⁴⁰ Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

Exhibit 43. SWP Students with a Job Closely Related to Their Field of Study.⁴¹

SWP Students with a Job Closely Related to Their Field of Study

Among SWP students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study

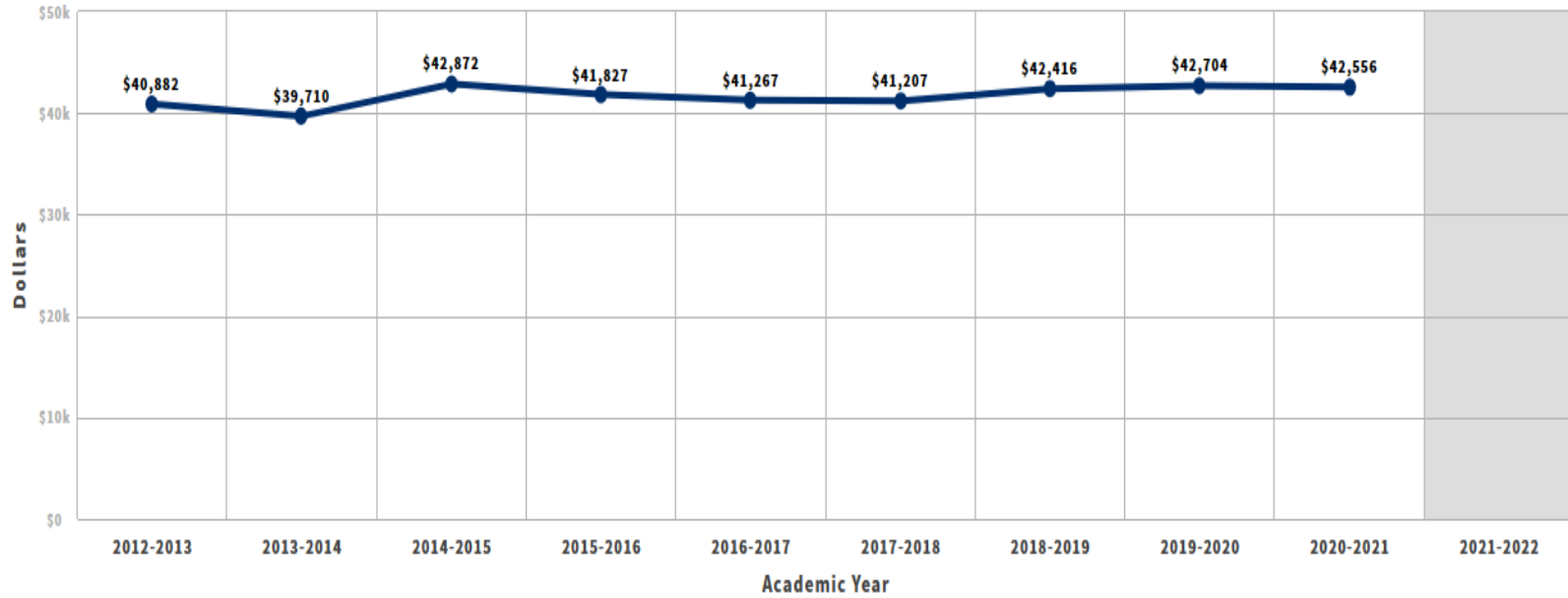


⁴¹ Source: Chancellor's Office Management Information System, Department of Apprenticeship Standards

Exhibit 44. Median Annual Earnings for SWP Exiting Students.⁴²

Median Annual Earnings for SWP Exiting Students

Among SWP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

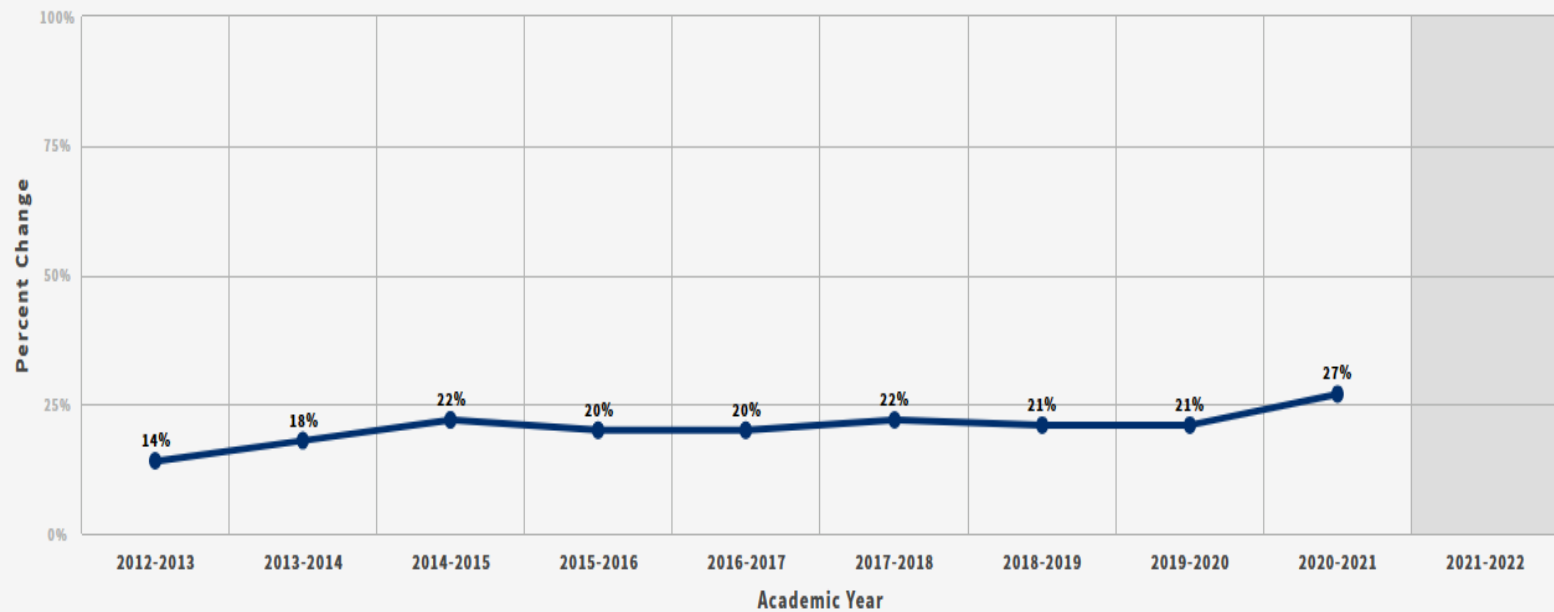


⁴² Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

Exhibit 45. Median Change in Earnings for SWP Exiting Students.⁴³

Median Change in Earnings for SWP Exiting Students

Among SWP students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended

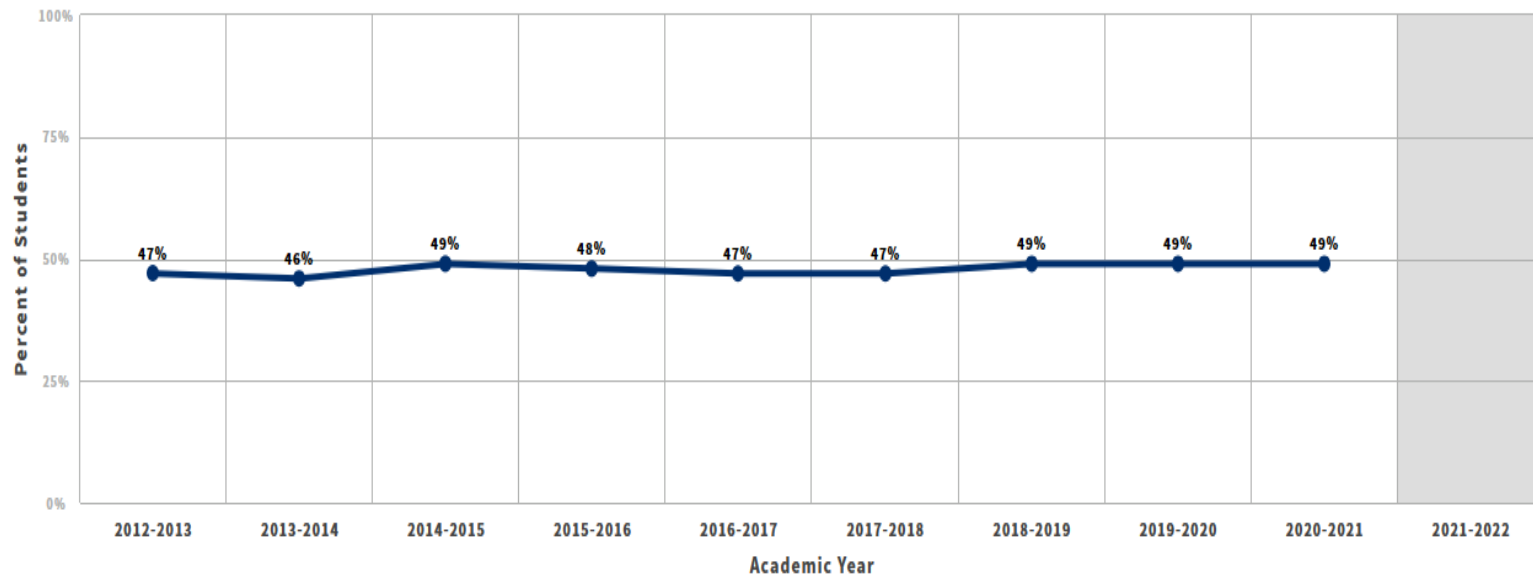


⁴³ ⁴³ Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

Exhibit 46. SWP Exiting Students Who Attained the Living Wage.⁴⁴

SWP Exiting Students Who Attained the Living Wage

Among SWP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit

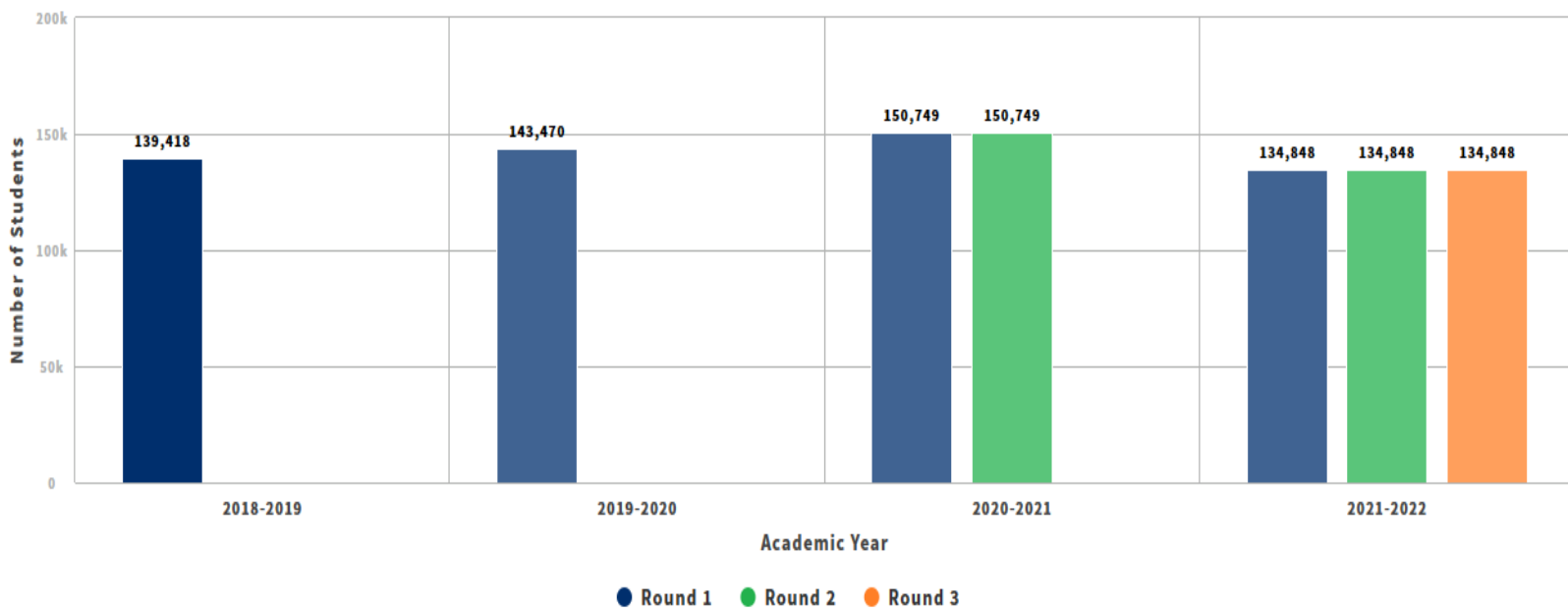


⁴⁴ Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match, Insight Center for Community Economic Development

Exhibit 47. K12 Students.⁴⁵

K12 Students

Students enrolled in 9th, 10th, 11th, or 12th grade at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected

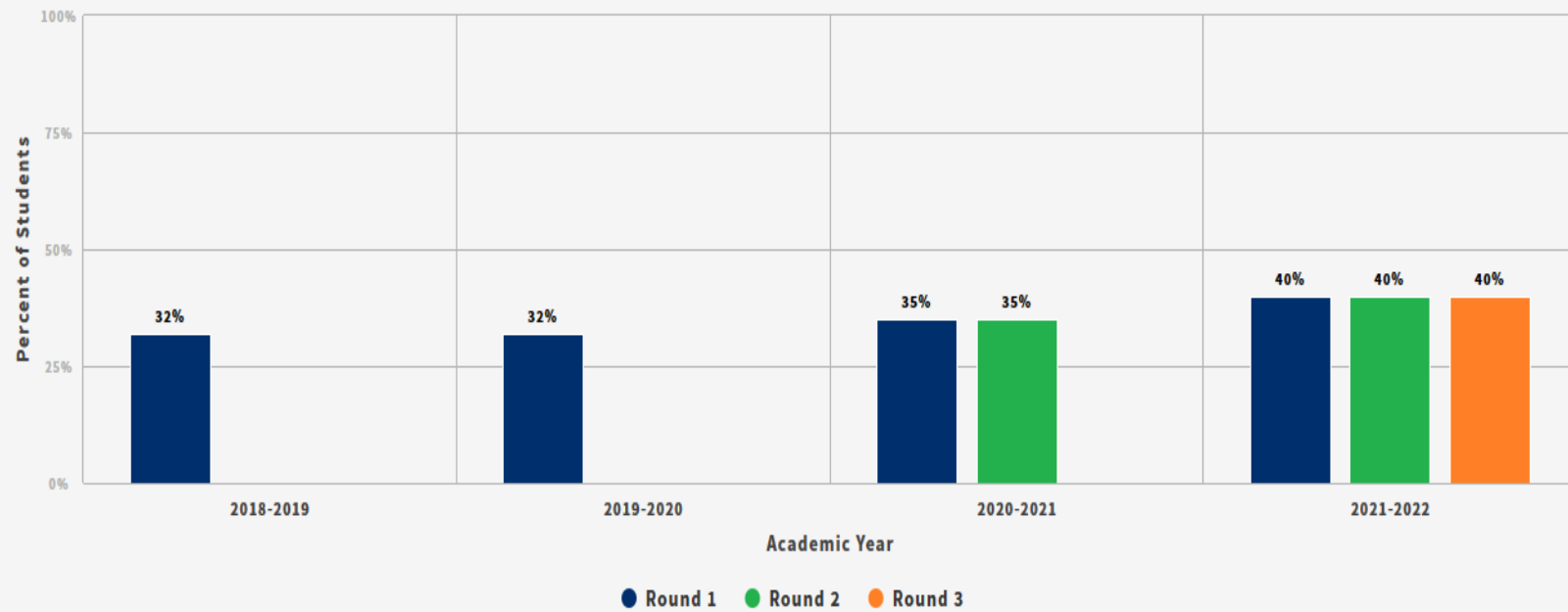


⁴⁵ Source: CALPADS

Exhibit 48. K12 CTE Students.⁴⁶

K12 CTE Students

Among students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected, the percentage of students who enrolled in at least one CTE course

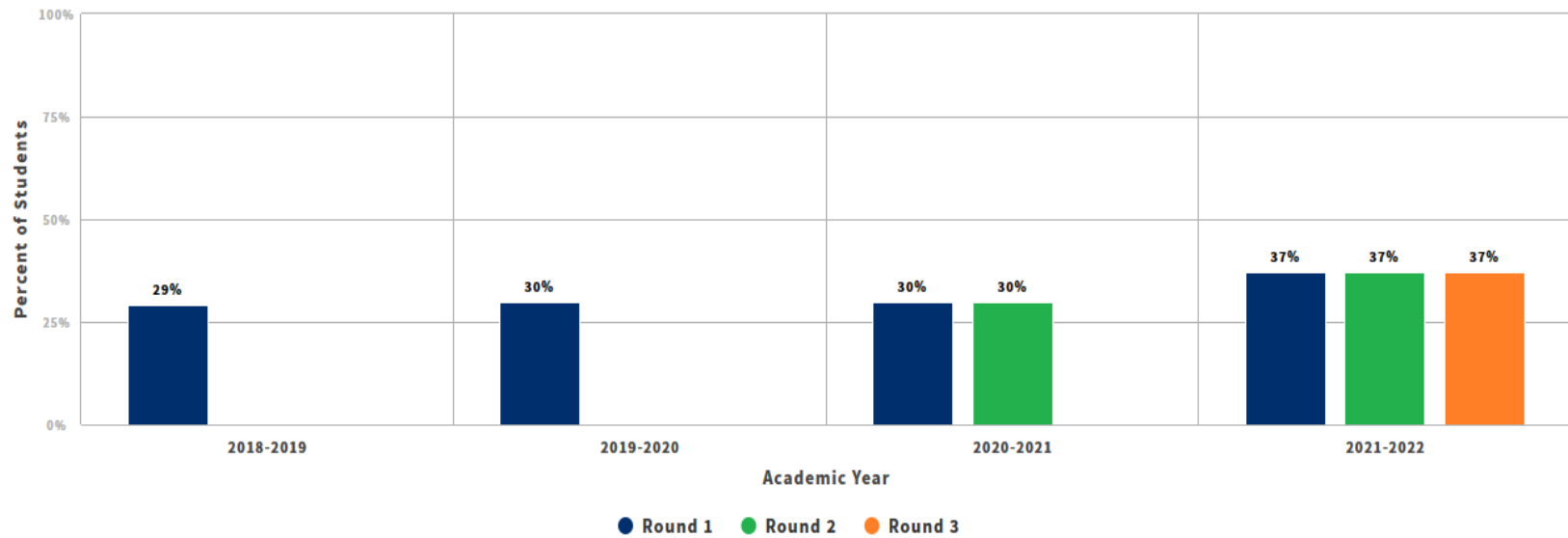


⁴⁶ Source: CALPADS

Exhibit 49. K12 CTE Participants.⁴⁷

K12 CTE Participants

Among students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected, the percentage of students who completed at least one course in a CTE pathway with a C- or better

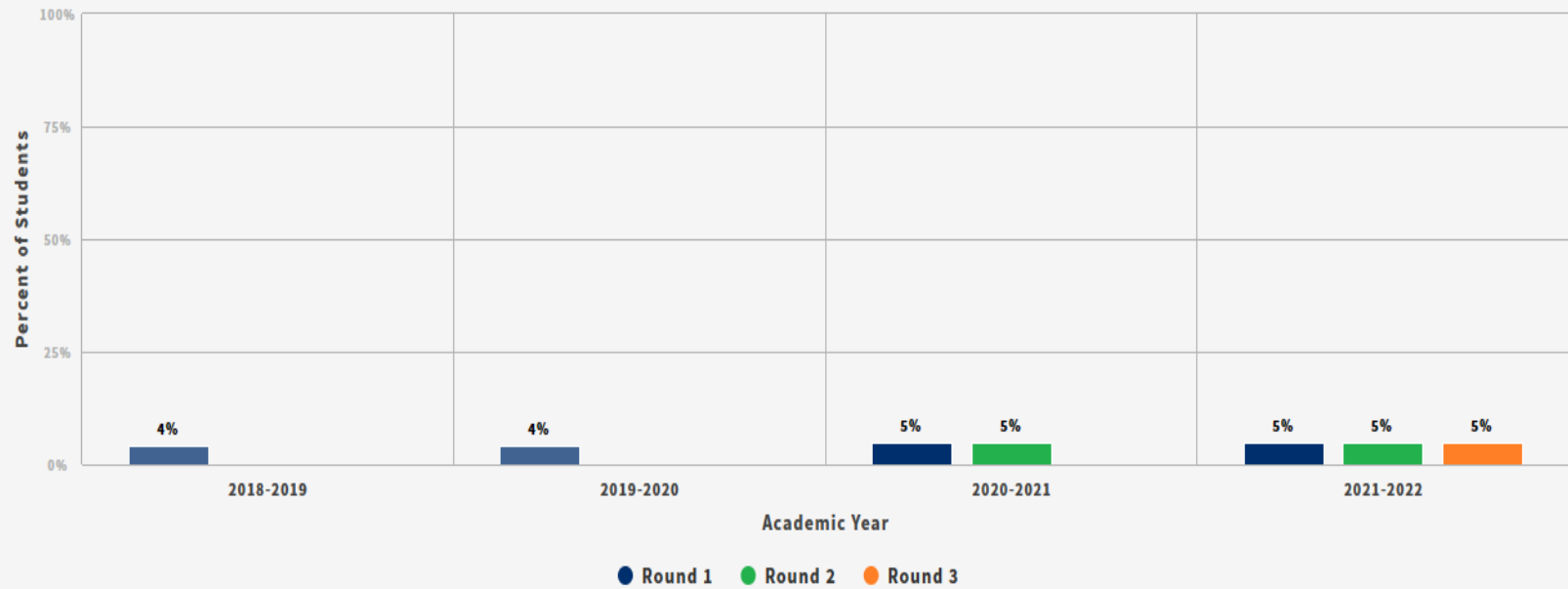


⁴⁷ Source: CALPADS

Exhibit 50. K12 CTE Completers.⁴⁸

K12 CTE Completers

Among students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected, the percentage of students who completed 300 career education hours in an industry pathway and successfully completed the capstone course with a C- or better

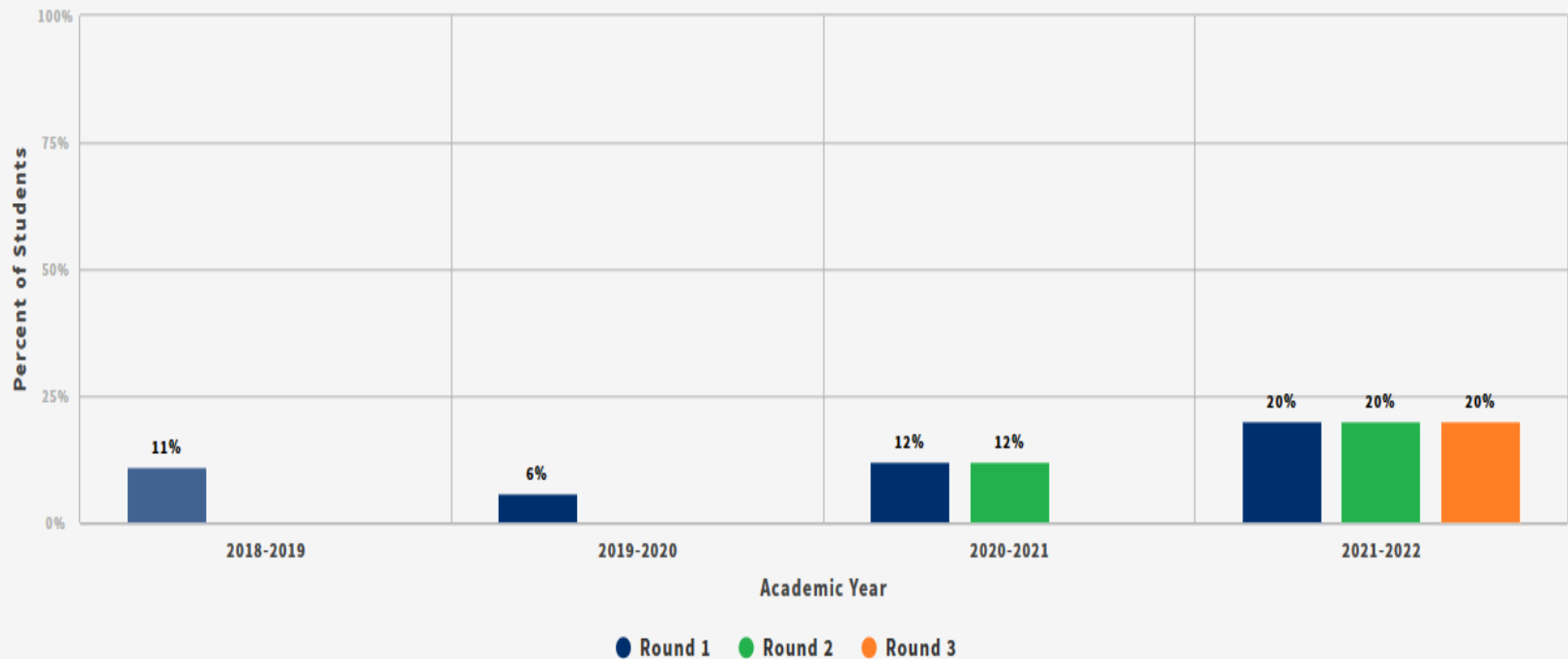


⁴⁸ Source: CALPADS

Exhibit 51. K12 Students.⁴⁹

K12 CTE Completers With Early College Credit, Work-Based Learning, or Third-Party Certification

Among K12 CTE Completers, the percentage of students with at least one CTE course counting for early college credit, work-based learning, or third-party certification

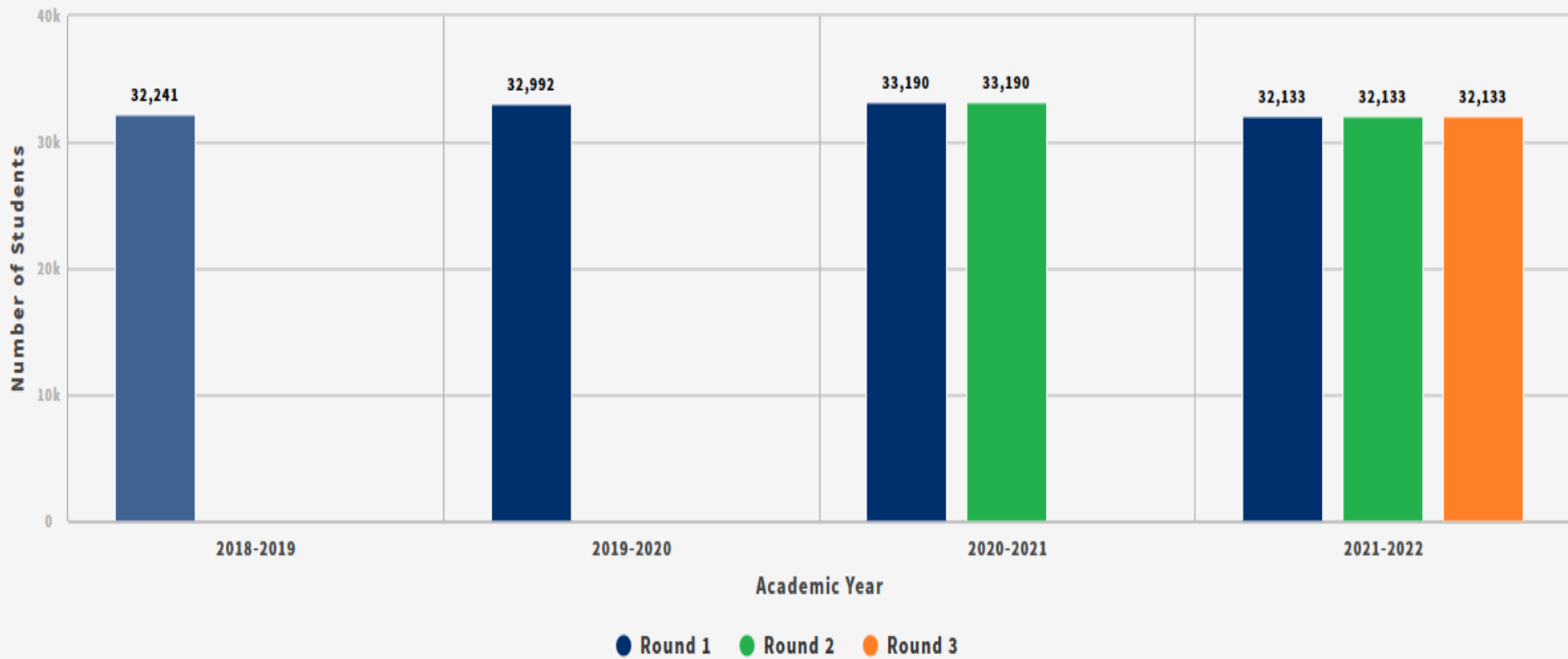


⁴⁹ Source: CALPADS

Exhibit 52. K12 CTE Completers With Early College Credit, Work-Based Learning, or Third-Party Certification ⁵⁰

K12 Students Who Graduated from High School

Students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected who received a HS diploma in the selected year

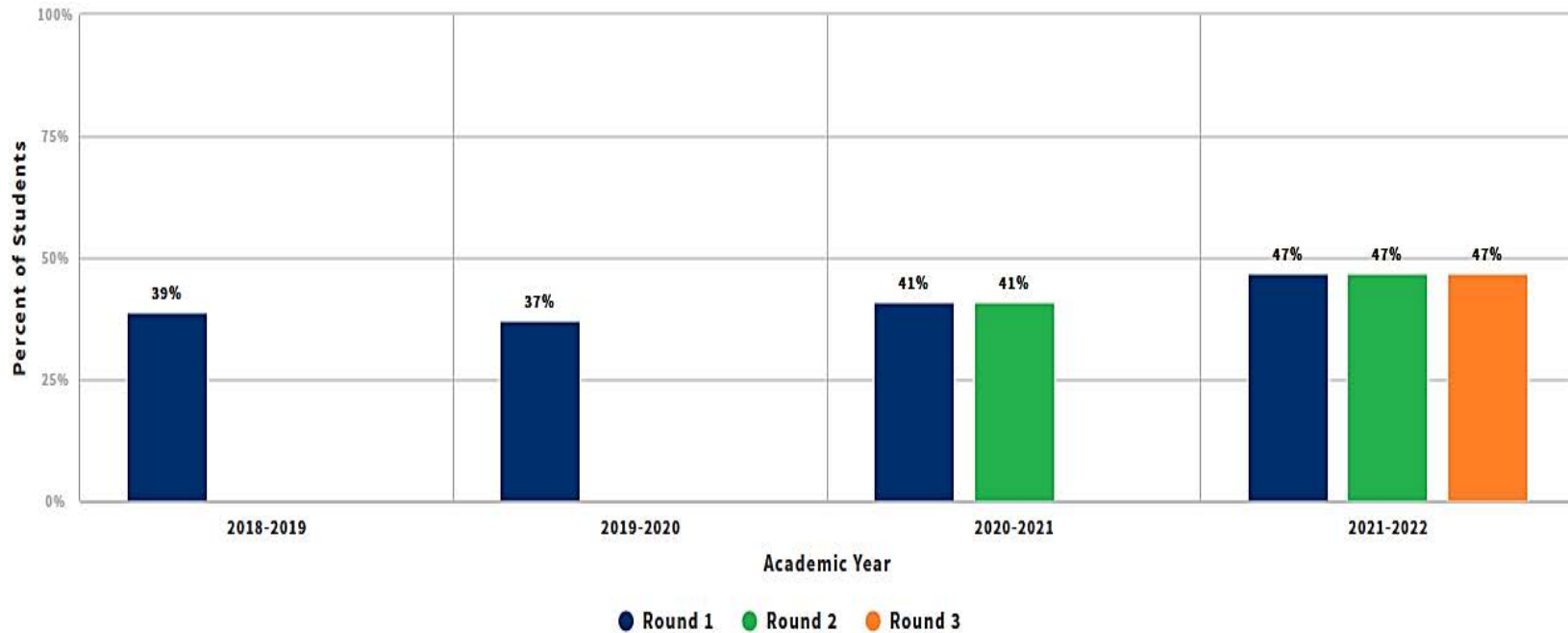


⁵⁰ Source: CALPADS

Exhibit 53. K12 CTE Students Who Graduated from High School⁵¹

K12 CTE Students Who Graduated from High School

Among students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected who received a HS diploma in the selected year, the percentage of students who enrolled in a CTE course in the selected year

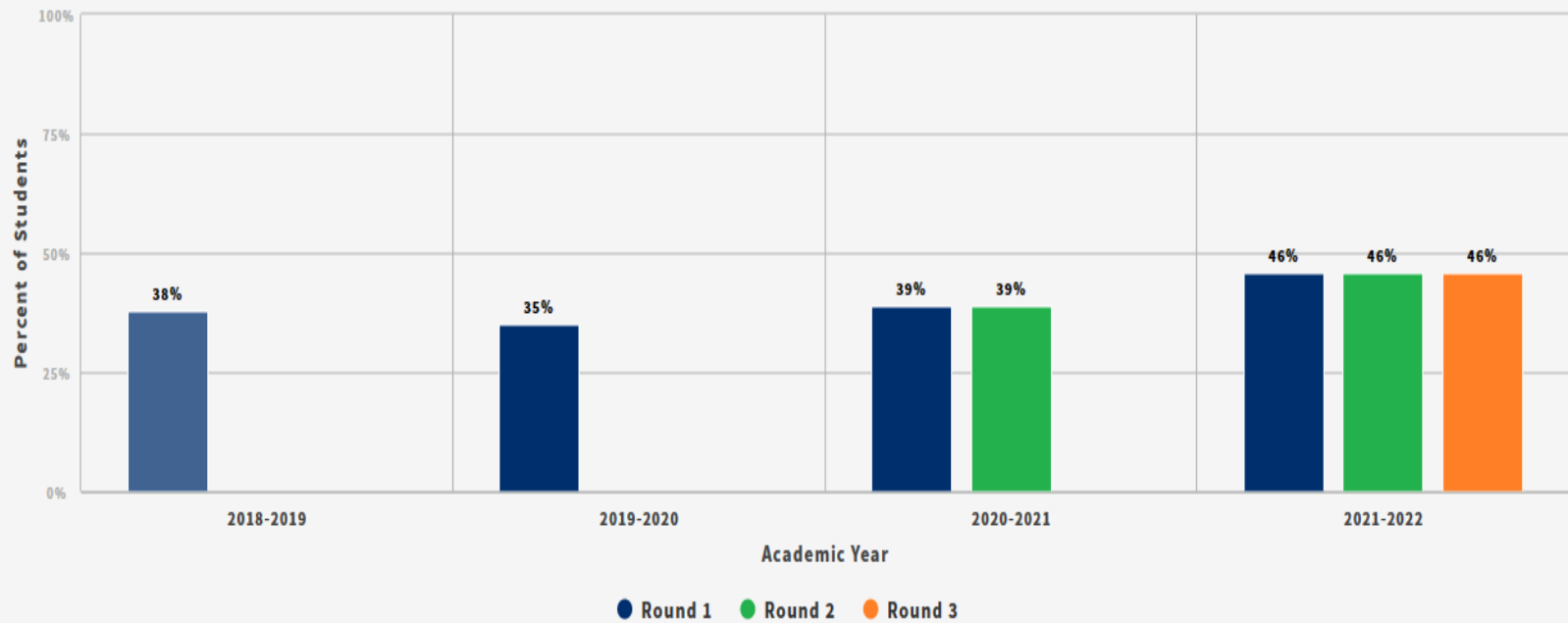


⁵¹ Source: CALPADS

Exhibit 54. K12 CTE Participants Who Graduated from High School ⁵²

K12 CTE Participants Who Graduated from High School

Among students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected who received a HS diploma in the selected year, the percentage of students who completed at least one course in a CTE pathway with a C- or better

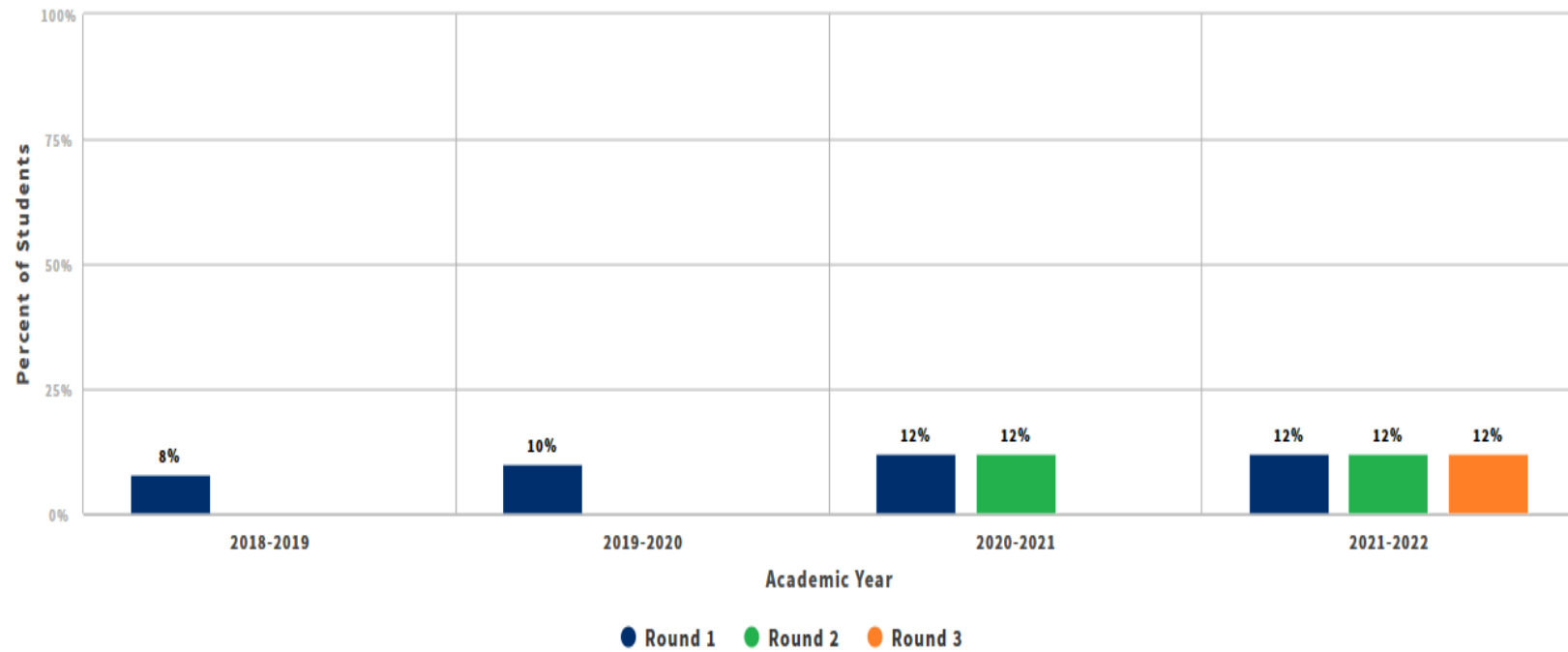


⁵² Source: CALPADS

Exhibit 55. K12 CTE Completers Who Graduated from High School ⁵³

K12 CTE Completers Who Graduated from High School

Among students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected who received a HS diploma in the selected year, the percentage of students who completed 300 career education hours in an industry pathway and successfully completed the capstone course with a C- or better

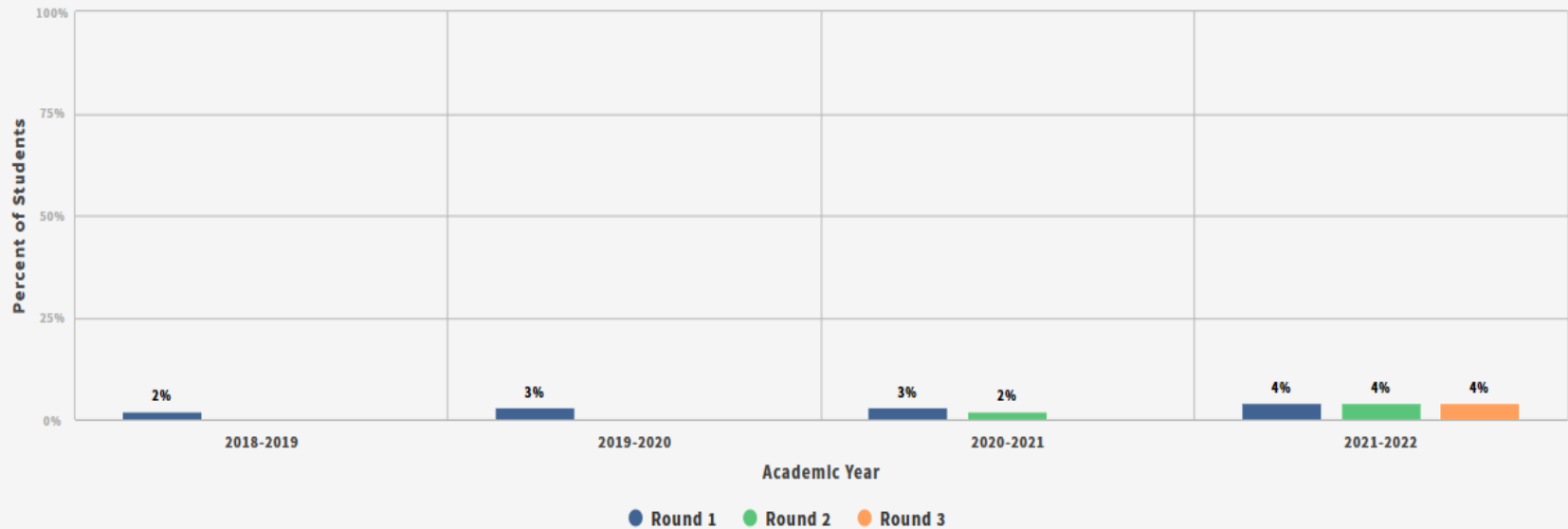


⁵³ Source: CALPADS

Exhibit 56. K12 CTE Completers With Early College Credit, Work-Based Learning, or Third-Party Certification Who Graduated from High School ⁵⁴

K12 CTE Completers With Early College Credit, Work-Based Learning, or Third-Party Certification Who Graduated from High School

Among students at a Cal-PASS Plus participant K12 institution awarded K12 SWP funding as part of the round selected who received a HS diploma in the selected year, the percentage of students with at least one CTE course counting for early college credit, work-based learning, or third-party certification



⁵⁴ Source: CALPADS



California Community College’s Chancellor’s Office Collaboration

The collaborative efforts among our esteemed ecosystem partners, including the Workforce Development Boards, the Employment Development Department, the Orange County Department of Education and all Local Educational Agencies, and all other key partners, have been instrumental in shaping this comprehensive blueprint. The implementation and guidance of this regional plan will not only strengthen our regional workforce but also continue to foster innovation, inclusivity, and sustained economic growth. The commitment and expertise of our partners inspire confidence in the success of the alignment and cohesiveness outlined.

As we embark on the next four years together, our dedication to building a robust workforce ecosystem that meets the dynamic needs of our students and community will keep us connected and unified. We look forward to witnessing the positive transformations that will undoubtedly result from our collective efforts over the next four years.

We are privileged to acknowledge the California Community College’s Chancellor’s Office (CCCCO) Workforce and Economic Development Division (WEDD) as a pivotal partner in the formulation and execution of the Orange County Regional Consortium Strong Workforce Program 2025-2029 Regional Plan. Our colleague’s unwavering commitment to advancing workforce development aligns seamlessly with our shared vision for a thriving regional economy.

The CCCCCO, through WEDD, brings invaluable expertise, strategic insights, and a wealth of resources that enhance the regional plan’s effectiveness. The CCCCCO/WEDD guidance and collaboration have been instrumental in aligning our initiative with state-level priorities in Vision 2030 and Strong Workforce Program legislation, ensuring that our regional efforts are integrated seamlessly into broader workforce development strategies.

We extend our sincere appreciation to CCCCCO and WEDD for their ongoing support. Together, we are poised to make significant strides in fostering a dynamic and responsive workforce ecosystem that meets the evolving needs of Orange County and beyond.

Governance Council SWP Regional Plan Action

Preliminary Action

- On November 8, 2023, at the OCRC Governance Council Standing Quarterly Business Meeting, the GC was advised of the progress and deadline to submit the OCRC SWP 2025-2029 Regional Plan 2.0 to the Chancellor's Office and, prior to submission, the GC is prepared to approve and sign-off on the final plan at the January 11, 2024, meeting.
- On December 14, 2024, at the Regional Consortium Business Meeting, the College Resource Leadership Council (CRLC) codified the recommended outline to modify the OCRC SWP 2020-2024 Regional Plan 1.0. The CRLC is also prepared to approve and sign-off on the final plan prior to submission to the Chancellor's Office.
- On January 11, 2024, the Governance Council acted to secure signatures from governance structure units prior to submitting the final regional plan to the Chancellor's Office.

Final Approval:

Appendices

This section includes supplementary materials and additional information that complement the main body of the Strong Workforce Program 2025-2029 Regional Plan, version 3.0. The following appendices provide in-depth details, supporting data, and relevant documentation referenced in the preceding sections. OCRC constituents are encouraged to refer to these appendices for a comprehensive understanding of specific topics, detailed analyses, and any additional resources that enhance the content presented to the main text.

Appendix A: OCRC Strong Workforce Program 2020-2024 Regional Plan

Appendix B: OC RPU - 2023 Biennial Modification to the Regional Plan - 2021-2024

Appendix C: OC Center of Excellence Labor Market Information Overview

Appendix D: Community Indicator Report

Appendix E: OCRC 2020-2021 Economic Impact Study

Appendix F: OCRC Governance Structure Chart and Bylaws

Appendix G: OCRC Regional Collaboration and Coordination Grant

Appendix H: OCRC Employer Engagement Work Plan

Appendix I: RPUs & OCRC Community College Institution Regional Equity & Recovery Partnership Grant Work Plans

Appendix J: Local Strong Workforce Program Projects

Appendix K: K-12 SWP Projects

Appendix L: OC Pathways K-16 Projects

Appendix M: Strong Workforce Program Regional Project Work Plans and Spending Plans

Appendix A: OCRC Strong Workforce Program 2020-2024 Regional Plan

[Click here to review the document](#)

Appendix B: 2023 Biennial Modification to the Regional Plan - Program Year 2021-2024

[Click this link to review document](#)

Appendix C: Center of Excellence Labor Market Information Overview

[Click this link to review document](#)

Appendix D: Community Indicator Report

[Click this link to review document](#)

Appendix E: OCRC 2020-2021 Economic Impact Study

[Click here to review the document](#)

Appendix F: OCRC Governance Structure Chart

[Click here to review the document](#)

Appendix G: OCRC Regional Collaboration and Coordination Grant

[Click this link to review the document](#)

Appendix H: OCRC Employer Engagement Work Plan

[Click this link to review document](#)

**Appendix I: RPU & OCRC Community College Institution Regional Equity & Recovery
Partnership Grant Work Plans**

[RPU RERP Plan](#)

[Coastline College RERP Plan](#)

[North Orange Continuing Education RERP Plan](#)

[Saddleback College RERP Plan](#)

[Santa Ana College RERP Plan](#)

Appendix J: Local Strong Workforce Program Projects

[Click this link to review document](#)

Appendix K: K-12 SWP Projects

[Click this link to review documents](#)

Appendix L: OC Pathways – K-16 Projects

[Click this link to review document](#)


Appendix M: Strong Workforce Program Regional Project Work Plans and Spending Plans

[Click this link to review the documents](#)

Governance Structure Signatures

The signatures below signify not only the approval of the OCRC governance structure constituents of the regional plan but also a commitment to actively contribute to its successful implementation over the next four years. In witness whereof, the Orange County Regional Consortium hereto has executed this Strong Workforce Program - 2025-2029 4-Year Regional Plan, Version 3.0 as of March 1, 2024..

Governance Council Members


Marvin Martinez (Mar 4, 2024 13:16 PST)

Mr. Marvin Martinez
Chancellor, OCRC Fiscal Agent
Rancho Santiago Community College District
Vice Chair, OCRC Governance Council


Julianna M. Barnes (Mar 4, 2024 16:43 PST)

Dr. Julianna M. Barnes
Chancellor
South Orange County Community College District
OCRC Governance Council Member



Dr. John Hernandez
President
Irvine Valley College
OCRC Governance Council Member



Dr. Annebelle Nery
President
Santa Ana College
OCRC Governance Council Member



Ms. Valentina Purtell
President
North Orange Continuing Education
OCRC Governance Council Member



Dr. Vince Rodriguez
President
Coastline College
OCRC Governance Council Member



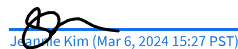
Dr. Angelica Suarez
President
Orange Coast College
OCRC Governance Council Member


Byron Cliff Breland (Mar 4, 2024 15:54 PST)


Dr. Byron D. Cliff Breland
Chancellor
North Orange County Community College District
Chair, OCRC Governance Council




Dr. Whitney Yamamura
Chancellor
Coast Community College District
OCRC Governance Council Member




Dr. Jeannie Kim
President
Santiago Canyon College
OCRC Governance Council Member


Cynthia Olivo (Mar 6, 2024 17:12 PST)

Dr. Cynthia Olivo
President
Fullerton College
OCRC Governance Council Member


Meredith Randall (Mar 7, 2024 11:23 PST)

Dr. Meredith Randall
Interim President
Golden West College
OCRC Governance Council Member


Elliot Stern (Mar 13, 2024 15:36 PDT)

Dr. Elliot Stern
President
Saddleback College
OCRC Governance Council Member

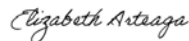

Scott Thayer (Mar 13, 2024 16:50 PDT)

Dr. Scott Thayer
President
Cypress College
OCRC Governance Council Member

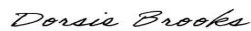
College Resource Leadership Council (CRLC)



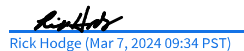
Mr. John Jaramillo
Dean, Economic and Workforce Advancement
Saddleback College
CRLC Chair



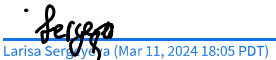
Ms. Elizabeth Arteaga
Dean, Business and Career Education
Santiago Canyon College
CRLC Member



Ms. Dorsie Brooks
Dean, Career Education and Business
Golden West College
CRLC Member


Rick Hodge (Mar 7, 2024 09:34 PST)

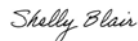
Mr. Rick Hodge Dean, CTE and EWD
Cypress College
CRLC Member


Larisa Sergejeva (Mar 11, 2024 18:05 PDT)

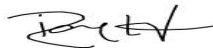
Dr. Larisa Sergejeva
Dean, Human Services and Technology Design
Santa Ana College
CRLC Member


Kenneth Starkman (Mar 4, 2024 16:00 PST)

Mr. Kenneth Starkman
Dean, Technology and Engineering Division
Fullerton College
CRLC Vice Chair



Dr. Shelly Blair
Dean, Innovative Learning & Career Education
Coastline College
CRLC Member



Ms. Raine Hambley
Associate Dean, Career Technical Education/EWD
North Orange Continuing Education
CRLC Member



Ms. Lisa Knuppel
Dean, Career Education/Career Services/Bus. & Computing
Orange Coast College
CRLC Member




Ms. Debbie Vanschoelandt
Dean, Career & Continuing Ed, and Integrated
Engineering and Automation, and Extended Ed Irvine
Valley College
CRLC Member

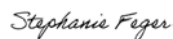
Talent Development & Retention Directors (TDRD)




Dr. Jon Caffery
Regional Director of Employer Engagement
Energy, Construction, and Utilities
Saddleback College
TDRD Member


Ferdinand Santos (Mar 13, 2024 14:03 PDT)

Mr. Ferdie Santos
Technology and Engineering
Fullerton College
TDRD Member



Ms. Stephanie Feger
Program Director, Career Education and EWD
Coast Community College District
TDRD Member



Dr. Jorge Saucedo-Daniel
Director
Rancho Santiago Community College District
TDRD Member

Orange County Regional Center of Excellence for Labor Market Information



Dr. Jesse Crete
Director
Orange County Regional Center of Excellence
Rancho Santiago Community College District

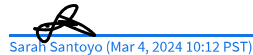
Orange County Regional Consortium Operations and Fiscal Agent Staff

Michael Sacoto

Mr. Michael Sacoto
OC K14 SWP Technical Assistance Provider
Rancho Santiago Community College District
OCRC K14 Liaison

Adriene Davis

Dr. Adriene "Alex" Davis
Assistant Vice Chancellor of EWD
Rancho Santiago Community College District
OCRC Executive Director


[Sarah Santoyo \(Mar 4, 2024 10:12 PST\)](#)

Ms. Sarah Santoyo
Assistant Vice Chancellor of Educational Services
Rancho Santiago Community College District
OCRC Fiscal Agent Director

Enrique Perez

Enrique Perez, J.D.
Vice Chancellor of Educational Services
Rancho Santiago Community College District
OCRC Fiscal Agent Vice Chancellor