

CALIFORNIA COMMUNITY COLLEGES

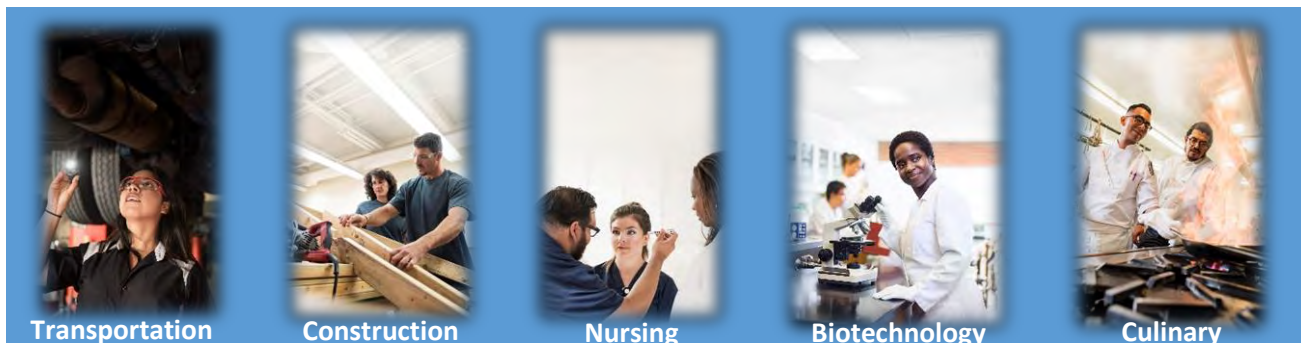
LAOC | **RC**

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Strong Workforce Program Regional Project Investments

Los Angeles Region
Community College
2017-2018 • 2018-2019
Allocations

Los Angeles Region
K12 • Local Education Agency
2018-2019
Allocation



Transportation

Construction

Nursing

Biotechnology

Culinary



Strong Work**Force**

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

October 2019 Publication

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CALIFORNIA COMMUNITY COLLEGES



Total Strong Workforce Program Investments Listings

Community College and K12 Local Education Agencies



Strong WorkForce



2017-2018 Strong Workforce Program – Community College Regional Investments		
Project Lead Institution	Project Name	Total SWP Investment
Los Angeles Harbor College	Internship/Job Placement Specialist	\$2,082,200.00
Los Angeles Southwest College	Entrepreneurial Mindset Across Disciplines	\$365,000.00
	Global Trade and Logistics Regional Consortia + Digital Badges	\$1,305,000.00
Los Angeles Trade-Technical College	LA Region Healthcare Pathway Foundations and Work Readiness	\$361,000.00
	Transportation Industry Employment Partnership	\$716,850.00
Mt. San Antonio College	Noncredit College and Career Readiness	\$2,235,285.00
Pasadena City College	Regional Biotech Collaborative	\$900,000.00
Rio Hondo College	Career Pathway Specialist	\$3,340,000.00
	Energy Construction & Utilities – Sustainability Collaborative	\$720,000.00
	Regional Netlab Hub and Cybersecurity Project	\$1,305,000.00
	Teacher Preparation – STEM CTE Collaborative	\$1,730,431.00
Santa Monica College	Center for a Competitive Workforce	\$1,800,000.00
	LA Cloud Computing Consortium	\$1,250,000.00
	Los Angeles Regional Marketing Project	\$1,800,000.00
Grand Total Strong Workforce Program Investments - Community College 2017-2018 Allocations		\$19,910,766.00

2018-2019 Strong Workforce Program – Community College Regional Investments		
Project Lead Institution	Project Name	Total SWP Investment
Los Angeles Harbor College	Internship/Job Placement Specialist	\$2,207,200.00
Los Angeles Southwest College	Entrepreneurial Mindset Across Disciplines	\$365,000.00
	Global Trade and Logistics Regional Consortia + Digital Badges	\$1,035,000.00
Los Angeles Trade-Technical College	LA Region Healthcare Pathway Foundations and Work Readiness	\$361,000.00
	Transportation Industry Employment Partnership	\$716,850.00
Mt. San Antonio College	Noncredit College and Career Readiness	\$2,235,285.00
Pasadena City College	Regional Biotech Collaborative	\$900,000.00
Rio Hondo College	Career Pathway Specialist	\$3,065,000.00
	Energy Construction & Utilities – Sustainability Collaborative	\$720,000.00
	Regional Netlab Hub and Cybersecurity Project	\$1,305,000.00
	Teacher Preparation – STEM CTE Collaborative	\$1,730,432.00
Santa Monica College	Center for a Competitive Workforce	\$1,800,000.00
	LA Cloud Computing Consortium	\$1,250,000.00
	Los Angeles Regional Marketing Project	\$2,050,000.00
Grand Total Strong Workforce Program Investments - Community College 2018-2019 Allocations		\$19,740,767.00

2018-2019 Strong Workforce Program – K12 Local Education Agency Regional Investments		
Project Lead Institution	Project Name	Total SWP Investment
ABC Unified School District	Systems Diagnostics and Repair in the 21st Century	\$189,252.00
Bassett Unified School District	College and Career Pathway Improvement	\$130,519.00
Beverly Hills Unified School District	Implement New High School CTE Pathways	\$87,012.00
Birmingham Community Charter High	Engineering, Patient Care, Information Tech, Business, Culinary Arts, and Digital Media Enhancement	\$609,087.00
Burbank Unified School District	Digital Media	\$164,526.00
	Digital Media, Engineering, Health Science, Business	\$242,116.00
California Advancing Pathways for Students in Los Angeles County	Expanding Production and Managerial Arts – Stage Production Technology – Technical Theater	\$183,354.00
	Patient Care/Health Care/Health Services-Expanding Opportunities	\$330,722.00
Centinela Valley Union High School District	Comprehensive Pathway Improvements for CTE Success	\$870,124.00
Compton Unified School District	Adding CTE Programs for Cesar Chavez Continuation School Students	\$410,162.00
Covina-Valley Unified School District	Arts Media and Entertainment: Visual Com. Art, Prof. Theatre, Film/Video, Animation	\$261,037.00
Culver City Unified School District	Performing and Production Arts Pathways	\$108,765.00
Downey Unified	Downey MADE Stronger	\$4,342,773.00
East San Gabriel Valley ROP	Culinary Arts	\$217,531.00
	Graphic Arts & Game Design	\$308,372.00
El Monte Union High School	Manufacturing	\$143,570.00
	Patient Care	\$243,634.00
Glendale Unified School District	Guided Pathways to Prepare Students for 21st Century Demands	\$1,305,185.00
Hacienda la Puente Unified School District	Career Preparation for Success in the 21st Century	\$544,915.00
Inglewood Unified School District	Construction Pathway	\$41,331.00
Long Beach Unified School District	Health Science and Medical Technology	\$469,866.00
Los Angeles Academy of Arts & Enterprise Charter	Design, Visual, and Media Arts	\$140,000.00
Los Angeles County Office of Education	Design, Visual, and Media Arts	\$251,037.00
	Residential and Commercial Construction	\$326,297.00
LA's Promise Charter High #1	SLATE-Z Strong Workforce Pathway Connections	\$2,197,027.00
Los Angeles Unified School District	Continuation Students Explore Careers and Pursue Industry Certification	\$870,124.00
	Creating Optimum Opportunities for Success after High School	\$870,124.00
	Linked Learning Summer Bridge to Industry and Community College	\$1,833,517.00
Lynwood Unified School District	Lynwood USD/Compton College CTE Pathway Development	\$80,051.00
Norwalk-La Mirada Unified	Pathways to Success	\$870,123.00
Sub-Total Strong Workforce Program Investments 2018-2019 - K12 LEA Allocations		\$18,642,153.00

2018-2019 Strong Workforce Program – K12 Local Education Agency Regional Investments (Continued)		
Project Lead Institution	Project Name	Total SWP Investment
Options for Youth San Gabriel	Pathways to Success – Los Angeles	\$870,124.00
Pasadena Unified School District	Expanding Work-Based Learning	\$815,647.00
Pomona Unified School District	Hospitality, Tourism, and Recreation	\$256,251.00
Port of Los Angeles High School	Port of Los Angeles High School CTE Pathway Improvement	\$65,259.00
Rowland Unified School District	Improving Career Pathways for all Students	\$542,620.00
Santa Monica-Malibu Unified School District	Design, Visual, and Media Arts	\$21,588.00
SIATech Academy South	SIATech SAS: Health, ICT, Transportation	\$247,876.00
South Pasadena Unified School District	STEM Pathways	\$139,220.00
Tri-Cities ROP	Advanced Automotive/Transportation	\$1,131,970.00
	Health and Medical Sciences Pathway Student Transitions and Employment Successes	\$1,862,776.00
	Information and Communication Technologies Digital Media Pathway Expansion and Improvement	\$745,138.00
Vaughn Next Century Learning Center	LA-19 Vaughn K-14 College-Career Pathways Project	\$710,032.00
Grand Total Strong Workforce Program Investments 2018-2019 - K12 LEA Allocations		\$26,050,654.00

CALIFORNIA COMMUNITY COLLEGES



2017-2018

Strong Workforce Program

Community College Regional Project Investments



California Community Colleges Strong WorkForce



LEAD INSTITUTION

Los Angeles Harbor College

Internship/Job Placement Specialist

Description: This Project, aims to establish a central point of contact for jobs & internships and consistent processes for how employers work with colleges and how students access job and internship placement services throughout the LA region. Funds to colleges will be used to hire internship placement specialists at 18 participating colleges, or alternatively, using funds to supplement existing job and internship placement activities at specific colleges that already have such staffing.

Budget Allocation Year: 2017-2018
Total Project Budget: \$2,082,200.00
Project Performance Period: 7/1/2017 – 12/31/2019
Industry Sector: All

Participating Community College Partners

Citrus College • Compton College • East Los Angeles College • El Camino College • Glendale Community College
 Long Beach City College • Los Angeles City College • Los Angeles Harbor College • Los Angeles Pierce College
 Los Angeles Mission College • Los Angeles Southwest College • Los Angeles Trade-Technical College
 Los Angeles Valley College • Mt. San Antonio College • Pasadena City College • Rio Hondo College
 Santa Monica College • West Los Angeles College

**2017-2018
WORKPLAN 1
MAJOR ACTIVITIES**

1. Identifying specific roles and functions of those staff that make them the colleges’ central point of contact for employers and students looking to connect on jobs and internships.
2. Funding job and internship placement specialists at all 19 LA colleges. Alternatively, using funds to supplement existing job and internship placement activities at specific colleges that already have such staffing.
3. Establish a standardized career services intake process for screening, posting and announcing job and internship opportunities across all sectors at all 19 LA community colleges.
4. Be a primary conduit for the dissemination of regional data and reports from the Center for Competitive Workforce at the 19 regional colleges. Work with campus faculty to ensure information is disseminated to program faculty.
5. Assist in the adoption of a standard work-readiness curriculum (e.g. New World of Work) through non-credit education across all 19 LA community colleges.
6. Identify and procure web-based technology that can be used by all LA colleges for 1) Data collection and posting of job and internship opportunities, 2) Tracking and supporting students and alumni so colleges can monitor employment outcomes in a consistent manner and to allow them to set goals for improvement.

**2017-2018
WORKPLAN 1
MAJOR OUTCOMES**

1. Creation of a standardized job description with clearly defined roles and responsibilities for job/ internship specialist and for dissemination to employer partners of what this position does.
2. Identify and hire or assign staff person to be the key point of contact for this position.
3. Participate in regional planning meetings to establish a standardized intake process.
4. Participate in regional events related to the Center for Competitive workforce and establish procedures for how the information gets back to the individual campuses.
5. Participate in regional meeting with Adult Ed deans to establish and agree upon a curriculum. Vet suggested curriculum with local noncredit faculty and employers prior to adopting curriculum
6. Participate in regional meetings to identify and procure a system that supports the tracking of students who are placed in jobs and internships.



California Community Colleges Strong WorkForce

2017-2018	WORKPLAN 2	MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Funding job and internship placement specialists at all 19 LA colleges. Alternatively, using funds to supplement existing job and internship placement activities at specific colleges that already have such staffing. 2. Be a primary conduit for the dissemination of regional data and reports from the Center for Competitive Workforce at the 19 regional colleges. Work with campus faculty to ensure information is disseminated to program faculty. 3. Assist in enrollment management and the promotion of newly adopted work readiness curriculum to students across the individual campuses to ensure curriculum is offered at appropriate times to ensure job placement activities coincide with major events across the region. 4. Implement web-based technology that can be used by all LA colleges for 1) Data collection and posting of job and internship opportunities, 2) Tracking and supporting students and alumni so colleges can monitor employment outcomes in a consistent manner and to allow them to set goals for improvement. 5. Explore private/ public partnerships with job placement agencies to maximize job placements for campuses. 6. Establish the job and internship specialists as the central point of contact for WIOA-funded job training opportunities at their local colleges. 			
			<ol style="list-style-type: none"> 1. Continued collaboration with employer partners and shared best practices with regional colleagues; participate in professional development activities 2. Participate in regional events related to the Center for Competitive workforce and establish procedures for how the information gets back to the individual campuses. 3. Support the development of marketing and outreach activities related to enrollment management at individual colleges. 4. Utilize web based technology procured by the region to track data related to job and internship placement activities. Provide input and reports regarding activities conducted on individual campuses. 5. Participate in regional events related to the Center for Competitive workforce related to working with private entities to support job placement activities at local campuses to establish best practices for adoption. 6. Participate in regional events related to working with local workforce boards to support job placement activities at local campuses. 			
2017-2018	WORKPLAN 2	MAJOR OUTCOMES	<p>Number of Enrollments against 2015-2016 Baseline year (Baseline Enrollments for All Sectors is 2,200,986)</p>			
			<table border="0"> <tr> <td data-bbox="521 1255 704 1283">Student Success</td> <td data-bbox="727 1255 1516 1318">1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</td> </tr> <tr> <td data-bbox="500 1367 704 1430">Workforce Data & Outcomes</td> <td data-bbox="727 1360 1516 1486">6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.</td> </tr> <tr> <td data-bbox="451 1520 704 1547">Regional Coordination</td> <td data-bbox="727 1520 1516 1642">20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</td> </tr> </table>	Student Success	1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.	Workforce Data & Outcomes
Student Success	1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.					
Workforce Data & Outcomes	6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.					
Regional Coordination	20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.					
2017-2018 SWP METRICS	2017-2018	TASK FORCE	RECOMMENDATIONS			





LEAD INSTITUTION

Los Angeles Southwest College

Entrepreneurial Mindset Across Disciplines

Description: The goal of this project is to develop an Entrepreneurial Mindset Across Disciplines in CTE fields, as well as STEM, that have the potential to yield business ownership, partnerships, and corporate entities. There is a gap in contextualized small business/entrepreneurship certificates and degrees and a lack of experiential learning by doing.

Budget Allocation Year: 2017-2018
Total Project Budget: \$365,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Priority Sector: All

Participating Community College Partners

East Los Angeles College • El Camino College • Long Beach City College • Los Angeles Mission College
 Los Angeles Southwest College • Los Angeles Trade-Technical College • Los Angeles Valley College
 Santa Monica College • West Los Angeles College

2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	1. Conduct a gap analysis to identify needed competencies for students developing as small business, e-commerce owners, entrepreneurs
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	1. List of identified skills needed to maximize success potential as small business, e-commerce owners, entrepreneurs 2. Assessment instrument that predicts success quotient based upon level of expertise among desired skill sets.
2017-2018 WORKPLAN 3 MAJOR ACTIVITIES	Engage Local Leaders, Industry, and Stakeholder Partners 1. Reach out to identified and new leaders and partners 2. Develop and formalize partnerships 3. Plan and implement events and activities
2017-2018 WORKPLAN 3 MAJOR OUTCOMES	1. A developed partnership with NACCE (National Association of Community College Entrepreneurship) on resources, conferences, education, and training access for our constituents 2. A developed partnership with NAWBO (National Association of Women Business Owners) on services and program development for under-resourced students 3. Developed collaboration with entrepreneurial agencies, associations, and institutions that provide professional services and networking opportunities. 4. Partnerships with Univision’s entrepreneur programs and with NFTE’s entrepreneur research programs.

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p>Build Entrepreneurial Mindset awareness among students, faculty, and community members</p> <ol style="list-style-type: none"> 1. Surveys are implemented to assess needs with each group: students, faculty, and community members. 2. Three-part Entrepreneur series is developed for each constituent group. 3. Development of a faculty guidebook that provides a roadmap for curriculum, teaching methods, and classroom project activity around entrepreneurship.
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Constituents adopt common, sustained vision and practices that promote entrepreneurship. 2. Faculty use guidebook and improve curriculum, teaching methods, and entrepreneurial classroom projects.
2017-2018 WORKPLAN 5 MAJOR ACTIVITIES	<p>Student Membership Launch with College Entrepreneur Ambassadors</p> <ol style="list-style-type: none"> 1. Develop membership benefits, requirements, membership packets and outreach materials. 2. Identify student classrooms, presentation schedule, and following procedures. 3. Create membership activities, meetings, and virtual networking. 4. Identify and recruit student entrepreneur leaders at 7 colleges -Create charter that governs roles, goals, and activities 5. Convene regular meetings at campus locations and virtual meetings.
2017-2018 WORKPLAN 4 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Completed membership packet. 2. Marketing materials. 3. Meeting calendar. 4. Presentation materials.
2017-2018 WORKPLAN 7 MAJOR ACTIVITIES	<p>Organize and link with LA's Business Development Organizations and Resources</p> <ol style="list-style-type: none"> 1. Create a resource directory. 2. Research existing and new organizations and business operations. 3. Provide links and free resources for easy access. 4. Develop web platform, online resource database, online comprehensive calendar, and program evaluation instruments. 5. Launch resource network and engage student participation.
2017-2018 WORKPLAN 7 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Completed directory. 2. Collected resources. 3. Developed web pages. 4. Platform analytics. 5. User data.

2017-2018
WORKPLAN 8
MAJOR ACTIVITIES

Plan and implement Empower Youth Entrepreneur’s Summit

1. Co-plan summit logistics and activities
2. Create student engagement activities
3. Provide marketing materials for student promotion

2017-2018
WORKPLAN 8
MAJOR OUTCOMES

1. Logistic and program activities list
2. Marketing materials
3. Date, venue, target participants
4. Attendance of 300-400 students

2017-2018
WORKPLAN 9
MAJOR ACTIVITIES

Conduct Underserved Community Outreach

1. Outreach and provide needed resources, information, courses/programs to community individuals aspiring to become entrepreneurs.

2017-2018
WORKPLAN 9
MAJOR OUTCOMES

1. Enrollment in courses, programs, certificates, and degree programs of under-served community members.

2017-2018
SWP METRICS

Number of Enrollments against 2014-2015 Baseline year

2017-2018
TASK FORCE
RECOMMENDATIONS

- | | |
|------------------------|--|
| Student Success | 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. |
| Career Pathway | 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market. |
| CTE Faculty | 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance. |





LEAD INSTITUTION

Los Angeles Southwest College

Global Trade and Logistics Regional Consortia + Digital Badges

Description: The Global Trade & Logistics Consortia programs of 12 campuses aligned with industry professionals from 2 counties are focused on student engagement with broad job opportunities in the industry. PRO-GTL promotes career opportunities in Land, Air, Sea, Road, and Rail with global trade, eCommerce, logistics, and entrepreneurship. The consortia’s primary goals support workplace readiness, curriculum development, and faculty professional development within the sector, student enrollment, and leadership.

Budget Allocation Year: 2017-2018
Total Project Budget: \$1,305,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Priority Sector: Global Trade

Participating Community College Partners

Compton College • East Los Angeles College • Glendale Community College • Long Beach City College
 Los Angeles Harbor College • Los Angeles Mission College • Los Angeles Southwest College
 Mt. San Antonio College • Pasadena City College • Santa Ana College • Santa Monica College
 West Los Angeles College

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p>The International Business Education Alliance (IBEA) is a collaborative website designed to increase international business education, training, and employment opportunities by connecting community colleges throughout California. The goals are to:</p> <ol style="list-style-type: none"> 1. Create a global NETWORK that builds relationships and brainstorm ideas; 2. Distribute NEWS that keeps students and the region up-to-date on industry headlines and events; 3. Publicize CAREER opportunities with professionals and students; 4. Offer RESOURCES to access our vast collection of industry-specific information.
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Encourage Program Cross-Promotion, 2. Develop and deploy new methodologies for cross-regional training of students and incumbent workers throughout California, 3. Eliminate Skills Gaps in the Industry, 4. Address and integrate the needs of employers within international business curriculums and programs to advance students’ job skills and competencies, 5. Create Community, 6. Instill connection and camaraderie among educators and students that advocate international business initiatives and academic success.
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Curriculum Development of new certificates, A.S. degrees, and credentials in GTL, International Business and Entrepreneur programs, with Industry-Themed Pathways, Articulated courses, supported by Dual Enrollment and/or Early Admission.
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increase student enrollment, course, certificate, and degree completions and credentials to enhance student knowledge, exposure and experience, and prepare students for entry and mid-level jobs.

2017-2018 WORKPLAN 3 MAJOR ACTIVITIES	1. Host CoffeeHouse Industry Series offers workshops that rotate to each of our campuses monthly throughout the year as student information sessions with outreach to academies, linked learning schools and college global trade, international business, and business and entrepreneur majors.
2017-2018 WORKPLAN 3 MAJOR OUTCOMES	1. Inform students on occupational options, industry specializations, day-to-day business operations, and professional interaction, and internship and job opportunities.
2017-2018 WORKPLAN 4 MAJOR ACTIVITIES	1. Develop FACULTY WORKGROUP to gather CORs and program requirements to conduct a gap analysis for potential regionally shared curriculum development; 2. Update a Global Trade, Logistics and Supply Chain program with a review of current course & program inventory with DSN support
2017-2018 WORKPLAN 4 MAJOR OUTCOMES	1. Create potential common curriculum among colleges - Identification of selected GTL niche markets - Regional marketing/social media resources to distribute course, certificate, and GTL industry information to students and potential students - Provide collaborative working meetings for faculty (faculty to faculty & faculty to industry) - Work with DSNs to identify advisory committee input requesting training/program needs.
2017-2018 WORKPLAN 5 MAJOR ACTIVITIES	GTL REGIONAL ADVISORY with -Industry/business participation in quarterly meetings hosted at different colleges. 1. Industry engagement Planning with industry and business partners -Internship, work-based learning, mentoring, and job placements for students/workers 2. Collaborative GTL EXPO planning and participation as exhibitors.
2017-2018 WORKPLAN 5 MAJOR OUTCOMES	Create immersive environments for students and educators to create interaction with industry 1. Input for assessing transferrable skills to match opportunities with job functional areas 2. Creating experiential learning through site visits and in classroom activities 3. Active partners in skills development with faculty

2017-2018 WORKPLAN 6 MAJOR ACTIVITIES	1. California State University, Dominguez Hills (CSUDH), Los Angeles Harbor College (LAHC), and the Port of Los Angeles (POLA) signed a Memorandum of Understanding (MOU) at the port that provides the framework for creating refined global logistics curricula at both campuses, and lecture and internship opportunities that will help prepare students for new and emerging trends in port logistics.
2017-2018 WORKPLAN 6 MAJOR OUTCOMES	1. Build a highly trained workforce, matching relevant skills with the evolving needs of the maritime industry - Align global logistics curricula at LAHC with undergraduate courses at CSUDH -Collaborate on an articulation agreement that will provide a formalized and “seamless pathway” for LAHC global logistics students to transfer to CSUDH.
2017-2018 WORKPLAN 7 MAJOR ACTIVITIES	LA COUNTY WIB TRANSPORTATION AND LOGISTICS INTERMEDIARY PROJECT The project is designed to prepare unemployed, out-of-school minority male youth for lucrative careers in the high-growth logistics/goods movement industry. The program incorporates 120 hours of contextualized basic skills/work readiness training, life coaching, financial education and a community service project.
2017-2018 WORKPLAN 7 MAJOR OUTCOMES	Convene businesses and educators to access needs, training capacity, and gaps, and make recommendations on training investments and program priorities. Convene WIBs and AJCCs to align WIOA programs with CTE to benefit veterans, dislocated workers, and other job seekers. Identify job openings and match with program completers.
2017-2018 WORKPLAN 8 MAJOR ACTIVITIES	DIGITAL BADGING/LINKEDIN LICENSES The goal with the DIGITAL BADGING/LINKEDIN LICENSES project is to work directly with industry in not only identifying certifications and skill sets but more importantly, developing a job board that best represents the diverse opportunities. The job board will be created through a partnership with LinkedIn. Access to the LinkedIn employment database, with a focus on industry hiring criteria will assist GTL DSN’s and their partner colleges in more effectively portraying LMI for the region.
2017-2018 WORKPLAN 8 MAJOR OUTCOMES	Digital badges align with 2 types of industry-recognized certifications: CGBP – NASBITE endorsed Certified Global Business Professional SC Pro – CSCMP endorsed Certified Supply Chain Management Professional. Anticipated 625 students will complete one or both of the badges over the 3-year period (which prepare students to sit for industry certification exams). Support introduction of global competencies and work readiness activities in 9th-11th grades. Project based digital badge program in 12th grade + online peer-to-peer mentoring in 12th grade. College level advanced project based digital badge program + industry mentoring, access to GTL job board. Data capture through various digital touch-points throughout the ecosystem. Assist in comprehensive data capture related to GTL and student exposure to GTL pathways.

<p>2017-2018 WORKPLAN 9 MAJOR ACTIVITIES</p>	<p>FIT INTERNSHIP (Flexible Internship Training) FIT INTERNSHIP (Flexible Internship Training) will work with employers who self-select to participate; The program operation will be determined by the employer’s policies -The FIT program will help prepare the students at the campuses -Employers will hire the paid interns -We will reimburse the employer for their payroll by invoice; they are not a sub-recipient but contractual.</p>
<p>2017-2018 WORKPLAN 9 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. FIT Internship Program will help students secure paid positions in their chosen pathway. 2. Help students develop much-needed “essential skills” in real job environments. 3. Promotes student career readiness. 4. Give students needed skills to compete in the current job market -Help move momentum points and strengthens metrics.
<p>2017-2018 WORKPLAN 10 MAJOR ACTIVITIES</p>	<p>Industry Career Expo The Industry Career Expo will focus on four themes: (with speakers, workshops, exhibits, displays, and materials). The audience will be students, faculty, industry/business professionals, education professionals, counselors, and support staff. It will not only offer information and learning for students/faculty but also job/internship opportunities on the spot</p>
<p>2017-2018 WORKPLAN 10 MAJOR OUTCOMES</p>	<p>Attendance of 700-1000 with over 300 students -Numerous job offers for students -Top Keynotes - Multiple workshops -3 Exhibit areas -Handouts, industry displays -Industry Talk Show panel -Project – Showcase Expo Video</p>
<p>2017-2018 WORKPLAN 11 MAJOR ACTIVITIES</p>	<p>Pro GTL Marketing GTL Marketing goal to connect target groups (students, faculty, industry, business, employers) and drive interest to the GTL industry. To be accomplished through: -Going where the audience is and where they interact -Developing a global presence -Keeping content compelling - Sending weekly updates to users - Utilizing Social Media to advertise and promote -Measure effectiveness with analytics.</p>
<p>2017-2018 WORKPLAN 11 MAJOR OUTCOMES</p>	<p>Marketing efforts through a web presence, newsletter, email blasts, and social media will: Increase awareness of the GTL brand in the region -Make the industry more appealing to students (measured by surveys) -Measure website visitors, Facebook likes, blog articles posted, social media mentions - Build a “front door” that is welcoming, engaging, interesting and most of all provides answers to visitor interests - Create and regularly update content that is both social and search friendly.</p>

**2017-2018
SWP METRICS**

Number of Enrollments against 2015-2016 Baseline year (14,896 Enrollments)
Number of Students Who Got a Degree or Certificate – Business and Commerce: 393
Number of Students Who Got a Degree or Certificate – Accounting: 144
Number of Students Who Got a Degree or Certificate – Business Administration: 26
Number of Students Who Got a Degree or Certificate – Real Estate: 21
Number of Students Who Got a Degree or Certificate – Computer Information Systems: 13

**2017-2018
TASK FORCE
RECOMMENDATIONS**

- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
- Curriculum** 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Regional Coordination** 17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.

Global Trade and Logistics Regional Consortia + Digital Badges Participants



California Community Colleges Strong WorkForce



LA Region Healthcare Pathway Foundations and Work Readiness

Description: This project is designed to provide a regionally coordinated career pathway approach to curriculum and program development in the healthcare sector. The foundation curriculum aspect of this program expands on the work of the Los Angeles Healthcare Competencies to Careers Consortium (LAH3C) to the entire LA region. The Strong Workforce project will provide funds that will be used to share the curriculum and programs with the entire region, including the Health Occupations courses.

LEAD INSTITUTION

Los Angeles Trade-Technical College

Budget Allocation Year: 2017-2018
Total Project Budget: \$361,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Industry Sector: Health

Participating Community College Partners

Compton College East • Los Angeles College • El Camino College • Glendale Community College
 Long Beach City College • Los Angeles City College • Los Angeles Harbor College • Los Angeles Mission College
 Los Angeles Southwest College • Los Angeles Trade-Technical College • Pasadena City College • Rio Hondo College
 Mt. San Antonio College • Santa Monica College

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

- | | |
|--------------------------------------|---|
| Student Success | <ol style="list-style-type: none"> 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. 2. Improve CTE student progress and outcomes. |
| Career Pathway | <ol style="list-style-type: none"> 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Workforce Data & Outcomes | <ol style="list-style-type: none"> 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students. |
| Curriculum | <ol style="list-style-type: none"> 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. 10. Facilitate curricular portability across institutions. 11. Develop, identify and disseminate effective CTE practices. |
| CTE Faculty | <ol style="list-style-type: none"> 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance. |
| Regional Coordination | <ol style="list-style-type: none"> 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. 18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models. 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts. 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |

Health Industry Sector





LEAD INSTITUTION

Los Angeles Trade-Technical College

Transportation Industry Employment Partnership

Description: The Transportation Workforce Institute (TWI) at LATTC aims to ensure a well-trained and diverse transportation workforce. TWI’s reach is national – constructing and disseminating model, sharable curriculum and workforce development resources based on national industry standards and certifications. TWI’s impact is also regional – leading industry, education, and workforce development partners in creating programs and services that meet immediate and long-term employer needs.

Budget Allocation Year: 2017-2018
Total Project Budget: \$716,850.00
Project Performance Period: 7/1/2017 – 12/31/2019
Industry Sector: Advanced Transportation and Logistics

Participating Community College Partners

East Los Angeles College • Long Beach City College • Los Angeles Harbor College • Los Angeles Pierce College
 Los Angeles Trade-Technical College • Rio Hondo College • Mt. San Antonio College • Rio Hondo College
 Santa Monica College

**2017-2018
 WORKPLAN 1
 MAJOR ACTIVITIES**

1. Coordinate the project through TWI
2. Develop regional, coordinated strategy and participant/student assessment tools to recruit, train, screen and refer eligible employees to regional transportation employer partners, including Metro which serves as the largest regional public transportation employer;
3. Develop a Transportation Career Pathway seamless referral process for entry-level/students interested in non-technical careers in the transportation industry in collaboration with City of LA and LA County and City WIBs for screening and placement; this will involve all 19 colleges in the region
4. Orient and refer students interested in transportation-related training for middle-skill occupations to colleges within the region;
5. Coordinate incumbent worker training based on employer needs
6. Strengthen and align regional curriculum and programs of study
7. Develop aligned curriculum and competencies to maximize transport ability within the region;
8. Create regional career pathways and ensure connections are supported by streamlined transfer/articulation/matriculation processes and business and operational models for their sustainability;
9. Develop standard skill/competency definitions; collectively working with certifying groups and employers
10. Produce two additional regional employment reports; see report produced in 2017 at http://twi.lattc.edu/wp-content/uploads/2017/07/Transit-SubSector-Report_FINAL_July-2017.pdf
11. Organize and host quarterly meetings of the Transportation Industry Employment Partnerships Project.

**2017-2018
 WORKPLAN 1
 MAJOR OUTCOMES**

1. Aligned regional curriculum in the advanced transportation programs of study
2. Increased rates of employment in technical and non-technical jobs

2017-2018
WORKPLAN 2
MAJOR ACTIVITIES

1. Address the training and skill set needs of today's transportation workforce through curriculum development and alignment
2. Address the growing need for attention to industry safety standards within the transportation industry.
3. Address the technical skills required concerning advanced transportation while receiving guidance from the Metropolitan Transit Authority.
4. Develop new skills certificate in the foundations in hybrid and electric technologies
5. Develop a "culture of safety" with OSHA certifications. Focus group surveys conducted within MTA for outreach and needs assessments. Courses: • AUTOMO 101 – Introduction to Automobile Technology (4 units; CSU) • AUTOMO 901 – Hybrid Service Safety (3 units; CSU) • LOGISTICS 108 – Industry Safety Principles (3 units; CSU) (Completion of LOGISTICS 108 will grant an OSHA General Industry card)
6. Develop campus, jobsite, and online courses.
7. Track progress, retention, and completion of participants in the program.
8. Issue skill certificates and OSHA General Industry certifications.
9. Build an educational bridge from high school to the LACCD to employment and establish a method of recruitment for the Auto Tech/Logistics skills certificate.
10. Promote career advancement and educational opportunities and benefits.
11. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project.

2017-2018
WORKPLAN 2
MAJOR OUTCOMES

1. Development of three new Skills certificates for OSHA, hybrid and electric technologies, and industry safety standards. • Challenge growing demands for a workforce in Advanced Transportation. • A safer industry with knowledge of OSHA standards. • A "pipeline" of educated employees to the Metropolitan Transit Authority.

**Automotive Service Attendant training available at
Los Angeles Trade-Technical College**



2017-2018	WORKPLAN 3	MAJOR ACTIVITIES	<p>Expand the Metro Bus Operator Training Program to align with the increased and changing needs of Metro</p>
			<ol style="list-style-type: none"> 1. Recruit Metro Bus Operator Trainees 2. Update curriculum as needed to address the needs of LA Metro and other regional employers 3. Provide Bus Operator Training. 4. Pilot Vocational Education participants to compliment and bridge the transportation curriculum to include course topics: Critical Thinking for Bus Operator Situations. On-Site on the job lectures and hands on presentations of the job duties i.e. Pre-Trip Inspection and adding a soft skill component. 5. On The Job Training - Establish and provide supportive services for the trainees to participate in the hands-on training where various locations have been identified outside of home base of the participant. 6. Be a primary conduit for the dissemination of regional data and reports from the Center for Competitive Workforce at the 19 regional colleges. Work with campus faculty to ensure information is disseminated to program faculty. 7. Assist in the adoption of workforce readiness curriculum (i.e. Metro Bridge, Soft Skills, Career Persistence, Conflict Resolution, and Bus Operator Role Playing Exercises 8. Identify and procure web-based technology that can be used by all LA colleges for a) Data collection and posting of job and internship opportunities, b) Tracking and supporting students and alumni so colleges can monitor employment outcomes in a consistent manner and to allow them to set goals for improvement. 9. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project
2017-2018	WORKPLAN 3	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Cohorts recruited as needed; data is gathered from committed stakeholders to determine the success of the recruitment. 2. Pre-Bus Operator Training to be clearly defined with accountability for trainees to meet the requirements. 3. Personnel are hired to track the performance of the trainee by establishing logs that include analysis of the responsibilities established to successfully perform the job of a Bus Operator. Elicit verbal feedback to address ALL concerns. 4. Remove all financial burdens that may exist for the participants in order for them to stay focused on the training and to actively engage in the success of their career transition. 5. Participation in regional meetings with to establish agreement upon ALL curriculum and adopting changes when and where needed and necessary toward the continuous success for the trainee. 6. Participate in regional meeting with Adult Ed deans to establish and agree upon a curriculum. 7. Curriculum is vetted with local noncredit faculty and employers prior to adopting curriculum.
2017-2018	WORKPLAN 4	MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Assist in the development of the Logistics middle skill job report related to the Logistics Industry sector; coordinate work with consulting faculty. 2. Coordinate the dissemination of information about jobs in the logistics sub-sector to all 19 Regional colleges. 3. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project.
2017-2018	WORKPLAN 4	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Middle Skill job report completed. 2. Working with Pro GTL Project, information is shared.

2017-2018
WORKPLAN 5
MAJOR ACTIVITIES

1. Address the training and skill set needs of today’s transportation workforce through curriculum development and alignment.
2. Leverage the Metro WIN LA program, and the employment needs of other regional employers to provide a pipeline of trained employees in technical and non-technical jobs in the transportation sector.
3. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project.

2017-2018
WORKPLAN 5
MAJOR OUTCOMES

1. Curriculum is improved.
2. Students are referred to Metro for employment; eligible students are hired.

2017-2018
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Enrollment Targets = 5,489
Number of Students Who Got a Degree or Certificate – Automotive Technology = 227
Number of Students Who Got a Degree or Certificate – Diesel Technology = 39
Number of Students Who Got a Degree or Certificate – Logistics and Materials Trans = 4

2017-2018
TASK FORCE
RECOMMENDATIONS

- | | |
|--------------------------------------|---|
| Student Success | 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes. |
| Career Pathway | 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Workforce Data & Outcomes | 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students. |
| Curriculum | 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
10. Facilitate curricular portability across institutions.
11. Develop, identify and disseminate effective CTE practices. |
| CTE Faculty | 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance. |
| Regional Coordination | 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models.
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |



Noncredit College and Career Readiness

Description: This project will capacity among the LA Region colleges' noncredit Short-term Vocational programs. This will significantly contribute to the Strong Workforce Program's purpose of producing a middle-skilled workforce. Community college noncredit programs are presently building operational infrastructure and/or programs within basic skills. Some colleges have very developed noncredit vocational programs, yet others are in need of support from colleagues with expertise in developing CTE programs.

LEAD INSTITUTION

Mt. San Antonio College

Budget Allocation Year: 2017-2018
Total Project Budget: \$2,235,285.00
Project Performance Period: 7/1/2017 – 12/31/2019
Priority Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
 Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
 Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College
 Los Angeles Trade-Technical College • Mt. San Antonio College • Pasadena City College • Rio Hondo College
 Santa Monica College • West Los Angeles College

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p>Hire faculty and staff, as needed.</p> <ol style="list-style-type: none"> The project manager and faculty lead need to be hired by the Lead College; The faculty lead will assist faculty colleagues, learn from existing faculty experts, and act as the liaison between the program manager and the faculty. The faculty lead will also facilitate training on curriculum and instruction. The project manager will assist each college in the recruitment of faculty by inquiring and presenting at local university graduate programs. Hire noncredit adjunct faculty to serve as a liaison and write curriculum at each participating college, as needed.
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> Project Manager and lead faculty are hired. Each college will have identified a noncredit adjunct faculty to develop curriculum and pathways within that college.
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<p>Create noncredit pre-CTE coursework and certificates, and map them to credit pathways and work.</p> <ol style="list-style-type: none"> Identify discipline experts who are eager to support the development of the pathways for priority sectors within each college to provide context for the noncredit coursework. Faculty from the 10 colleges (credit program faculty, noncredit/basic skills faculty and noncredit CTE faculty) will attend regional faculty meetings and sector-specific meetings, as needed Faculty will develop pathways tailored to the needs of the colleges in specific sectors; sector areas include health occupations, transportation, construction trades, and others.
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> There is an identified regional talent pool of experts in specific CTE disciplines who can create noncredit pre- CTE and pre-apprenticeship curriculum and certificates. This will further add to the noncredit community of practice within the region. Noncredit pre-CTE coursework and certificates are developed and mapped to credit pathways and work.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2017-2018 WORKPLAN 3 MAJOR ACTIVITIES</p>	<p>Create, develop and distribute curriculum and training materials and provide training/professional development</p> <ol style="list-style-type: none"> 1. Create noncredit course materials, which includes teaching modules and other relevant course materials to be shared with LA/OC colleges. 2. Develop webinars where noncredit faculty provide teaching strategies and share information about the use of materials for courses developed in this project; teaching demonstrations will provide faculty with additional tools to offer these courses. 3. Share strategies and best practices to address the barriers typical to noncredit students, including challenges with both the academic and soft skills needed, such as limited English and basic skills, no high school diploma, and numerous situational factors. 4. Provide professional development including large scale training such as Washington’s Integrated Basic Education and Skills Training Program (I-BEST). The program is faculty designed and is intended to train faculty in contextualizing literacy, work, and college-readiness skills, so students can transition into college or into living wage jobs faster; request that the State Academic Senate conduct a training for regional faculty on developing curriculum and certificates, particularly in noncredit CTE. 5. Provide other professional development as faculty needs emerge.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2017-2018 WORKPLAN 3 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Faculty lead and the regional faculty group will develop course materials for four of the noncredit contextualized courses: Math for College and Career Readiness, Reading and Writing for college and Career Readiness, ESU, and Career Development. There will also be course materials created for Building and Construction pre-apprenticeship certificate 2. By the end of Round 2 there will be at least 2 webinars focusing on teaching noncredit students in a variety of CTE disciplines, delivering contextualized instruction, and developing CTE pathways in noncredit, and the use of technology in noncredit CTE courses. 3. By Round 2 Year 2, the Mt. SAC faculty lead will organize at least three professional development regional events including an IBEST training and ASCCC CTE curriculum training or other training as needed.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2017-2018 WORKPLAN 4 MAJOR ACTIVITIES</p>	<p>Provide CTE readiness instruction, as developed:</p> <ol style="list-style-type: none"> 1. Noncredit and credit faculty from participating colleges will teach noncredit Short-Term Vocational courses developed within Round 1 and 2. 2. Every college will offer new CTE noncredit contextualized courses in English, math, and VESL.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2017-2018 WORKPLAN 4 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. By Round 2 Year 2, each partner college will have offered at least. 2. Noncredit CTE readiness, pre-CTE, or pre-apprenticeship courses developed from this project.

Health convening with our student panel who began their health career educational path in noncredit, then transitioned to credit health programs



2017-2018
WORKPLAN 5
MAJOR ACTIVITIES

In collaboration with K-12 adult school partners, this project will support Regional Adult Education plans by identifying effective braiding of resources and mapping K-12 CTE courses to the LA Regional priority sectors in noncredit and credit programs. This will establish and solidify pathways from adult education regional partners to noncredit, credit, and employment.

2017-2018
WORKPLAN 5
MAJOR OUTCOMES

1. By the end of the project, each partner college will have identified, with their consortia, at least one pathway from K-12 adult school to noncredit, credit, and employment.

2017-2018
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year for all sectors = 2,382,986
Number of Students Who Got a Degree or Certificate for 2015-2016 Baseline Year = 33,512

2017-2018
TASK FORCE
RECOMMENDATIONS

Student Success

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

Career Pathway

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

Curriculum

- 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- 10. Facilitate curricular portability across institutions

Regional Coordination

- 17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.





LEAD INSTITUTION

Pasadena City College

Regional Biotech Collaborative

Description: The LA Bioscience Project will: 1) Increase training capacity of the colleges using industry-aligned curriculum in certificate programs to close the supply gap in LA County for middle skill bioscience workers. 2) Create work-based learning and/or dual enrollment opportunities for high school students and basic skills learners to choose a career in bioscience. 3) Market the opportunity of the bioscience certificate & AS and the statewide opportunity of a BS in bio-manufacturing or biotechnology.

Budget Allocation Year: 2017-2018
Total Project Budget: \$900,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Priority Sector: Life Science/Biotechnology

Participating Community College Partners

Citrus College • East Los Angeles College • Los Angeles Harbor College • Los Angeles Mission College
 Los Angeles Trade-Technical College • Los Angeles Valley College • Pasadena City College • Rio Hondo College
 West Los Angeles College

2017-2018
WORKPLAN 1
MAJOR ACTIVITIES

1. Curriculum development
2. Create appropriate training facility furnished with necessary lab equipment to establish curriculum for training in GCMS
3. Create dual enrollment opportunities for high school and adult learners

2017-2018
WORKPLAN 1
MAJOR OUTCOMES

1. Enhance and augment curriculum for biotechnology
2. Determine necessary laboratory equipment purchases. Order and receive equipment from vendors
3. Create high school and Work source center partnerships
4. Continue to expand opportunity with Orthopedic HS and others to establish pathway for Chromatography (GCMS) training.

**2017-2018
SWP METRICS**

Number of Enrollments against 2015-2016 Baseline year for Life Science/Biotech = 608
Number of Students Who Got a Degree or Certificate – Biotechnology/Biomedical Technology = 20

2017-2018
TASK FORCE
RECOMMENDATIONS

- | | |
|------------------------------|---|
| Student Success | 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. |
| Career Pathway | 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market. |
| Curriculum | 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. |
| Regional Coordination | 17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |



LEAD INSTITUTION

Rio Hondo College

Career Pathway Specialist

Description: Building on Round 1, the project provides support for the 19 Career Pathways Specialists to expand career pathways at the colleges and identify programs that could begin at high schools and ROP providers in LA County. It will focus on the 7 priority sectors with the highest labor market gaps. Activities expand career pathway alignment with HSs, ROPs, and Adult Ed by implementing alternative methods for granting credit; implementing dual enrollment; and, Implementing CATEMA to track credits.

Budget Allocation Year: 2017-2018
Total Project Budget: \$3,340,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Priority Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College
Los Angeles Trade-Technical College • Mt. San Antonio College • Pasadena City College • Rio Hondo College
Santa Monica College • West Los Angeles College

2017-2018 WORKPLAN 1	MAJOR ACTIVITIES	<p>Expand and increase the number of Career Pathways at the local community college through building partnerships with other education providers in the area.</p> <ol style="list-style-type: none"> 1. Expand Career Pathways to include Adult Education, noncredit courses/programs, and courses offered by the American Job Centers (WDB). 2. Each college will explore and identify potential noncredit courses/programs that either lead to employment, or that provide the entry-level course work for the identified career pathway at their specific college. 3. The Career Education Matrix, revised in Round 1, will be updated to include the noncredit courses/programs aligned with the existing Career Pathways for each of the nineteen colleges. 4. Professional Development for faculty, counselors, and staff focused on implementation of strategies.
	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increased development of new Career Pathways in areas of need by 10% over base line data. 2. Development of regional models based on continued sharing of Best Practices among the 19 colleges in LA County. 3. More knowledgeable faculty, counselors, and staff regarding the value of career education and the availability of clearly defined pathways. 4. Continued maintenance of www.lacccwc.com web site and updated "Career Education Matrix". 5. Increase by 10 % each year the Articulation Agreements including Adult Education and noncredit programs. 6. Expansion of CTE Dual Enrollment classes with both AB 288 and non AB 288 Agreements by 10%/year



California Community Colleges Strong WorkForce

2017-2018	WORKPLAN 2	MAJOR ACTIVITIES	<p>Improve the quality of Career Technical Education through collaboration with the Sector Navigators/Deputy Sector Navigator, in order to prepare students for jobs in their area of study.</p> <ol style="list-style-type: none"> 1. Each college will review existing credit Career Pathways and identify new pathways to be revised to meet industry needs. 2. Seven regional sector specific advisory committees will be established by each of the Deputy Sector Navigators to reflect the occupations that they represent. 3. The Career Pathway Specialist will work with faculty at their college and business/industry members to ensure each Career Pathway prepares students for employment. Where other staff have been assigned these responsibilities (Job Developer), the Career Pathway Specialist will collaborate with them. 4. Conduct employment Skills Workshops will be offered to assist students with the skills needed to give them a competitive edge in securing employment in specific occupations
	WORKPLAN 2	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Seven regional Sector Advisory Committee Meeting held for LA Co Colleges. 2. Revision of courses/programs to meet industry recommendations. 3. Identification of employment opportunities and specific employers for each sector provided to each of the 19 Career Pathway Specialists. 4. "Employment Skills Workshops" will be offered for students within the region, focusing on high demand occupations within each sector.
2017-2018	WORKPLAN 3	MAJOR ACTIVITIES	<p>Implement a data collections system to document increased credit earned by high school students as well as enrollment into the community college.</p> <ol style="list-style-type: none"> 1. Full implementation of Credit Granting for Articulated Courses will be a focus for Round 2 of this project. CATEMA system has been identified to meet the need; other local programs can be utilized as long as the data is collected. 2. Each of the 19 colleges will encourage membership in CALPASS Plus for each high school in their service area, facilitating the collection of Launch Board data related to "college ready". 3. The Project Director will continue to monitor the proposed Title 5 change regarding granting of credit in the semester in which the credit was earned, and communicate that with member colleges.
	WORKPLAN 3	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Each of the 19 colleges will be able to identify the following information a. Number of Articulation Agreement in place; Number of students awarded credit. b. Number of Students Earning Dual Enrollment Credit for both Career Technical Education and non-Career Technical Education. 2. Each of the 19 colleges can report number of "college ready" students in Launch Board.
2017-2018	WORKPLAN 4	MAJOR ACTIVITIES	<p>Identify and integrate appropriate Work Based Learning strategies for courses in career pathways.</p> <ol style="list-style-type: none"> 1. Integrate Work-Based Learning Activities into Career Pathways at the high school, adult education, and community colleges courses based on input from the Sector Advisory Committees. 2. Provide Staff Development Activities for high school, adult education and community college faculty including externships, job shadowing, and release time assignments in collaboration with the Deputy Sector Navigators. 3. Facilitate curriculum development to integrate Work Based Learning Activities at all levels of the education career pathway. Faculty to utilize integrated modules, learning communities, etc.
	WORKPLAN 4	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Work Based Learning Strategies identified by Career Education faculty. 2. Fifty per-cent of Career Education Faculty participate in experiential learning at business sites that are recruited by Sector Navigator and Deputy Sector Navigators, related to their specific occupations. 3. Curriculum revised to reflect Work Based Learning activities utilizing a variety of approaches.

2017-2018	WORKPLAN 5	MAJOR ACTIVITIES	<p>Expand San Gabriel Valley Cooperative Work Experience and Internship model throughout Los Angeles County.</p> <ol style="list-style-type: none"> 1. Identify potential work experience partners related to the sectors in Los Angeles and provide list to each of the colleges utilizing the expertise of the Deputy Sector Navigators. 2. Collaborate and integrate San Gabriel Work experience/Internship activities developed during Round 1 and Round 2 and share with 19 Career Pathway Specialists. 3. Revise current Cooperative Work Experience/Internship Handbook for community college faculty and students. 4. Develop Student and Faculty Handbook for Cooperative Work Experience/Internships to reflect the legal requirements to serve high school, adult education, and community college students and disseminate to all 19 colleges, high schools, and adult education staff. 5. Collect Data on Job Placement utilizing resources available to the community colleges such as the CTE Follow-Up Survey and ensure that appropriate information is collected from students in each of the Career Pathways.
		MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Regional CWE Project piloted in San Gabriel Valley disseminated throughout LA County region. 2. Work Experience Handbooks Developed, distributed, and posted on www.lacccwc.com. 3. Directory of Work Experience Employers developed by Sector Navigators and Deputy Sector Navigators. 4. Data collected from all nineteen colleges via the CTE follow-up survey, to demonstrate increased job placement.
2017-2018	WORKPLAN 6	MAJOR ACTIVITIES	<p>Institutionalization of Career Pathways Specialists at each of the local colleges.</p> <ol style="list-style-type: none"> 1. Compile accomplishments of outcomes achieved during Round 1, 2 and 3 by the Career Pathway Specialists at each of the 19 colleges and Project Lead will distribute them throughout region. 2. Identify district resources to maintain position after funding ends. 3. Identify grant-funding resources to maintain position, such as Perkins CTE Transitions dollars. 4. Transition the Career Pathways Specialist position at all 19 colleges to support Career Education Deans and the continuation of the Career Pathways Initiative.
		MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Data collected to support impact of Career Pathways Specialist positions in LA Co. Region. 2. All financial resources identified to maintain Career Pathways Specialist position. 3. Career Pathway Specialist Position continued at all 19 colleges to continue the practices established during this funding cycle.



2017-2018
TASK FORCE
RECOMMENDATIONS

- | | |
|--------------------------------------|--|
| Student Success | <ol style="list-style-type: none">1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.2. Improve CTE student progress and outcomes. |
| Career Pathway | <ol style="list-style-type: none">3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market. |
| Workforce Data & Outcomes | <ol style="list-style-type: none">6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts. |
| Curriculum | <ol style="list-style-type: none">10. Facilitate curricular portability across institutions.12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements. |

**Career Pathway Specialist Collaborative
Convening at the UCLA Conference Center**





Energy Construction & Utilities – Sustainability Collaborative

Description: The Energy Efficiency / Sustainability project is a response to the Energy Efficiency industry facing serious shortfalls in developing a skilled, trained, and available labor pool. The project strives to develop solutions, such as outreach campaigns and integrating industry and academia in a campaign to address the shortfall. The EC&U sector Sustainability pathways project continues an initiative that responds to sector employer’s needs for a trained and employment ready workforce.

LEAD INSTITUTION

Rio Hondo College

Budget Allocation Year: 2017-2018

Total Project Budget: \$720,000.00

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

Industry Sector: Energy, Construction, & Utilities

Participating Community College Partners

Compton College • East Los Angeles College • El Camino College • Glendale Community College
 Long Beach City College • Los Angeles Southwest College • Los Angeles Trade-Technical College
 Mt. San Antonio College • Pasadena City College • Rio Hondo College • Santa Monica College

2017-2018
WORKPLAN 1
MAJOR ACTIVITIES

This project builds on prior regional investments, including Enhancement Funds and SWP Round 1 investments. Although there is significantly more range in the plans as compared to objectives in the initial SWP Round 1 proposals. The project emphasis for SWP Round 2 continues to be directly responsive to employer needs through Regional Industry Advisory contacts created and information gathered and begin to address workforce impacts of national, state and local government energy and environmental policy and regulatory actions. With the broad participation of regional community colleges faculty champions and a vast inventory of intellectual property and physical resources (curriculum & labs), the project is transformational and can encompass HVACR, Construction Crafts, Architecture & Building Science/ Engineering Technologies, Drafting and documentation Technologies, Construction and Project Management & Inspection, Building Auditing and Analytics, Energy Systems Technologies, Facilities Management, Resource and Environmental Management Technologies including renewables and water. Opening opportunities for student advancement along defined career pathways.

2017-2018
WORKPLAN 1
MAJOR OUTCOMES

Establish a Regional Industry Advisory Council on “Energy Workforce Training” that includes Utilities, Contractors, Building Owners, Third Party Engineering Services, Facilities Management, Building and Energy Systems Designers and Engineers, Economic Development and Community College Energy Efficiency Program Leaders. This group will inform and advise on the development and amplification of an energy efficiency-training program that expands the Energy Efficiency Workforce. SWF Regional Project Application LAOCRC Revised 9-6-17 Page 23 of 25 • Establish a data based portfolio on demand for workers with entry-level energy efficiency competencies. • Prioritized list of KSAs required by employers. • Develop an employer pipeline for employment ready workforce. • Expand course and program offering to include incumbent, under-served populations, veterans, and displaced workers.

2017-2018 SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Baseline Target = 9.119

- | | |
|------------------------------|--|
| Student Success | <ol style="list-style-type: none"> 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. 2. Improve CTE student progress and outcomes. |
| Career Pathway | <ol style="list-style-type: none"> 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Curriculum | <ol style="list-style-type: none"> 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. 10. Facilitate curricular portability across institutions. |
| Regional Coordination | <ol style="list-style-type: none"> 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. |



Regional Netlab Hub and Cybersecurity Project

Description: This OC/LA County Regional project will create a regional NetLab Hub to develop and offer cybersecurity curriculum. To date, 12 LA college will collaborate with Coastline College, where the region-wide NetLab Hub will be housed, bringing the total number of colleges participating to 13. This regional consortium of colleges will give students round-the-clock access to CTE training and virtual labs. The virtual lab will be used for courses that prepare students for jobs in IT and cybersecurity.

LEAD INSTITUTION

Rio Hondo College

Budget Allocation Year: 2017-2018
Total Project Budget: \$1,305,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Industry Sector: ICT/Digital Media

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
 Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
 Los Angeles Mission College • Pasadena City College • Rio Hondo College • West Los Angeles College

2017-2018 WORKPLAN 1	MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Develop Cybersecurity curriculum including courses that lead to an industry certificate. 2. Develop Cybersecurity degree with courses that follow the California Model Curriculum with courses that may transfer into a California State University. 3. Teaching staff to attend seminars and webinars for professional development 4. Develop relationships with local high schools and middle schools through the Cyber Patriot program. 5. Increase bandwidth access to remote location (Coastline Community College) for access to lab equipment and simulations.
2017-2018 WORKPLAN 1	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increase enrollment by offering new courses that lead to entry-level positions in well-paying cybersecurity careers. 2. Increase enrollment by offering new courses that lead to 4-year transfers. 3. Increase enrollment with media, advertising new course and program opportunities.
2017-2018 WORKPLAN 2	MAJOR ACTIVITIES	<p>The Cerritos College Netlab Cybersecurity Regional Project will continue through rounds two and three to help students to achieve IT industry certifications. We plan to do this by offering targeted training and certification exam vouchers. We will establish on-campus testing centers, hold training workshops, and increase the number of Cerritos College students taking and passing certification exams. We will also increase the opportunity for our students to have more hands on activities across our CIS curriculum by changing and updating our curriculum. We will expand and continue to support NetLab integration into the CIS curriculum. We will also enhance student transfer by aligning part of our CIS curriculum with CID model curriculum</p>
2017-2018 WORKPLAN 2	MAJOR OUTCOMES	<p>One major outcome of the Netlab project will be Establishment of an on campus-testing center for Cerritos College students. To enhance the number of students transferring, CIS curriculum will be revised to align with CID model curriculum. Three CIS courses will be revised and aligned with CID model curriculum. Netlab will have been integrated into 4 of the cybersecurity courses in CIS Department at Cerritos College. Of the students attending all of the sessions of the workshops designed to prepare them for the industry certification tests at least 60% will pass the exams.</p>

2017-2018	WORKPLAN 3	MAJOR ACTIVITIES	<p>Curriculum Development</p> <ol style="list-style-type: none"> 1. Compton faculty will update curriculum through campus processes and gain Chancellor's Office approval for certificates of achievement in IT Technician and Computer User Support through the ITTP. 2. NetLab Hub virtual infrastructure will be incorporated into classes to offer high-level industry training to simulate work environments. 3. Assess equipment needs for establishment of Cyber Security hub and testing center. 4. Participate in a faculty industry site tour and conversation to scale latest skill demands for IT classroom setting. Coordinate faculty participation in a company externship for interested CIS faculty.
		MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. All necessary courses for the development of an IT Technician Pathway will be approved by the curriculum committee and the LAOCRC by Spring 2018. 2. Students will exhibit an on-going use of Netlab Hub virtual infrastructure and experience a class-passing rate of 75%, as well as secure corresponding 3rd party credential. 3. Earn approval as a third party credential testing center in CompTIA+ and other appropriate certifications. Engage in Fall and Spring semester employer skill meetings to introduce students and faculty to industry knowledge and demonstration expectations. 4. Encourage at least one CIS faculty member to engage in an industry externship to assess work expectations in today's IT environment.
2017-2018	WORKPLAN 4	MAJOR ACTIVITIES	<p>Middle Skill Industry Enhancement through building essential skills utilizing the New World of Work 21st century employability skills.</p> <ol style="list-style-type: none"> 1. Professional development and training on embedding skill-sets into IT curriculum and work-based learning activities. 2. High school summer cyber security boot camp at Compton College.
		MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Training of CIS faculty, HS instructors, and computer lab staff on how to integrate soft skills training into IT curriculum and workplace setting. 2. Instruct summer boot camp participants with an industry validated high school curriculum to enhance career readiness. 3. High school students will gain live experience assisting community members with computer and technical issues while enhancing communication and technology skills.
2017-2018	WORKPLAN 5	MAJOR ACTIVITIES	<p>Engage business and industry</p> <ol style="list-style-type: none"> 1. Invite business and industry to serve on an IT skills panel that concludes with an advisory committee meeting. 2. Engage in a significant marketing and outreach campaign with Rancho Dominguez America's Job Center of California to encourage entering the field of information technology. 3. Utilize employer information sessions to recruit college students and adults in career transition (from AJCC) interested in working as Information Technology ambassadors to K-8th grade.
		MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Confirmation of at least 4 companies to serve as advisory committee members for the CIS program, which includes an ask them to participate in an annual employer information session. 2. Production of print and media tools by Spring 2018 to encourage interest in marketing opportunities in diverse areas. 3. Recruit student ambassadors from information sessions that are willing to heighten their information technology knowledge and share information throughout the surrounding community and k-8th grade system. 4. Activities are geared to produce a minimum of 25 participants for summer boot camps and heighten CIS course fill capacity by encouraging ambassadors to enroll in a pathway. 5. Outreach efforts culminate in an annual Information Technology awareness fair at Compton College in 2019.

2017-2018 WORKPLAN 6 MAJOR ACTIVITIES	<p>Program and Curriculum Development; Electronics Discipline within Engineering and Technologies Department will obtain LAOCRC Approval for IT Technician Pathway</p> <ol style="list-style-type: none"> 1. Stage I Computer Retail Sales and Support: Certificate of Achievement 2. IT Technician Pathway: Stage II Help Desk User Support: Certificate of Achievement 3. IT Technician Pathway: Stage III IT Technician: Certification of Achievement and A.S
2017-2018 WORKPLAN 6 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Programs approved 2. Netlab 64 Licenses Software Maintenance
2017-2018 WORKPLAN 7 MAJOR ACTIVITIES	<p>Program and Curriculum Development; CSIT discipline with Business Department at ELAC.</p> <ol style="list-style-type: none"> 1. AS-T in Computer Science 2. Development of needed course outlines in the Computer Science discipline to meet transfer model curriculum at ELAC 3. Development of the following the course outlines in the Computer Science Information Technology discipline to develop “Cybersecurity Certificate of Achievement” stackable with Web Developer courses: Ruby, Python, Mobile Devices and Computer Forensics
2017-2018 WORKPLAN 7 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. AS-T in Computer Science 2. Cybersecurity Certificate of Achievement 3. Offer courses Web Developer courses at middle schools and high schools under ELAC Dual Enrollment Computer Network Lab
2017-2018 WORKPLAN 8 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Create additional Cybersecurity courses to include the skills and knowledge required for students to be marketable in a competitive job market in the cyber security field. 2. Development of a Cybersecurity certificate and degree goes hand in hand with the new developed courses. 3. Developing a program that meets student demand as well as industry need includes not only current, relevant curriculum, but also knowledgeable faculty who have the training, skills and certifications to provide current and relevant instruction. 4. Purchase and maintain upgraded equipment and software. Current equipment and software used in industry is critical for a quality program.
2017-2018 WORKPLAN 8 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. To support the region by developing and maintaining a quality program that is able to provide courses in the major areas of Cyber security to address the demand of students as well as industry need. 2. To develop a program that maintains currency, and is constantly growing and improving. 3. To have students who complete the curriculum and receive certificates or degrees making them marketable in the competitive cyber security and CISCO industry.



2017-2018 WORKPLAN 9 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Create Curriculum, offer courses, student workshops and community educational activities. 2. Sponsor Cyber Security competitions
2017-2018 WORKPLAN 9 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increase of IT Security Professionals and provide retraining to current IT professionals.
2017-2018 WORKPLAN 10 MAJOR ACTIVITIES	<p>Pro Professional and curriculum development</p> <ol style="list-style-type: none"> 1. Provide professional development for LBCC faculty. 2. Provide certification testing for faculty. Provide faculty with a stipend to develop curriculum. Purchase hardware and software to be utilized by students in the Computer Security and Networking program. 3. Provide industry certification vouchers for top students. Provide faculty stipends to cultivate industry relationship so students can secure internships or employment. 4. To host a career fair on campus for all students. 5. Spend funds on marketing the program and Curriculum Development; Electronics Discipline within Engineering and Technologies Department will obtain LAOCRC Approval for IT Technician Pathway: <ol style="list-style-type: none"> A. Stage I Computer Retail Sales and Support: Certificate of Achievement B. IT Technician Pathway: Stage II Help Desk User Support: Certificate of Achievement C. IT Technician Pathway: Stage III IT Technician: Certification of Achievement and A.S
2017-2018 WORKPLAN 10 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increased enrollment in our dual enrollment program 2. Increased completion and success rates in the Computer Security and Networking program 3. Increased number of industry certifications
2017-2018 WORKPLAN 11 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Fund Assignment for LACC Faculty Curriculum/Program Development Designee 2. Hiring of Program Assistants 3. Cyber Security Curriculum Development 4. NetLab Professional Development
2017-2018 WORKPLAN 11 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Assurance that faculty member is set up for appropriate payments curriculum/program development. 2. Project support for faculty 3. Approval of Certificate of Completion and a program for which students interested in cyber security can complete 4. Faculty expertise in use of lab and delivery of cyber security training to students

2017-2018 WORKPLAN 12 MAJOR ACTIVITIES	<p>Identify IT skill and knowledge gaps and work with employers and the greater workforce system to ensure that students can meet the competencies of the work environment.</p> <ol style="list-style-type: none"> 1. Establish a IT Workgroup to assist with course/program and certificate content, design, and review; identify and publish employer-recognized benchmarks for each program including: job titles and job skills 2. Support the identification of industry and employer partnerships that can directly support the classroom by providing speakers, mentors, donation, and/or referrals. 3. Actively participate in regional college partners/consortiums; trade associations; and other industry specific professional activities such as getting new credentials, attending professional networking events, and faculty externships.
	<p>2017-2018 WORKPLAN 12 MAJOR OUTCOMES</p> <ol style="list-style-type: none"> 1. Four meetings held 2. Two new partners per year identified 3. Four meetings and two professional development events held

2017-2018 WORKPLAN 13 MAJOR ACTIVITIES	<p>Create enhanced IT pathways that maximize entry and exit points to employment and continued educational opportunities.</p> <ol style="list-style-type: none"> 1. Clearly identify in-demand IT skills and existing curriculum that aligns with job titles and industry credentials. Focus attention on increasing enrollments in pre-requisite CIS programming languages such as A+, Network+, Java, C++, and CompTIA in order to increase alignment, promote hybrid skills, and identify potential cohort members early. 2. Support regional efforts to align courses and programs, by participating in regional activities, engaging regional faculty, and adopting courses when appropriate. 3. Integrate support services into the classroom in the form of student cohorts, digital badging and referrals to campus student support, career and workplace readiness programs.
	<p>2017-2018 WORKPLAN 13 MAJOR OUTCOMES</p> <p>Maximize student cohorts/ enrollment in ITTP I – Computer Sales and Support and expand pathway options to include ITTP 2 and 3; and support CCCCO’s effort to articulate all ITTP courses for transfer to CSU system - [1 current; 3 new certificates; 1 new transfer program 2. Maximize student cohorts/ enrollment in CIS 070/071 courses – CISCO CCENT and expand pathway options to include CISCO CCNA; and actively search for ways to streamline the time to completion and industry certifications. - 1 current certificate; 2 new skills certificates, 1 new articulated program] 3. Partner with SWP – NetLab and Cybersecurity consortium colleges to share NetLab Hub resources, and establish a cybersecurity program by adopting in-demand courses/programs that are recognized by industry such as red team, blue team, and hacking courses - 4 to 6 new courses; 1 new sequenced pathway 2.2a Outcome(s): Partner with SMC to expand a community of learners cloud computing: create and adopt 4 core and 1 elective course leading to an entry-level AWS Cloud Practitioner credential. 2.3a Outcome(s): Integrate incentives for students to supplement their classroom lecture with workplace readiness opportunities; at start of semester help to identify a cohort of students who are completing a program and work with support services to ensure students have immediate job placement opportunities upon completion.</p>



2017-2018	WORKPLAN 14	MAJOR ACTIVITIES	<p>To be an integral regional partner and recognized leader in the design and development, and articulation of IT pathways.</p> <ol style="list-style-type: none"> 1. Encourage pathway development, alignment, articulation, and enrollment by establishing relationships with LAUSD teachers. 2. Nurture relationships with faculty at post-secondary institutions to access a community of best practices; encourage sharing, articulation, and resource development. 3. Establish a lab that facilitates hands-on practice and give students access to IT training and certification that is comparable to private technical colleges and other CISCO Network Academies. 4. Explore industry sector IT skill requirements, and engage community college faculty in cross-discipline discussion where IT has been identified as a hybrid skill needed to get, retain or advance in a career.
2017-2018	WORKPLAN 14	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Adopt approved courses, design new courses, explore new programs like CyberPatriot, and work to establish dual enrollment courses and align core content to help reinforce skills and streamline program completions at the college-level. - goal is to increase in HS transfers that have completed at least 2 core curriculum courses as part of the pathway] 2. Adopt statewide approved courses, align content with other educational institutions to expedite program completion and transfers to CSU/UC system - goal increase # of community college completions and transfers in each program area 3. Set up and maintain hardware and software infrastructure that supports CCNA network and switching capabilities, and access to NetLab cloud services. 4. Identify emerging jobs in the sciences/biotechnology, manufacturing, and the arts that require hybrid skills that include IT skills - identify 2 – 4 opportunities to cross-discipline IT institutions to expedite program completion and transfers to CSU/UC system - goal increase # of community college completions and transfers in each program area 5. Set up and maintain hardware and software infrastructure that supports CCNA network and switching capabilities, and access to NetLab cloud services. 6. Identify emerging jobs in the sciences/biotechnology, manufacturing, and the arts that require hybrid skills that include IT skills - identify 2 – 4 opportunities to cross-discipline IT
2017-2018	WORKPLAN 15	MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Develop virtual labs and activities that address ethics, hacking and Security+; 2. Align curriculum to industry certification. 3. Develop refresher workshops and online activities to prepare students for certification 4. Utilization of regional Netlab Hub.
2017-2018	WORKPLAN 15	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Virtual lab activities that can be shared with the region. 2. Higher success rates in certification process for students 3. Sharing of regional curriculum.



<p>2017-2018 WORKPLAN 16 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Creating cybersecurity courses and getting approvals by C-ID. 2. Creating a Certificate Achievement in Cybersecurity. 3. Creating an AS degree in Cybersecurity. 4. Setting a computer lab to support virtual machines and network devices. 5. Faculty Training and Certificate
<p>2017-2018 WORKPLAN 16 MAJOR OUTCOMES</p>	<p>Cybersecurity courses will be created based on C-ID Certificate of Achievement in Cybersecurity will be created and offered.</p> <ol style="list-style-type: none"> 1. AS degree in Cybersecurity will be created 2. Deploy Hyper Converged appliances for virtual environment. 3. New lab with appropriate equipment and lay out will be allocated. 4. Multiple faculty members will attend training and conferences 5. Multiple faculty members will be certified in Cybersecurity field
<p>2017-2018 WORKPLAN 17 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Design the NetLAB expansion infrastructure 2. Meet with hardware and software vendors to discuss design and select hardware 3. Finalize the expansion infrastructure design 4. Generate purchase orders and submit to vendor 5. Install purchased hardware and software 6. Conduct testing of new design and installed hardware/software 7. Conduct Instructor training 8) Create master NetLAB pods and allocate pods for partner's class(es) 8. Create new courses within NetLAB. 9. Monitor NetLAB performance during a production cycle 10. Correct any known issues
<p>2017-2018 WORKPLAN 17 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Upon project completion partner colleges will be able to offer new CTE security or cloud computing courses 2. Upon project completion students using NetLAB will have 24/7 remote access to advanced CTE labs, denoted as poor, 3. Upon project completion and appropriate class students will access CTE labs using smartphones, tablets, or laptops 4. Upon project completion and successful class completion students will be able to acquire network security skills 5. Upon project completion and successful class completion students will be able to work in complex cloud computing environment 6. Upon project completion and successful class completion students will be able to obtain CTE related jobs at beyond living wage. 7. Upon project completion and successful class completion students will have learn how to protect a network from security threats 8. Upon project completion partner campuses will have access to Palo Alto, Cisco, Red Hat, and Microsoft lab environments, as well as many others



**2017-2018
SWP METRICS**

**Number of Enrollments against 2015-2016 Baseline year – Enrollment Targets = 2,851
Number of Students Who Got a Degree or Certificate – Computer Infrastructure = 72
Number of Students Who Got a Degree or Certificate – Computer Info Systems = 21
Number of Students Who Got a Degree or Certificate – Electronics/Electric Tech. = 25**

**2017-2018
TASK FORCE
RECOMMENDATIONS**

Student Success	2. Improve CTE student progress and outcomes.
Career Pathway	3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
Workforce Data & Outcomes	6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
Curriculum	7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
Regional Coordination	17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

Netlab Meeting Hosted by Lead, Rio Hondo College





Teacher Preparation – STEM CTE Collaborative

Description: Addressing California's severe teacher shortage has been a top priority in the CA Community Colleges. As we embark to align our education systems to develop pathways in high-demand STEM and CTE fields, we need to invest in education and teacher preparation to prepare educators with the 21st century skills necessary to work in education careers. The overarching goal of the project is develop a regional “Careers in Education” pathway(s) model with a particular focus on STEM and CTE.

LEAD INSTITUTION

Rio Hondo College

Budget Allocation Year: 2017-2018
Total Project Budget: \$1,730,431.00
Project Performance Period: 7/1/2017 – 12/31/2019
Priority Sector: All Sectors

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
 Long Beach City College • Los Angeles Mission College • Los Angeles Pierce College • Rio Hondo College
 Santa Monica College • West Los Angeles College

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p>Region wide collaboration to scale up teacher preparation programs in the LA region by sharing effective models of teacher programs and developing a regional “Careers for Education” STEM-CTE education pathway(s) model that can be integrated into the Guided Pathways initiative.</p> <ol style="list-style-type: none"> 1. As a collaborative, college will convene to develop a regional education pathway model(s) that will be shared in the LA Region and beyond. 2. Subcommittees will be identified to work on targeted activities such as: • Dual Enrollment/K-12 Partnerships/MOU • 4-Year Transfer, Partnerships & MOU/ AD-T programs • Professional Development • Development of Regionally Aligned Stackable Short Term Certificates & Degrees • Regional “Careers for Education” STEM-CTE education pathway(s) model • TEACH Los Angeles website
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Effective models shared 2. Subcommittees formed 3. Short-term certificate(s) e.g. Contextualized STEM/CTE Skills certificate 4. Regional “Careers for Education” STEM-CTE education pathway(s) model -4-year transfer and expansion of AD-T programs explored 5. MOU templates (secondary partners & university partners) 6. TEACH Los Angeles Collaborative website developed
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<p>Increase teacher and pipeline activities by offering and expanding dual enrollment sequential courses to high school partners that lead to gainful employment and/or certificates and degrees; fostering partnerships with K-12 and other education stakeholders; development of a MOU template.</p>
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<p>Increased enrollment through dual enrollment offerings -Completion of CD permit or short-term certificate -Gainful entry-level employment through completion of short-term certificates leading to teaching careers. -MOU template -Partnerships developed with K-12.</p>

2017-2018 WORKPLAN 3 MAJOR ACTIVITIES	Plan and offer a regional professional development that will be open to all colleges.
2017-2018 WORKPLAN 3 MAJOR OUTCOMES	A minimum of at least one regional professional development offered. Colleges will also offer smaller workshops that will be open to all colleges in the region.
2017-2018 WORKPLAN 4 MAJOR ACTIVITIES	Develop regionally aligned Stackable Short Term Certificates & Degrees
2017-2018 WORKPLAN 4 MAJOR OUTCOMES	A minimum of at least one certificate will be developed that will align with a regional pathway in education. (Contextualized STEM-CTE Skills Certificate)
2017-2018 WORKPLAN 5 MAJOR ACTIVITIES	Develop a Regional "Careers for Education" STEM-CTE education pathway(s) model
2017-2018 WORKPLAN 5 MAJOR OUTCOMES	Regional "Careers for Education" STEM-CTE education pathway(s) model developed.

2017-2018
WORKPLAN 5
MAJOR ACTIVITIES

Develop a TEACH Los Angeles website Regional “Careers for Education” STEM-CTE education pathway(s) model

2017-2018
WORKPLAN 5
MAJOR OUTCOMES

TEACH Los Angeles website developed and linked to TPP statewide website.

2017-2018
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Baseline Enrollment = 2,382,986

2017-2018
TASK FORCE
RECOMMENDATIONS

- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- CTE Faculty** 16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.
- Regional Coordination** 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.





Center for a Competitive Workforce

Description: CCW’s mission is to deploy a powerful research program, convene regional industry advisory councils & build strong business intermediary systems that collectively will: 1) support data-based, industry validated CTE programs, aligned to the economic needs in our region; 2) knowledgably and proficiently educate and connect students to the skilled labor force; 3) connect colleges to regional businesses to facilitate increased work-based learning, faculty professional development, and student employment.

LEAD INSTITUTION

Santa Monica College

Budget Allocation Year: 2017-2018
Total Project Budget: \$1,800,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Priority Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College • Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Community College District • Los Angeles Harbor College • Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College • Los Angeles Trade-Technical College • Los Angeles Valley College • Mt. San Antonio College • Pasadena City College • Rio Hondo College • Santa Monica College • West Los Angeles College

2017-2018

WORKPLAN 1
MAJOR ACTIVITIES

Development, Management and communications of the CCW work plan.

1. Develop, execute, manage, align and communicate (internally and externally), the following CCW work streams, which comprise the overall program: a) Research, analytics and data program (including production/ compilation of reports and data analysis) b) Regional Industry Councils – the establishment, programming, management of sector based councils c) Work Based Learning – the development and oversight of multiple sector-focused WBL initiatives d) College Engagement and Institutionalization to convert intelligence produced by CCW into curricula and college program impact e) Local pilots and innovation to explore new / best practices/ policy considerations
2. Identify a management function to oversee each of the individual work streams and the overall CCW work plan
3. Identify and employ communications resources to ensure proper alignment of the work along with effective connectivity to the college stakeholder and industry stakeholders who are vital to the success of the work streams

2017-2018

WORKPLAN 1
MAJOR OUTCOMES

The CCW will be managed effectively, and will have a transformative impact on the region and serve as a powerful resource to all of the colleges toward the attainment of their CTE objectives



California Community Colleges Strong WorkForce

2017-2018
WORKPLAN 2
MAJOR ACTIVITIES

Development and production of CCW research, analysis, and data platform.

2017-2018
WORKPLAN 2
MAJOR OUTCOMES

1. One bi-county regional workforce labor market report
2. Four industry sector reports
3. Other data and reports to be identified
4. Online data platform developed
5. Marketing and communication of data and research products and outcomes

2017-2018
WORKPLAN 3
MAJOR ACTIVITIES

The industry council activities are as follows:

1. Set up talent subgroup infrastructure for industry councils;
2. Assist in analyzing and validating occupational forecasts in demand occupations and providing real-time employer feedback and data;
3. Develop industry-specific surveys;
4. Collect and analyze "firm-level" primary data via a survey and /or interviews that can be used to determine near term demand for labor and required competencies;
5. Effectively engage the business community to identify and catalog available internships, summer programs, and apprenticeships in the targeted industries;
6. Share qualitative firm-level demand forecast findings, highlight firm demand – supply gaps, opportunities and needs;
7. Continue to identify and amplify the requisite skills and competencies necessary for the targeted industries and occupations;
8. Work with employer-partners to forecast sector growth, impact of technological innovations (i.e., labor-augmenting or labor-displacing) and geographical dispersion of projected employment opportunities;
9. Work with community college partners to qualitatively build on quantitative competency models for priority growth occupations;
10. Canvass the region's community college CTE programs to determine any additional, beyond the supply-side analysis programs with pertinence and/or transferability

2017-2018
WORKPLAN 3
MAJOR OUTCOMES

1. CCW, in partnership with the LAEDC, LA Chamber, Bixel Exchange, Goodwill Southern CA and others, support the development and operation of Regional Advisory Councils.
2. Partners develop and convene these regional industry councils, which provide validation of labor market data; advising for colleges regarding the necessary occupational skills and workforce education performance objectives; and inform regional model curriculum and program design for regional adoption, program development and modification.
3. Through each partner, highly-skilled Industry Cluster Development staff will convene and manage the industry councils in critical industry sector identified by the CCW research including: Advanced Transportation, Aerospace, Bioscience, and Digital Media and Entertainment



California Community Colleges Strong WorkForce

2017-2018
WORKPLAN 4
MAJOR ACTIVITIES

Data/ Insight to Support Work Based Learning and Employment Opportunities

1. Considerable regional investment will be made in work based learning efforts to create stronger ties to industry.
2. A new technology platform will be constructed to: a) Connect and align those regional efforts b) Enhance the reach to local industry and provide local businesses with a more robust and consistent interface to the colleges c) Monitor and measure progress and outcomes and analyze them against broader regional employment data.

2017-2018
WORKPLAN 4
MAJOR OUTCOMES

The technology platform will support a more robust and intelligent regional WBL system that will in turn:

1. Support each college in the WBL activities
2. Increase industry connections, skills alignment and joint participation in the development of prospective courses, including CTE, certifications and customized short-term training programs
3. Introduce community colleges to new industry-validated “demand occupations” within competitive and growing industries in the region driven by real-time business intelligence.

2017-2018
SWP METRICS

**Number of Enrollments against 2015-2016 Baseline year – Baseline Enrollment = 2,382,986
Number of Students Who Got a Degree or Certificate – All Sectors = 33,512**

2017-2018
TASK FORCE
RECOMMENDATIONS

- | | |
|--------------------------------------|--|
| Student Success | <ol style="list-style-type: none"> 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. 2. Improve CTE student progress and outcomes. |
| Career Pathway | <ol style="list-style-type: none"> 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Workforce Data & Outcomes | <ol style="list-style-type: none"> 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students. 5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs. |
| Curriculum | <ol style="list-style-type: none"> 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. 8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval. 9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data. 11. Develop, identify and disseminate effective CTE practices. |
| CTE Faculty | <ol style="list-style-type: none"> 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance. 16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges. |
| Regional Coordination | <ol style="list-style-type: none"> 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts. 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |
| Funding | <ol style="list-style-type: none"> 24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities. |



LEAD INSTITUTION

Santa Monica College

LA Cloud Computing Consortium

Description: AWS partnered with Santa Monica College (SMC) to establish college credit courses based on an AWS curriculum framework in cloud computing career pathways. Expansion and implementation of this common curriculum for a regional career pathway program is the goal of this consortium. The outcomes of this project will focus on using established models in community of practice, curriculum development, industry engagement and AWS industry certification. A common curriculum in Cloud Computing will be developed for high school dual enrollment and towards achievement of an AWS Certified Cloud Practitioner credential.

Budget Allocation Year: 2017-2018
Total Project Budget: \$1,250,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Industry Sector: ICT/Digital Media

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College
Los Angeles Trade-Technical College • Mt. San Antonio College • Pasadena City College • Rio Hondo College
Santa Monica College • West Los Angeles College

**2017-2018
WORKPLAN 1
MAJOR ACTIVITIES**

The LA Cloud Computing consortium will undertake activities to support the achievement of metrics of the Strong Workforce Program funding Round 2 by first establishing a community of practice, which will be responsible in developing or augmenting a Career Education program targeting the use of cloud computing technologies. Creating the community of practice will undertake partnership engagements with industry, employers, community college faculty, high school partners and students. These partnerships are necessary to develop an eventual career pathway model where students and employers understand how to engage with respective colleges for promotion of skills, credentials and employability prospects informed by data of supply and demand in cloud computing occupations. Beginning with an industry relationship with one of the largest representatives in cloud computing, Amazon Web Services (AWS), consortium colleges and their respective high school partners will undertake professional development of the AWS credentialing process and navigating AWS Educate, a developed curriculum framework. Conferences across the nation and local webinar style meetings will be set up to communicate the curricular and progress of program deployment at respective colleges and high schools. AWS, who has already assisted Santa Monica College with their cloud-computing curriculum, has agreed to assist the consortium effort and be a partner in the progressive development of a regional program. In addition, AWS intends to collaborate with the LA Cloud Computing consortium to broker critical discussions with employers to help articulate their needs within a college program and help connect employers offering work based learning opportunities to cultivate the professional skill sets necessary in their industry. Consortium colleges after undertaking progressive understanding of AWS cloud computing technology and employer needs will undertake the development of career pathways by mapping skills sets, AWS credentials, work based learning opportunities and student support activities into courses and programs to be developed and presented to the local Los Angeles Orange County Regional Consortia. Faculty participating in the consortium will participate in frequent meetings to work out course outline of records and participate in a learning community to share future assignments and assessments. The activities of Round 2 funding will be centered on the preparation of colleges and high schools to undertake the curricular and programmatic development of a cloud computing regional certificate, which takes into account high school involvement for future dual enrollment, and work based learning opportunities to inform students of opportunities with the AWS credentialing process leading to professional employment. Alongside the career pathway development with high schools and employers, a partnership has been established with California Polytechnic University at San Luis Obispo (CalPoly) with their Strategic Development Initiatives and Cybersecurity program to assist high schools in creating a prepared pool of information technology students from Southern California through the LA Cloud Computing Consortium. CalPoly hosts the state’s Cyberpatriot program, which is a national organization by the Airforce Association, and partner high schools will be encouraged to participate with the assistance of community college students.

In addition, CalPoly is looking to collaborate with high schools and colleges who are looking to increase their transfer rates for which the development of any regional cloud-computing curriculum will be articulated with their consultation for a progressive path to transfer from the career pathway. Consultation with community college faculty and CalPoly faculty would be conducted to assure a regional articulation with partner colleges respective high school partners. For Round 3 the LA Cloud Computing consortium will focus on the activities to produce the metrics of enrollments, completion of certificates, transfer and employment. Although each college may have existing enrollments in information technology or computer information systems classes, the cloud computing technology integration will be considered as specialization within the broader categorical taxonomy of program (TOP) codes. Consortium colleges will plan how to designate and track the course enrollments developed for this initiative. After the collective consensus of course and program development from Round 2, a regional outreach effort will be undertaken to students and parents to learn about the career pathway and choose the program in their high school or college. Counselors and other student services personnel will be trained in how to support the career pathway developed in their local area, articulate the potential of employment, and transfer within the program. Students within the respective high school and college programs will be alerted of AWS Certification boot camps planned in order to prepare for the industry credential, which can lead to preferred internships or early employment. The industry partnership will transition from curricular guidance to industry engagement with joint Hackathons and facilitating connection with local employers implementing AWS. Additional recruitment activities will include local support for high schools looking to participate in the Cyberpatriot competition and hosting local hackathons for work based learning experience alongside local employers. Implementation of the career pathway will undertake deliberate with metrics of student outreach through preparation and progress through the program as well as measure employment and transfer. These metrics will be monitored and measured on a frequent basis for partner colleges to reach the metrics specified in the SWP funding. Lastly, a needs analysis assessment with adequate computer technology and internet connection will be conducted to assure that a minimum requirement of equipment is across the consortium. Those necessitating proper equipment may submit for technology upgrades necessary to support the program. I. Community of Practice A. Strong Workforce Program Round 2/3 Proposal B. Work plan and Budget Development C. AWS re:Invent Conference D. Faculty Inquiry Group Webinar Meetings E. Consortium Partner Needs Analysis F. CalPoly + LA 5 Partnership Alignment G. CC+HS Ecosystem Mapping H. AWS Industry Faculty + Student Recognition I. Transfer Model Curriculum J. Dual Enrollment Development K. Student MeetUp Groups II. Curriculum. AWS Educate Review A. SMC Course Alignment to AWS Educate B. AWS Regional Workshops at CC+HS C. AWS Common Curriculum Alignment across CalPoly/CC/HS D. CS/CIT CID Course Alignment E. College Course Development F. Common Curriculum Certificate+AA Program Approval G. Cloud Computing Pathways H. AWS Credential BootCamps III. Industry Engagement. AWS Industry Partnership Meeting A. AWS Meetup Announcement B. AWS Educational Advisory Council Meeting C. AWS Hackathon D. Other Cloud Computing industry partnerships E. Work-based Learning Coordination IV. Certification. AWS Academy Review A. AWS Certification Alignment B. AWS Certification Bootcamp C. AWS Certification to Credit Curriculum Alignment D. Job Preparedness Assessment E. AWS Certification Assessment and Alignment of Curriculum.



2017-2018
WORKPLAN 1
MAJOR OUTCOMES

The major outcomes of the LA Cloud Computing consortium will be: I. Establishment of a community of practice for consortium faculty with employers and industry partners II. Regional curriculum informed by industry credentials and four-year alignment, which can be extended to high schools for dual enrollment III. High degree of industry engagement for occupational definition and work based learning IV. Industry credential attainment as a measure for employability preparation, program effectiveness and increased income measures. The activities of the above outcomes planned for Round 2 and 3 cultivate the relationships between regional high schools, college faculty and employers through the assistance of a tiered support structure. The Chair of the Computer Science Department at Santa Monica College (SMC) will lead curriculum support, for which Amazon Web Services (AWS) has already assisted in the development of four cloud computing technology courses. SMC will lead the curricular support, with the assistance of AWS, CalPoly, high schools, employers and contractors, facilitate, and convene large groups for developing the relational transactions to assist in career pathway forming. Using methodologies of facilitation and consensus building, external college assistance organizations will support and coach consortium members to help foster the communication paths necessary for career pathway development. Local and regional convenings of similar and cross-functional groups will undertake the periodic support with the constant leadership of SMC. An additional support to colleges will be leveraging an existing Strong Workforce Program Round 1 project, the Center for a Competitive Workforce (CCW), which is a regional partnership of Los Angeles Orange County Regional Consortia (LAOCRC) and the Los Angeles Economic Development Corporation (LAEDC). CCW will support in the alignment of supply and demand of LA/OC regional workforce and employment with workforce and economic research with additional support with the LA/OC Center of Excellence hosted by Mt San Antonio College. Specific employer support will be facilitated by AWS and their local customer base to leverage existing workforce programs at the community colleges and identify work based learning opportunities where appropriate. This critical industry relationship with AWS will bring alignment to data from CCW, skills sets for curricular alignment with AWS certification and access to potential employers to bring students to their realization of the career expectations. Local college faculty and staff will be supported to engage at regional projects and events to promote their specific programs and cloud technology focus (database, computing, storage, systems operations, and networking, Big Data or Internet of Things) to demonstrate their career pathway to students to succeed at any level of preparation including transfer. Regional curriculum outcomes have multiple considerations to develop the connections to high schools, certificate completions and transfer institutions. These possible exits from a career pathway have policies in California’s Title V, which need to be championed at local colleges and their boards to help establish the legal constructs for college credit attainment and proper matriculation. Policies establishing dual enrollment will need to be articulated through various committee structures within each college with championing of data and outcome goals of the Strong Workforce Program. On the transfer side of the career pathway, articulation officers from community college and four-year colleges with the assistance that CalPoly will select the appropriate Course Identification Numbering System (C-ID), a supranumbering system to ease the transfer and articulation. Lastly, the attainment of a CA Chancellor’s office recognized certificate would be under the provision of conjoint certificates under the Program Course Approval Handbook with the intent to propose a 12 unit Certificate of Achievement with the same 6-digit Taxonomy of Programs (TOP) code. This lower unit certificate can be demonstrative of a “well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to a career” because of the assistance of AWS and the CCW helping in occupational definition as well as CalPoly assisting in the “levels of need and academic rigor that is required for certificates requiring 18 units”. Weaving the multiple curricular, relationships and policy requirements will be planned out with a project management structure to achieve the metrics by breaking down the milestones and activities required to undertake the achievement of the regional project.

2017-2018
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Enrollment Target = 24,514

2017-2018
TASK FORCE
RECOMMENDATIONS

- Student Success**
 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
 2. Improve CTE student progress and outcomes.
- Career Pathway**
 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.



Los Angeles Regional Marketing Project

Description: CCW’s mission is to deploy a powerful research program, convene regional industry advisory councils & build strong business intermediary systems that collectively will: 1) support data-based, industry validated CTE programs, aligned to the economic needs in our region; 2) knowledgably and proficiently educate and connect students to the skilled labor force; 3) connect colleges to regional businesses to facilitate increased work-based learning, faculty professional development, and student employment.

LEAD INSTITUTION

Santa Monica College

Budget Allocation Year: 2017-2018
Total Project Budget: \$1,800,000.00
Project Performance Period: 7/1/2017 – 12/31/2019
Industry Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College • Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Community College District • Los Angeles Harbor College • Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College • Los Angeles Trade-Technical College • Los Angeles Valley College • Mt. San Antonio College • Pasadena City College • Rio Hondo College • Santa Monica College • West Los Angeles College

2017-2018 WORKPLAN 1 MAJOR ACTIVITIES	<p>Fully leverage the State Chancellor’s marketing program. We must fully utilize their Career Education Campaign creative elements, tools to execute a regional, industry focused marketing, and communications plan. The activities would include.</p> <ol style="list-style-type: none"> 1. Further educating and inspiring regional industry to engage the Colleges 2. Elevating the brand and reputation of the Colleges as a critical contributor to the vibrancy of the regional economy 3. Promote the Colleges as a premier Career Education provider in an intentional drive for stronger enrollments
2017-2018 WORKPLAN 1 MAJOR OUTCOMES	<p>The CCW will be managed effectively, and will have a transformative impact on the region and serve as a powerful resource to all of the colleges toward the attainment of their CTE objectives</p>
2017-2018 WORKPLAN 2 MAJOR ACTIVITIES	<p>Support each local college with Showcasing their individual strengths, advantages and unique programs. Tactics would include:</p> <ol style="list-style-type: none"> 1. Video presentations 2. Original collateral pieces 3. Events 4. College website assets 5. Social media campaigns
2017-2018 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. To raise the visibility and awareness across the region of each college’s unique qualities 2. To support stronger enrollments 3. To inspire greater industry connectivity to the colleges

Number of Enrollments against 2015-2016 Baseline year – Baseline Enrollment = 2,382,986
Number of Students Who Got a Degree or Certificate – All Sectors = 33,512

2017-2018
TASK FORCE
RECOMMENDATIONS

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



CALIFORNIA COMMUNITY COLLEGES



2018-2019

Strong Workforce Program

Community College Regional Project Investments





LEAD INSTITUTION

Los Angeles Harbor College

Internship/Job Placement Specialist

Description: This Project, aims to establish a central point of contact for jobs & internships and consistent processes for how employers work with colleges and how students access job and internship placement services throughout the LA region. Funds to colleges will be used to hire internship placement specialists at 18 participating colleges, or alternatively, using funds to supplement existing job and internship placement activities at specific colleges that already have such staffing.

Budget Allocation Year: 2018-2019
Total Project Budget: \$2,207,200.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: All

Participating Community College Partners

Citrus College • Compton College • East Los Angeles College • El Camino College • Glendale Community College
 Long Beach City College • Los Angeles City College • Los Angeles Harbor College • Los Angeles Pierce College
 Los Angeles Mission College • Los Angeles Southwest College • Los Angeles Trade-Technical College
 Los Angeles Valley College • Mt. San Antonio College • Pasadena City College • Rio Hondo College • Santa Monica College • West Los Angeles College

<p>2018-2019 WORKPLAN 1 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Identifying specific roles and functions of those staff that make them the colleges’ central point of contact for employers and students looking to connect on jobs and internships. 2. Funding job and internship placement specialists at all 19 LA colleges. Alternatively, using funds to supplement existing job and internship placement activities at specific colleges that already have such staffing. 3. Establish a standardized career services intake process for screening, posting and announcing job and internship opportunities across all sectors at all 19 LA community colleges. 4. Be a primary conduit for the dissemination of regional data and reports from the Center for Competitive Workforce at the 19 regional colleges. Work with campus faculty to ensure information is disseminated to program faculty. 5. Assist in the adoption of a standard work-readiness curriculum (e.g. New World of Work) through non-credit education across all 19 LA community colleges. 6. Identify and procure web-based technology that can be used by all LA colleges for 1) Data collection and posting of job and internship opportunities, 2) Tracking and supporting students and alumni so colleges can monitor employment outcomes in a consistent manner and to allow them to set goals for improvement.
<p>2018-2019 WORKPLAN 1 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Creation of a standardized job description with clearly defined roles and responsibilities for job/ internship specialist and for dissemination to employer partners of what this position does. 2. Identify and hire or assign staff person to be the key point of contact for this position. 3. Participate in regional planning meetings to establish a standardized intake process. 4. Participate in regional events related to the Center for Competitive workforce and establish procedures for how the information gets back to the individual campuses. 5. Participate in regional meeting with Adult Ed deans to establish and agree upon a curriculum. Vet suggested curriculum with local noncredit faculty and employers prior to adopting curriculum 6. Participate in regional meetings to identify and procure a system that supports the tracking of students who are placed in jobs and internships.

2018-2019

WORKPLAN 2

MAJOR ACTIVITIES

1. Funding job and internship placement specialists at all 19 LA colleges. Alternatively, using funds to supplement existing job and internship placement activities at specific colleges that already have such staffing.
2. Be a primary conduit for the dissemination of regional data and reports from the Center for Competitive Workforce at the 19 regional colleges. Work with campus faculty to ensure information is disseminated to program faculty.
3. Assist in enrollment management and the promotion of newly adopted work readiness curriculum to students across the individual campuses to ensure curriculum is offered at appropriate times to ensure job placement activities coincide with major events across the region.
4. Implement web-based technology that can be used by all LA colleges for 1) Data collection and posting of job and internship opportunities, 2) Tracking and supporting students and alumni so colleges can monitor employment outcomes in a consistent manner and to allow them to set goals for improvement.
5. Explore private/ public partnerships with job placement agencies to maximize job placements for campuses.
6. Establish the job and internship specialists as the central point of contact for WIOA-funded job training opportunities at their local colleges.

2018-2019

WORKPLAN 2

MAJOR OUTCOMES

1. Continued collaboration with employer partners and shared best practices with regional colleagues; participate in professional development activities
2. Participate in regional events related to the Center for Competitive workforce and establish procedures for how the information gets back to the individual campuses.
3. Support the development of marketing and outreach activities related to enrollment management at individual colleges.
4. Utilize web based technology procured by the region to track data related to job and internship placement activities. Provide input and reports regarding activities conducted on individual campuses.
5. Participate in regional events related to the Center for Competitive workforce related to working with private entities to support job placement activities at local campuses to establish best practices for adoption.
6. Participate in regional events related to working with local workforce boards to support job placement activities at local campuses.

2018-2019
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year (Baseline Enrollments for All Sectors is 2,200,986)

2018-2019

TASK FORCE

RECOMMENDATIONS

- | | |
|--------------------------------------|--|
| Student Success | 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. |
| Workforce Data & Outcomes | 6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts. |
| Regional Coordination | 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |



Entrepreneurial Mindset Across Disciplines

Description: The goal of this project is to develop an Entrepreneurial Mindset Across Disciplines in CTE fields, as well as STEM, that have the potential to yield business ownership, partnerships, and corporate entities. There is a gap in contextualized small business/entrepreneurship certificates and degrees and a lack of experiential learning by doing.

LEAD INSTITUTION

Los Angeles Southwest College

Budget Allocation Year: 2018-2019
Total Project Budget: \$365,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: Global Trade

Participating Community College Partners

East Los Angeles College • El Camino College • Long Beach City College • Los Angeles Mission College
 Los Angeles Southwest College • Los Angeles Trade-Technical College
 Los Angeles Valley College • Santa Monica College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	Build Entrepreneurial Mindset awareness among students, faculty, and community members
	<ol style="list-style-type: none"> 1. Surveys are implemented to assess needs with each group: students, faculty, and community members 2. Three-part Entrepreneur series is developed for each constituent group 3. Development of a faculty guidebook that provides a roadmap for curriculum, teaching methods, and classroom project activity around entrepreneurship.
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Constituents adopt common, sustained vision and practices that promote entrepreneurship 2. Faculty use guidebook and improve curriculum, teaching methods, and entrepreneurial classroom projects.
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Conduct a gap analysis to identify needed competencies for students developing as small business, e-commerce owners, entrepreneurs
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. List of identified skills needed to maximize success potential as small business, e-commerce owners, entrepreneurs 2. Assessment instrument that predicts success quotient based upon level of expertise among desired skill sets

2018-2019
WORKPLAN 3
MAJOR ACTIVITIES

Engage Local Leaders, Industry, and Stakeholder Partners

1. Reach out to identified and new leaders and partners
2. Develop and formalize partnerships
3. Plan and implement events and activities

2018-2019
WORKPLAN 3
MAJOR OUTCOMES

1. A developed partnership with NACCE (National Association of Community College Entrepreneurship) on resources, conferences, education, and training access for our constituents
2. A developed partnership with NAWBO (National Association of Women Business Owners) on services and program development for under-resourced students
3. Developed collaboration with entrepreneurial agencies, associations, and institutions that provide professional services and networking opportunities.
4. Partnerships with Univision’s entrepreneur programs and with NFTE’s entrepreneur research programs.

2018-2019
WORKPLAN 4
MAJOR ACTIVITIES

Student Membership Launch with College Entrepreneur Ambassadors

1. Develop membership benefits, requirements, membership packets and outreach materials
2. Identify student classrooms, presentation schedule, and following procedures
3. Create membership activities, meetings, virtual networking
4. Identify and recruit student entrepreneur leaders at 7 colleges -Create charter that governs roles, goals, and activities
5. Convene regular meetings at campus locations and virtual meetings.

2018-2019
WORKPLAN 4
MAJOR OUTCOMES

1. Completed membership packet
2. Marketing materials
3. Meeting calendar
4. Presentation materials

2018-2019
WORKPLAN 5
MAJOR ACTIVITIES

1. Develop a Virtual Entrepreneur Innovation Lab

2018-2019
WORKPLAN 5
MAJOR OUTCOMES

1. Virtual hybrid space developed to provide all access to -curriculum, workshops, and webinars; experiential and flipped classroom learning projects; events, professional networks, conferences, and special activities; multiple discipline area tools and resources for lesson plans and course objectives.



2018-2019
WORKPLAN 6
MAJOR ACTIVITIES

Curriculum development

1. Develop new entrepreneur curriculum that fits the needs of the student population and local region
2. Take steps to institutionalize the regional curriculum for fast-track regional approval

2018-2019
WORKPLAN 6
MAJOR OUTCOMES

1. Completed curriculum
2. Enroll students into classes, certificate programs, and degree programs, toward completion

2018-2019
WORKPLAN 7
MAJOR ACTIVITIES

Organize and link with LA's Business Development Organizations and Resources

1. Create a resource directory
2. Research existing and new organizations and business operations
3. Provide links and free resources for easy access
4. Develop web platform, online resource database, online comprehensive calendar, and program evaluation instruments
5. Launch resource network and engage student participation

2018-2019
WORKPLAN 7
MAJOR OUTCOMES

1. Completed directory
2. Collected resources
3. Developed web pages
4. Platform analytics
5. User data

2018-2019
WORKPLAN 8
MAJOR ACTIVITIES

Plan and implement Empower Youth Entrepreneur's Summit

1. Co-plan summit logistics and activities
2. Create student engagement activities
3. Provide marketing materials for student promotion

2018-2019
WORKPLAN 8
MAJOR OUTCOMES

1. Logistic and program activities list
2. Marketing materials
3. Date, venue, target participants
4. Attendance of 300-400 students

2018-2019
WORKPLAN 9
MAJOR ACTIVITIES

Conduct Underserved Community Outreach

1. Outreach and provide needed resources, information, courses/programs to community individuals aspiring to become entrepreneurs.

2018-2019
WORKPLAN 9
MAJOR OUTCOMES

1. Enrollment in courses, programs, certificates, and degree programs of under-served community members.

2018-2019
SWP METRICS

Number of Enrollments against 2016-2017 Baseline year (Target 300 Enrollments)
Number of Students Who Got a Degree or Certificate (2016-2017 Baseline 62 Students)

2018-2019
TASK FORCE
RECOMMENDATIONS

Student Success 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

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

CTE Faculty 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance.





Global Trade and Logistics Regional Consortia + Digital Badges

Description: The Global Trade & Logistics Consortia programs of 12 campuses aligned with industry professionals from 2 counties are focused on student engagement with broad job opportunities in the industry. PRO-GTL promotes career opportunities in Land, Air, Sea, Road, and Rail with global trade, eCommerce, logistics, and entrepreneurship. The consortia’s primary goals support workplace readiness, curriculum development, and faculty professional development within the sector, student enrollment, and leadership.

LEAD INSTITUTION

Los Angeles Southwest College

Budget Allocation Year: 2018-2019
Total Project Budget: \$1,035,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: Global Trade

Participating Community College Partners

Compton College • East Los Angeles College • Glendale Community College • Long Beach City College
 Los Angeles Harbor College • Los Angeles Mission College • Los Angeles Southwest College
 Mt. San Antonio College • Pasadena City College • Santa Ana College • Santa Monica College
 West Los Angeles College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<p>The International Business Education Alliance (IBEA) is a collaborative website designed to increase international business education, training, and employment opportunities by connecting community colleges throughout California. The goals are to:</p> <ol style="list-style-type: none"> 1. Create a global NETWORK that builds relationships and brainstorm ideas; 2. Distribute NEWS that keeps students and the region up-to-date on industry headlines and events; 3. Publicize CAREER opportunities with professionals and students; 4. Offer RESOURCES to access our vast collection of industry-specific information.
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Encourage Program Cross-Promotion, 2. Develop and deploy new methodologies for cross-regional training of students and incumbent workers throughout California, 3. Eliminate Skills Gaps in the Industry, 4. Address and integrate the needs of employers within international business curriculums and programs to advance students’ job skills and competencies, 5. Create Community, 6. Instill connection and camaraderie among educators and students that advocate international business initiatives and academic success.
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Curriculum Development of new certificates, A.S. degrees, and credentials in GTL, International Business and Entrepreneur programs, with Industry-Themed Pathways, Articulated courses, supported by Dual Enrollment and/or Early Admission.
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increase student enrollment, course, certificate, and degree completions and credentials to enhance student knowledge, exposure and experience, and prepare students for entry and mid-level jobs.

2018-2019 WORKPLAN 3 MAJOR ACTIVITIES	1. Host CoffeeHouse Industry Series offers workshops that rotate to each of our campuses monthly throughout the year as student information sessions with outreach to academies, linked learning schools and college global trade, international business, and business and entrepreneur majors.
2018-2019 WORKPLAN 3 MAJOR OUTCOMES	1. Inform students on occupational options, industry specializations, day-to-day business operations, and professional interaction, and internship and job opportunities.
2018-2019 WORKPLAN 4 MAJOR ACTIVITIES	1. Develop FACULTY WORKGROUP to gather CORs and program requirements to conduct a gap analysis for potential regionally shared curriculum development; 2. Update a Global Trade, Logistics and Supply Chain program with a review of current course & program inventory with DSN support
2018-2019 WORKPLAN 4 MAJOR OUTCOMES	1. Create potential common curriculum among colleges - Identification of selected GTL niche markets - Regional marketing/social media resources to distribute course, certificate, and GTL industry information to students and potential students - Provide collaborative working meetings for faculty (faculty to faculty & faculty to industry) - Work with DSNs to identify advisory committee input requesting training/program needs.
2018-2019 WORKPLAN 5 MAJOR ACTIVITIES	GTL REGIONAL ADVISORY with -Industry/business participation in quarterly meetings hosted at different colleges. 1. Industry engagement Planning with industry and business partners -Internship, work-based learning, mentoring, and job placements for students/workers 2. Collaborative GTL EXPO planning and participation as exhibitors.
2018-2019 WORKPLAN 5 MAJOR OUTCOMES	Create immersive environments for students and educators to create interaction with industry 1. Input for assessing transferrable skills to match opportunities with job functional areas 2. Creating experiential learning through site visits and in classroom activities 3. Active partners in skills development with faculty

2018-2019 WORKPLAN 6 MAJOR ACTIVITIES	1. California State University, Dominguez Hills (CSUDH), Los Angeles Harbor College (LAHC), and the Port of Los Angeles (POLA) signed a Memorandum of Understanding (MOU) at the port that provides the framework for creating refined global logistics curricula at both campuses, and lecture and internship opportunities that will help prepare students for new and emerging trends in port logistics.
2018-2019 WORKPLAN 6 MAJOR OUTCOMES	1. Build a highly trained workforce, matching relevant skills with the evolving needs of the maritime industry - Align global logistics curricula at LAHC with undergraduate courses at CSUDH -Collaborate on an articulation agreement that will provide a formalized and “seamless pathway” for LAHC global logistics students to transfer to CSUDH.
2018-2019 WORKPLAN 7 MAJOR ACTIVITIES	LA COUNTY WIB TRANSPORTATION AND LOGISTICS INTERMEDIARY PROJECT The project is designed to prepare unemployed, out-of-school minority male youth for lucrative careers in the high-growth logistics/goods movement industry. The program incorporates 120 hours of contextualized basic skills/work readiness training, life coaching, financial education and a community service project.
2018-2019 WORKPLAN 7 MAJOR OUTCOMES	Convene businesses and educators to access needs, training capacity, and gaps, and make recommendations on training investments and program priorities. Convene WIBs and AJCCs to align WIOA programs with CTE to benefit veterans, dislocated workers, and other job seekers. Identify job openings and match with program completers.
2018-2019 WORKPLAN 8 MAJOR ACTIVITIES	DIGITAL BADGING/LINKEDIN LICENSES The goal with the DIGITAL BADGING/LINKEDIN LICENSES project is to work directly with industry in not only identifying certifications and skill sets but more importantly, developing a job board that best represents the diverse opportunities. The job board will be created through a partnership with LinkedIn. Access to the LinkedIn employment database, with a focus on industry hiring criteria will assist GTL DSN’s and their partner colleges in more effectively portraying LMI for the region.
2018-2019 WORKPLAN 8 MAJOR OUTCOMES	Digital badges align with 2 types of industry-recognized certifications: CGBP – NASBITE endorsed Certified Global Business Professional SC Pro – CSCMP endorsed Certified Supply Chain Management Professional. Anticipated 625 students will complete one or both of the badges over the 3-year period (which prepare students to sit for industry certification exams). Support introduction of global competencies and work readiness activities in 9th-11th grades. Project based digital badge program in 12th grade + online peer-to-peer mentoring in 12th grade. College level advanced project based digital badge program + industry mentoring, access to GTL job board. Data capture through various digital touch-points throughout the ecosystem. Assist in comprehensive data capture related to GTL and student exposure to GTL pathways.

<p>2018-2019 WORKPLAN 9 MAJOR ACTIVITIES</p>	<p>FIT INTERNSHIP (Flexible Internship Training) FIT INTERNSHIP (Flexible Internship Training) will work with employers who self-select to participate; The program operation will be determined by the employer’s policies -The FIT program will help prepare the students at the campuses -Employers will hire the paid interns -We will reimburse the employer for their payroll by invoice; they are not a sub-recipient but contractual.</p>
<p>2018-2019 WORKPLAN 9 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. FIT Internship Program will help students secure paid positions in their chosen pathway. 2. Help students develop much-needed “essential skills” in real job environments. 3. Promotes student career readiness. 4. Give students needed skills to compete in the current job market -Help move momentum points and strengthens metrics.
<p>2018-2019 WORKPLAN 10 MAJOR ACTIVITIES</p>	<p>Industry Career Expo The Industry Career Expo will focus on four themes: (with speakers, workshops, exhibits, displays, and materials). The audience will be students, faculty, industry/business professionals, education professionals, counselors, and support staff. It will not only offer information and learning for students/faculty but also job/internship opportunities on the spot</p>
<p>2018-2019 WORKPLAN 10 MAJOR OUTCOMES</p>	<p>Attendance of 700-1000 with over 300 students -Numerous job offers for students -Top Keynotes - Multiple workshops -3 Exhibit areas -Handouts, industry displays -Industry Talk Show panel -Project – Showcase Expo Video</p>
<p>2018-2019 WORKPLAN 11 MAJOR ACTIVITIES</p>	<p>Pro GTL Marketing GTL Marketing goal to connect target groups (students, faculty, industry, business, employers) and drive interest to the GTL industry. To be accomplished through: -Going where the audience is and where they interact -Developing a global presence -Keeping content compelling - Sending weekly updates to users - Utilizing Social Media to advertise and promote -Measure effectiveness with analytics.</p>
<p>2018-2019 WORKPLAN 11 MAJOR OUTCOMES</p>	<p>Marketing efforts through a web presence, newsletter, email blasts, and social media will: Increase awareness of the GTL brand in the region -Make the industry more appealing to students (measured by surveys) -Measure website visitors, Facebook likes, blog articles posted, social media mentions - Build a “front door” that is welcoming, engaging, interesting and most of all provides answers to visitor interests - Create and regularly update content that is both social and search friendly.</p>

2018-2019
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year (14,896 Enrollments)
 Number of Students Who Got a Degree or Certificate – Business and Commerce: 393
 Number of Students Who Got a Degree or Certificate – Accounting: 144
 Number of Students Who Got a Degree or Certificate – Business Administration: 26
 Number of Students Who Got a Degree or Certificate – Real Estate: 21
 Number of Students Who Got a Degree or Certificate – Computer Information Systems: 13

2018-2019
TASK FORCE
RECOMMENDATIONS

- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
- Curriculum** 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Regional Coordination** 17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.
 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.

Global Trade and Logistics Regional Consortia + Digital Badges Participants



California Community Colleges Strong WorkForce



LEAD INSTITUTION

Los Angeles Trade-Technical College

LA Region Healthcare Pathway Foundations and Work Readiness

Description: This project is designed to provide a regionally coordinated career pathway approach to curriculum and program development in the healthcare sector. The foundation curriculum aspect of this program expands on the work of the Los Angeles Healthcare Competencies to Careers Consortium (LAH3C) to the entire LA region. The Strong Workforce project will provide funds that will be used to share the curriculum and programs with the entire region, including the Health Occupations courses.

Budget Allocation Year: 2018-2019
Total Project Budget: \$361,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: Health

Participating Community College Partners

Compton College East • Los Angeles College • El Camino College • Glendale Community College
 Long Beach City College • Los Angeles City College • Los Angeles Harbor College • Los Angeles Mission College
 Los Angeles Southwest College • Los Angeles Trade-Technical College • Pasadena City College • Rio Hondo College
 Mt. San Antonio College • Santa Monica College

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

- | | |
|--------------------------------------|---|
| Student Success | <ol style="list-style-type: none"> 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. 2. Improve CTE student progress and outcomes. |
| Career Pathway | <ol style="list-style-type: none"> 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Workforce Data & Outcomes | <ol style="list-style-type: none"> 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students. |
| Curriculum | <ol style="list-style-type: none"> 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. 10. Facilitate curricular portability across institutions. 11. Develop, identify and disseminate effective CTE practices. |
| CTE Faculty | <ol style="list-style-type: none"> 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance. |
| Regional Coordination | <ol style="list-style-type: none"> 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. 18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models. 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts. 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |

Health Industry Sector





LEAD INSTITUTION

Los Angeles Trade-Technical College

Transportation Industry Employment Partnership

Description: The Transportation Workforce Institute (TWI) at LATTTC aims to ensure a well-trained and diverse transportation workforce. TWI’s reach is national – constructing and disseminating model, sharable curriculum and workforce development resources based on national industry standards and certifications. TWI’s impact is also regional – leading industry, education, and workforce development partners in creating programs and services that meet immediate and long-term employer needs.

Budget Allocation Year: 2018-2019
Total Project Budget: \$716,850.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: Advanced Transportation and Logistics

Participating Community College Partners

East Los Angeles College • Long Beach City College • Los Angeles Harbor College • Los Angeles Pierce College
 Los Angeles Trade-Technical College • Rio Hondo College • Mt. San Antonio College • Rio Hondo College
 Santa Monica College

<p>2018-2019 WORKPLAN 1 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Coordinate the project through TWI 2. Develop regional, coordinated strategy and participant/student assessment tools to recruit, train, screen and refer eligible employees to regional transportation employer partners, including Metro which serves as the largest regional public transportation employer; 3. Develop a Transportation Career Pathway seamless referral process for entry-level/students interested in non-technical careers in the transportation industry in collaboration with City of LA and LA County and City WIBs for screening and placement; this will involve all 19 colleges in the region 4. Orient and refer students interested in transportation-related training for middle-skill occupations to colleges within the region; 5. Coordinate incumbent worker training based on employer needs 6. Strengthen and align regional curriculum and programs of study 7. Develop aligned curriculum and competencies to maximize transport ability within the region; 8. Create regional career pathways and ensure connections are supported by streamlined transfer/articulation/matriculation processes and business and operational models for their sustainability; 9. Develop standard skill/competency definitions; collectively working with certifying groups and employers 10. Produce two additional regional employment reports; see report produced in 2017 at http://twi.lattc.edu/wp-content/uploads/2017/07/Transit-SubSector-Report_FINAL_July-2017.pdf 11. Organize and host quarterly meetings of the Transportation Industry Employment Partnerships Project.
<p>2018-2019 WORKPLAN 1 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Aligned regional curriculum in the advanced transportation programs of study 2. Increased rates of employment in technical and non-technical jobs

2018-2019
WORKPLAN 2
MAJOR ACTIVITIES

1. Address the training and skill set needs of today's transportation workforce through curriculum development and alignment
2. Address the growing need for attention to industry safety standards within the transportation industry.
3. Address the technical skills required concerning advanced transportation while receiving guidance from the Metropolitan Transit Authority.
4. Develop new skills certificate in the foundations in hybrid and electric technologies
5. Develop a "culture of safety" with OSHA certifications. Focus group surveys conducted within MTA for outreach and needs assessments. Courses: • AUTOMO 101 – Introduction to Automobile Technology (4 units; CSU) • AUTOMO 901 – Hybrid Service Safety (3 units; CSU) • LOGISTICS 108 – Industry Safety Principles (3 units; CSU) (Completion of LOGISTICS 108 will grant an OSHA General Industry card)
6. Develop campus, jobsite, and online courses.
7. Track progress, retention, and completion of participants in the program.
8. Issue skill certificates and OSHA General Industry certifications.
9. Build an educational bridge from high school to the LACCD to employment and establish a method of recruitment for the Auto Tech/Logistics skills certificate.
10. Promote career advancement and educational opportunities and benefits.
11. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project.

2018-2019
WORKPLAN 2
MAJOR OUTCOMES

1. Development of three new Skills certificates for OSHA, hybrid and electric technologies, and industry safety standards. • Challenge growing demands for a workforce in Advanced Transportation. • A safer industry with knowledge of OSHA standards. • A "pipeline" of educated employees to the Metropolitan Transit Authority.

**Transportation Industry Employment Partnership Collaborative
METRO WIN-LA Orientation**



California Community Colleges Strong WorkForce

2018-2019	WORKPLAN 3	MAJOR ACTIVITIES	<p>Expand the Metro Bus Operator Training Program to align with the increased and changing needs of Metro</p> <ol style="list-style-type: none"> 1. Recruit Metro Bus Operator Trainees 2. Update curriculum as needed to address the needs of LA Metro and other regional employers 3. Provide Bus Operator Training. 4. Pilot Vocational Education participants to compliment and bridge the transportation curriculum to include course topics: Critical Thinking for Bus Operator Situations. On-Site on the job lectures and hands on presentations of the job duties i.e. Pre-Trip Inspection and adding a soft skill component. 5. On The Job Training - Establish and provide supportive services for the trainees to participate in the hands-on training where various locations have been identified outside of home base of the participant. 6. Be a primary conduit for the dissemination of regional data and reports from the Center for Competitive Workforce at the 19 regional colleges. Work with campus faculty to ensure information is disseminated to program faculty. 7. Assist in the adoption of workforce readiness curriculum (i.e. Metro Bridge, Soft Skills, Career Persistence, Conflict Resolution, and Bus Operator Role Playing Exercises 8. Identify and procure web-based technology that can be used by all LA colleges for a) Data collection and posting of job and internship opportunities, b) Tracking and supporting students and alumni so colleges can monitor employment outcomes in a consistent manner and to allow them to set goals for improvement. 9. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project
2018-2019	WORKPLAN 3	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Cohorts recruited as needed; data is gathered from committed stakeholders to determine the success of the recruitment. 2. Pre-Bus Operator Training to be clearly defined with accountability for trainees to meet the requirements. 3. Personnel are hired to track the performance of the trainee by establishing logs that include analysis of the responsibilities established to successfully perform the job of a Bus Operator. Elicit verbal feedback to address ALL concerns. 4. Remove all financial burdens that may exist for the participants in order for them to stay focused on the training and to actively engage in the success of their career transition. 5. Participation in regional meetings with to establish agreement upon ALL curriculum and adopting changes when and where needed and necessary toward the continuous success for the trainee. 6. Participate in regional meeting with Adult Ed deans to establish and agree upon a curriculum. 7. Curriculum is vetted with local noncredit faculty and employers prior to adopting curriculum.
2018-2019	WORKPLAN 4	MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Assist in the development of the Logistics middle skill job report related to the Logistics Industry sector; coordinate work with consulting faculty. 2. Coordinate the dissemination of information about jobs in the logistics sub-sector to all 19 Regional colleges. 3. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project.
2018-2019	WORKPLAN 4	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Middle Skill job report completed. 2. Working with Pro GTL Project, information is shared.

2018-2019
WORKPLAN 5
MAJOR ACTIVITIES

1. Address the training and skill set needs of today’s transportation workforce through curriculum development and alignment.
2. Leverage the Metro WIN LA program, and the employment needs of other regional employers to provide a pipeline of trained employees in technical and non-technical jobs in the transportation sector.
3. Attend quarterly meetings of the Transportation Industry Employment Partnerships Project.

2018-2019
WORKPLAN 5
MAJOR OUTCOMES

1. Curriculum is improved.
2. Students are referred to Metro for employment; eligible students are hired.

2018-2019
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Enrollment Targets = 5,489
Number of Students Who Got a Degree or Certificate – Automotive Technology = 227
Number of Students Who Got a Degree or Certificate – Diesel Technology = 39
Number of Students Who Got a Degree or Certificate – Logistics and Materials Trans = 4

2018-2019
TASK FORCE
RECOMMENDATIONS

- | | |
|--------------------------------------|---|
| Student Success | <ol style="list-style-type: none"> 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. 2. Improve CTE student progress and outcomes. |
| Career Pathway | <ol style="list-style-type: none"> 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Workforce Data & Outcomes | <ol style="list-style-type: none"> 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students. |
| Curriculum | <ol style="list-style-type: none"> 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. 10. Facilitate curricular portability across institutions. 11. Develop, identify and disseminate effective CTE practices. |
| CTE Faculty | <ol style="list-style-type: none"> 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance. |
| Regional Coordination | <ol style="list-style-type: none"> 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. 18. Clarify and modify, as appropriate, state regulations to allow colleges to regionalize course articulation along career pathways utilizing regional or state curriculum models. 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts. 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |





Noncredit College and Career Readiness

Description: This project will capacity among the LA Region colleges' noncredit Short-term Vocational programs. This will significantly contribute to the Strong Workforce Program's purpose of producing a middle-skilled workforce. Community college noncredit programs are presently building operational infrastructure and/or programs within basic skills. Some colleges have very developed noncredit vocational programs, yet others are in need of support from colleagues with expertise in developing CTE programs.

LEAD INSTITUTION

Mt. San Antonio College

Budget Allocation Year: 2018-2019
Total Project Budget: \$2,235,285.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
 Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
 Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College
 Los Angeles Trade-Technical College • Mt. San Antonio College • Pasadena City College • Rio Hondo College
 Santa Monica College • West Los Angeles College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<p>Hire faculty and staff, as needed.</p> <ol style="list-style-type: none"> 1. The project manager and faculty lead need to be hired by the Lead College; The faculty lead will assist faculty colleagues, learn from existing faculty experts, and act as the liaison between the program manager and the faculty. The faculty lead will also facilitate training on curriculum and instruction. 2. The project manager will assist each college in the recruitment of faculty by inquiring and presenting at local university graduate programs. 3. Hire noncredit adjunct faculty to serve as a liaison and write curriculum at each participating college, as needed.
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Project Manager and lead faculty are hired. 2. Each college will have identified a noncredit adjunct faculty to develop curriculum and pathways within that college.
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<p>Create noncredit pre-CTE coursework and certificates, and map them to credit pathways and work.</p> <ol style="list-style-type: none"> 1. Identify discipline experts who are eager to support the development of the pathways for priority sectors within each college to provide context for the noncredit coursework. 2. Faculty from the 10 colleges (credit program faculty, noncredit/basic skills faculty and noncredit CTE faculty) will attend regional faculty meetings and sector-specific meetings, as needed 3. Faculty will develop pathways tailored to the needs of the colleges in specific sectors; sector areas include health occupations, transportation, construction trades, and others.
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. There is an identified regional talent pool of experts in specific CTE disciplines who can create noncredit pre- CTE and pre-apprenticeship curriculum and certificates. This will further add to the noncredit community of practice within the region. 2. Noncredit pre-CTE coursework and certificates are developed and mapped to credit pathways and work.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2018-2019 WORKPLAN 3 MAJOR ACTIVITIES</p>	<p>Create, develop and distribute curriculum and training materials and provide training/professional development</p> <ol style="list-style-type: none"> 1. Create noncredit course materials, which includes teaching modules and other relevant course materials to be shared with LA/OC colleges. 2. Develop webinars where noncredit faculty provide teaching strategies and share information about the use of materials for courses developed in this project; teaching demonstrations will provide faculty with additional tools to offer these courses. 3. Share strategies and best practices to address the barriers typical to noncredit students, including challenges with both the academic and soft skills needed, such as limited English and basic skills, no high school diploma, and numerous situational factors. 4. Provide professional development including large scale training such as Washington’s Integrated Basic Education and Skills Training Program (I-BEST). The program is faculty designed and is intended to train faculty in contextualizing literacy, work, and college-readiness skills, so students can transition into college or into living wage jobs faster; request that the State Academic Senate conduct a training for regional faculty on developing curriculum and certificates, particularly in noncredit CTE. 5. Provide other professional development as faculty needs emerge.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2018-2019 WORKPLAN 3 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Faculty lead and the regional faculty group will develop course materials for four of the noncredit contextualized courses: Math for College and Career Readiness, Reading and Writing for college and Career Readiness, ESU, and Career Development. There will also be course materials created for Building and Construction pre-apprenticeship certificate 2. By the end of Round 2 there will be at least 2 webinars focusing on teaching noncredit students in a variety of CTE disciplines, delivering contextualized instruction, and developing CTE pathways in noncredit, and the use of technology in noncredit CTE courses. 3. By Round 2 Year 2, the Mt. SAC faculty lead will organize at least three professional development regional events including an IBEST training and ASCCC CTE curriculum training or other training as needed.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2018-2019 WORKPLAN 4 MAJOR ACTIVITIES</p>	<p>Provide CTE readiness instruction, as developed:</p> <ol style="list-style-type: none"> 1. Noncredit and credit faculty from participating colleges will teach noncredit Short-Term Vocational courses developed within Round 1 and 2. 2. Every college will offer new CTE noncredit contextualized courses in English, math, and VESL.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2018-2019 WORKPLAN 4 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. By Round 2 Year 2, each partner college will have offered at least. 2. Noncredit CTE readiness, pre-CTE, or pre-apprenticeship courses developed from this project.



2018-2019
WORKPLAN 5
MAJOR ACTIVITIES

In collaboration with K-12 adult school partners, this project will support Regional Adult Education plans by identifying effective braiding of resources and mapping K-12 CTE courses to the LA Regional priority sectors in noncredit and credit programs. This will establish and solidify pathways from adult education regional partners to noncredit, credit, and employment.

2018-2019
WORKPLAN 5
MAJOR OUTCOMES

1. By the end of the project, each partner college will have identified, with their consortia, at least one pathway from K-12 adult school to noncredit, credit, and employment.

2018-2019
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year for all sectors = 2,382,986
Number of Students Who Got a Degree or Certificate for 2015-2016 Baseline Year = 33,512

2018-2019
TAS-K FORCE
RECOMMENDATIONS

Student Success

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.

2. Improve CTE student progress outcomes.

Career Pathway

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

Curriculum

7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.

10. Facilitate curricular portability across institutions

Regional Coordination

17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.





LEAD INSTITUTION

Pasadena City College

Regional Biotech Collaborative

Description: The LA Bioscience Project will: 1) Increase training capacity of the colleges using industry-aligned curriculum in certificate programs to close the supply gap in LA County for middle skill bioscience workers. 2) Create work-based learning and/or dual enrollment opportunities for high school students and basic skills learners to choose a career in bioscience. 3) Market the opportunity of the bioscience certificate & AS and the statewide opportunity of a BS in bio-manufacturing or biotechnology.

Budget Allocation Year: 2018-2019
Total Project Budget: \$900,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Priority Sector: Life Science/Biotechnology

Participating Community College Partners

Citrus College • East Los Angeles College • Los Angeles Harbor College • Los Angeles Mission College
 Los Angeles Trade-Technical College • Los Angeles Valley College • Pasadena City College • Rio Hondo College
 West Los Angeles College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Curriculum development 2. Create appropriate training facility furnished with necessary lab equipment to establish curriculum for training in GCMS 3. Create dual enrollment opportunities for high school and adult learners
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Enhance and augment curriculum for biotechnology 2. Determine necessary laboratory equipment purchases. Order and receive equipment from vendors 3. Create high school and Work source center partnerships 4. Continue to expand opportunity with Orthopedic HS and others to establish pathway for Chromatography (GCMS) training.
2018-2019 SWP METRICS	<p>Number of Enrollments against 2015-2016 Baseline year for Life Science/Biotech = 608</p> <p>Number of Students Who Got a Degree or Certificate – Biotechnology/Biomedical Technology = 20</p>
2018-2019 TASK FORCE RECOMMENDATIONS	<p>Student Success 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.</p> <p>Career Pathway 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.</p> <p>Curriculum 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.</p> <p>Regional Coordination 17. Strengthen communications, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.</p> <p>19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.</p> <p>20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs.</p>



LEAD INSTITUTION

Rio Hondo College

Career Pathway Specialist

Description: Building on Round 1, the project provides support for the 19 Career Pathways Specialists to expand career pathways at the colleges and identify programs that could begin at high schools and ROP providers in LA County. It will focus on the 7 priority sectors with the highest labor market gaps. Activities expand career pathway alignment with HSs, ROPs, and Adult Ed by implementing alternative methods for granting credit; implementing dual enrollment; and, Implementing CATEMA to track credits.

Budget Allocation Year: 2018-2019
Total Project Budget: \$3,065,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College
Los Angeles Trade-Technical College • Mt. San Antonio College • Pasadena City College • Rio Hondo College
Santa Monica College • West Los Angeles College

Expand and increase the number of Career Pathways at the local community college through building partnerships with other education providers in the area.

2018-2019
WORKPLAN 1
MAJOR ACTIVITIES

1. Expand Career Pathways to include Adult Education, noncredit courses/programs, and courses offered by the American Job Centers (WDB).
2. Each college will explore and identify potential noncredit courses/programs that either lead to employment, or that provide the entry-level course work for the identified career pathway at their specific college.
3. The Career Education Matrix, revised in Round 1, will be updated to include the noncredit courses/programs aligned with the existing Career Pathways for each of the nineteen colleges.
4. Professional Development for faculty, counselors, and staff focused on implementation of strategies.

2018-2019
WORKPLAN 1
MAJOR OUTCOMES

1. Increased development of new Career Pathways in areas of need by 10% over base line data.
2. Development of regional models based on continued sharing of Best Practices among the 19 colleges in LA County.
3. More knowledgeable faculty, counselors, and staff regarding the value of career education and the availability of clearly defined pathways.
4. Continued maintenance of www.lacccwc.com web site and updated "Career Education Matrix".
5. Increase by 10 % each year the Articulation Agreements including Adult Education and noncredit programs. 6. Expansion of CTE Dual Enrollment classes with both AB 288 and non AB 288 Agreements by 10%/year



California Community Colleges Strong WorkForce

<p>2018-2019 WORKPLAN 2 MAJOR ACTIVITIES</p>	<p>Improve the quality of Career Technical Education through collaboration with the Sector Navigators/Deputy Sector Navigator, in order to prepare students for jobs in their area of study.</p> <ol style="list-style-type: none"> 1. Each college will review existing credit Career Pathways and identify new pathways to be revised to meet industry needs. 2. Seven regional sector specific advisory committees will be established by each of the Deputy Sector Navigators to reflect the occupations that they represent. 3. The Career Pathway Specialist will work with faculty at their college and business/industry members to ensure each Career Pathway prepares students for employment. Where other staff have been assigned these responsibilities (Job Developer), the Career Pathway Specialist will collaborate with them. 4. Conduct employment Skills Workshops will be offered to assist students with the skills needed to give them a competitive edge in securing employment in specific occupations
<p>2018-2019 WORKPLAN 2 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Seven regional Sector Advisory Committee Meeting held for LA Co Colleges. 2. Revision of courses/programs to meet industry recommendations. 3. Identification of employment opportunities and specific employers for each sector provided to each of the 19 Career Pathway Specialists. 4. "Employment Skills Workshops" will be offered for students within the region, focusing on high demand occupations within each sector.
<p>2018-2019 WORKPLAN 3 MAJOR ACTIVITIES</p>	<p>Implement a data collections system to document increased credit earned by high school students as well as enrollment into the community college.</p> <ol style="list-style-type: none"> 1. Full implementation of Credit Granting for Articulated Courses will be a focus for Round 2 of this project. CATEMA system has been identified to meet the need; other local programs can be utilized as long as the data is collected. 2. Each of the 19 colleges will encourage membership in CALPASS Plus for each high school in their service area, facilitating the collection of Launch Board data related to "college ready". 3. The Project Director will continue to monitor the proposed Title 5 change regarding granting of credit in the semester in which the credit was earned, and communicate that with member colleges.
<p>2018-2019 WORKPLAN 3 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Each of the 19 colleges will be able to identify the following information a. Number of Articulation Agreement in place; Number of students awarded credit. b. Number of Students Earning Dual Enrollment Credit for both Career Technical Education and non-Career Technical Education. 2. Each of the 19 colleges can report number of "college ready" students in Launch Board.
<p>2018-2019 WORKPLAN 4 MAJOR ACTIVITIES</p>	<p>Identify and integrate appropriate Work Based Learning strategies for courses in career pathways.</p> <ol style="list-style-type: none"> 1. Integrate Work-Based Learning Activities into Career Pathways at the high school, adult education, and community colleges courses based on input from the Sector Advisory Committees. 2. Provide Staff Development Activities for high school, adult education and community college faculty including externships, job shadowing, and release time assignments in collaboration with the Deputy Sector Navigators. 3. Facilitate curriculum development to integrate Work Based Learning Activities at all levels of the education career pathway. Faculty to utilize integrated modules, learning communities, etc.
<p>2018-2019 WORKPLAN 4 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Work Based Learning Strategies identified by Career Education faculty. 2. Fifty per-cent of Career Education Faculty participate in experiential learning at business sites that are recruited by Sector Navigator and Deputy Sector Navigators, related to their specific occupations. 3. Curriculum revised to reflect Work Based Learning activities utilizing a variety of approaches.

2018-2019 WORKPLAN 5 MAJOR ACTIVITIES	<p>Expand San Gabriel Valley Cooperative Work Experience and Internship model throughout Los Angeles County.</p> <ol style="list-style-type: none"> 1. Identify potential work experience partners related to the sectors in Los Angeles and provide list to each of the colleges utilizing the expertise of the Deputy Sector Navigators. 2. Collaborate and integrate San Gabriel Work experience/Internship activities developed during Round 1 and Round 2 and share with 19 Career Pathway Specialists. 3. Revise current Cooperative Work Experience/Internship Handbook for community college faculty and students. 4. Develop Student and Faculty Handbook for Cooperative Work Experience/Internships to reflect the legal requirements to serve high school, adult education, and community college students and disseminate to all 19 colleges, high schools, and adult education staff. 5. Collect Data on Job Placement utilizing resources available to the community colleges such as the CTE Follow-Up Survey and ensure that appropriate information is collected from students in each of the Career Pathways.
	<p>2018-2019 WORKPLAN 5 MAJOR OUTCOMES</p> <ol style="list-style-type: none"> 1. Regional CWE Project piloted in San Gabriel Valley disseminated throughout LA County region. 2. Work Experience Handbooks Developed, distributed, and posted on www.lacccwc.com. 3. Directory of Work Experience Employers developed by Sector Navigators and Deputy Sector Navigators. 4. Data collected from all nineteen colleges via the CTE follow-up survey, to demonstrate increased job placement.
2018-2019 WORKPLAN 6 MAJOR ACTIVITIES	<p>Institutionalization of Career Pathways Specialists at each of the local colleges.</p> <ol style="list-style-type: none"> 1. Compile accomplishments of outcomes achieved during Round 1, 2 and 3 by the Career Pathway Specialists at each of the 19 colleges and Project Lead will distribute them throughout region. 2. Identify district resources to maintain position after funding ends. 3. Identify grant-funding resources to maintain position, such as Perkins CTE Transitions dollars. 4. Transition the Career Pathways Specialist position at all 19 colleges to support Career Education Deans and the continuation of the Career Pathways Initiative.
	<p>2018-2019 WORKPLAN 6 MAJOR OUTCOMES</p> <ol style="list-style-type: none"> 1. Data collected to support impact of Career Pathways Specialist positions in LA Co. Region. 2. All financial resources identified to maintain Career Pathways Specialist position. 3. Career Pathway Specialist Position continued at all 19 colleges to continue the practices established during this funding cycle.



- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
- Workforce Data & Outcomes** 6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
- Curriculum** 10. Facilitate curricular portability across institutions.
12. Clarify practices and address issues of course repetition for CTE courses when course content evolves to meet changes in skill requirements.

Career Pathway Specialist Collaborative Convening at the UCLA Conference Center





Energy Construction & Utilities – Sustainability Collaborative

Description: The Energy Efficiency / Sustainability project is a response to the Energy Efficiency industry facing serious shortfalls in developing a skilled, trained, and available labor pool. The project strives to develop solutions, such as outreach campaigns and integrating industry and academia in a campaign to address the shortfall. The EC&U sector Sustainability pathways project continues an initiative that responds to sector employer’s needs for a trained and employment ready workforce.

LEAD INSTITUTION

Rio Hondo College

Budget Allocation Year: 2018-2019

Total Project Budget: \$720,000.00

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

Industry Sector: Energy, Construction, & Utilities

Participating Community College Partners

Compton College • East Los Angeles College • El Camino College • Glendale Community College
 Long Beach City College • Los Angeles Southwest College • Los Angeles Trade-Technical College
 Mt. San Antonio College • Pasadena City College • Rio Hondo College • Santa Monica College

2018-2019
 WORKPLAN 1
 MAJOR ACTIVITIES

This project builds on prior regional investments, including Enhancement Funds and SWP Round 1 investments. Although there is significantly more range in the plans as compared to objectives in the initial SWP Round 1 proposals. The project emphasis for SWP Round 2 continues to be directly responsive to employer needs through Regional Industry Advisory contacts created and information gathered and begin to address workforce impacts of national, state and local government energy and environmental policy and regulatory actions. With the broad participation of regional community colleges faculty champions and a vast inventory of intellectual property and physical resources (curriculum & labs), the project is transformational and can encompass HVACR, Construction Crafts, Architecture & Building Science/ Engineering Technologies, Drafting and documentation Technologies, Construction and Project Management & Inspection, Building Auditing and Analytics, Energy Systems Technologies, Facilities Management, Resource and Environmental Management Technologies including renewables and water. Opening opportunities for student advancement along defined career pathways.

2018-2019
 WORKPLAN 1
 MAJOR OUTCOMES

Establish a Regional Industry Advisory Council on “Energy Workforce Training” that includes Utilities, Contractors, Building Owners, Third Party Engineering Services, Facilities Management, Building and Energy Systems Designers and Engineers, Economic Development and Community College Energy Efficiency Program Leaders. This group will inform and advise on: • The development and amplification of an energy efficiency-training program that expands the Energy Efficiency Workforce. SWF Regional Project Application LAOCRC Revised 9-6-17 Page 23 of 25 • Establish a data based portfolio on demand for workers with entry-level energy efficiency competencies. • Prioritized list of KSAs required by employers. • Develop an employer pipeline for employment ready workforce. • Expand course and program offering to include incumbent, under-served populations, veterans, and displaced workers.

2018-2019
 SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Baseline Target = 9.119

- | | |
|------------------------------|--|
| Student Success | 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
2. Improve CTE student progress and outcomes. |
| Career Pathway | 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Curriculum | 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
10. Facilitate curricular portability across institutions. |
| Regional Coordination | 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. |



Regional Netlab Hub and Cybersecurity Project

Description: This OC/LA County Regional project will create a regional NetLab Hub to develop and offer cybersecurity curriculum. To date, 12 LA college will collaborate with Coastline College, where the region-wide NetLab Hub will be housed, bringing the total number of colleges participating to 13. This regional consortium of colleges will give students round-the-clock access to CTE training and virtual labs. The virtual lab will be used for courses that prepare students for jobs in IT and cybersecurity.

LEAD INSTITUTION

Rio Hondo College

Budget Allocation Year: 2018-2019
Total Project Budget: \$1,305,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: ICT/Digital Media

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
 Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
 Los Angeles Mission College • Pasadena City College • Rio Hondo College • West Los Angeles College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Develop Cybersecurity curriculum including courses that lead to an industry certificate. 2. Develop Cybersecurity degree with courses that follow the California Model Curriculum with courses that may transfer into a California State University. 3. Teaching staff to attend seminars and webinars for professional development 4. Develop relationships with local high schools and middle schools through the Cyber Patriot program. 5. Increase bandwidth access to remote location (Coastline Community College) for access to lab equipment and simulations.
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increase enrollment by offering new courses that lead to entry-level positions in well-paying cybersecurity careers. 2. Increase enrollment by offering new courses that lead to 4-year transfers. 3. Increase enrollment with media, advertising new course and program opportunities.
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<p>The Cerritos College Netlab Cybersecurity Regional Project will continue through rounds two and three to help students to achieve IT industry certifications. We plan to do this by offering targeted training and certification exam vouchers. We will establish on-campus testing centers, hold training workshops, and increase the number of Cerritos College students taking and passing certification exams. We will also increase the opportunity for our students to have more hands on activities across our CIS curriculum by changing and updating our curriculum. We will expand and continue to support NetLab integration into the CIS curriculum. We will also enhance student transfer by aligning part of our CIS curriculum with CID model curriculum</p>
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<p>One major outcome of the Netlab project will be Establishment of an on campus-testing center for Cerritos College students. To enhance the number of students transferring, CIS curriculum will be revised to align with CID model curriculum. Three CIS courses will be revised and aligned with CID model curriculum. Netlab will have been integrated into 4 of the cybersecurity courses in CIS Department at Cerritos College. Of the students, attending all of the sessions of the workshops designed to prepare them for the industry certification tests at least 60% will pass the exams.</p>



California Community Colleges Strong WorkForce

2018-2019 WORKPLAN 3	MAJOR ACTIVITIES	<p>Curriculum Development</p> <ol style="list-style-type: none"> 1. Compton faculty will update curriculum through campus processes and gain Chancellor's Office approval for certificates of achievement in IT Technician and Computer User Support through the ITTP. 2. NetLab Hub virtual infrastructure will be incorporated into classes to offer high-level industry training to simulate work environments. 3. Assess equipment needs for establishment of Cyber Security hub and testing center. 4. Participate in a faculty industry site tour and conversation to scale latest skill demands for IT classroom setting. Coordinate faculty participation in a company externship for interested CIS faculty.
	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. All necessary courses for the development of an IT Technician Pathway will be approved by the curriculum committee and the LAOCRC by Spring 2018. 2. Students will exhibit an on-going use of Netlab Hub virtual infrastructure and experience a class-passing rate of 75%, as well as secure corresponding 3rd party credential. 3. Earn approval as a third party credential testing center in CompTIA+ and other appropriate certifications. Engage in Fall and Spring semester employer skill meetings to introduce students and faculty to industry knowledge and demonstration expectations. 4. Encourage at least one CIS faculty member to engage in an industry externship to assess work expectations in today's IT environment.
2018-2019 WORKPLAN 4	MAJOR ACTIVITIES	<p>Middle Skill Industry Enhancement through building essential skills utilizing the New World of Work 21st century employability skills.</p> <ol style="list-style-type: none"> 1. Professional development and training on embedding skill-sets into IT curriculum and work-based learning activities. 2. High school summer cyber security boot camp at Compton College.
	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Training of CIS faculty, HS instructors, and computer lab staff on how to integrate soft skills training into IT curriculum and workplace setting. 2. Instruct summer boot camp participants through the use of an industry validated high school curriculum to enhance career readiness. 3. High school students will gain live experience assisting community members with computer and technical issues while enhancing communication and technology skills.
2018-2019 WORKPLAN 5	MAJOR ACTIVITIES	<p>Engage business and industry</p> <ol style="list-style-type: none"> 1. Invite business and industry to serve on an IT skills panel that concludes with an advisory committee meeting. 2. Engage in a significant marketing and outreach campaign with Rancho Dominguez America's Job Center of California to encourage entering the field of information technology. 3. Utilize employer information sessions to recruit college students and adults in career transition (from AJCC) interested in working as Information Technology ambassadors to K-8th grade.
	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Confirmation of at least 4 companies to serve as advisory committee members for the CIS program, which includes an ask them to participate in an annual employer information session. 2. Production of print and media tools by Spring 2018 to encourage interest in marketing opportunities in diverse areas. 3. Recruit student ambassadors from information sessions that are willing to heighten their information technology knowledge and share information throughout the surrounding community and k-8th grade system. 4. Activities are geared to produce a minimum of 25 participants for summer bootcamps and heighten CIS course fill capacity by encouraging ambassadors to enroll in a pathway. 5. Outreach efforts culminate in an annual Information Technology awareness fair at Compton College in 2019.

2018-2019 WORKPLAN 6 MAJOR ACTIVITIES	<p>Program and Curriculum Development; Electronics Discipline within Engineering and Technologies Department will obtain LAOCRC Approval for IT Technician Pathway</p> <ol style="list-style-type: none"> 1. Stage I Computer Retail Sales and Support: Certificate of Achievement. 2. IT Technician Pathway: Stage II Help Desk User Support: Certificate of Achievement. 3. IT Technician Pathway: Stage III IT Technician: Certification of Achievement and A.S.
2018-2019 WORKPLAN 6 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Programs approved 2. Netlab 64 Licenses Software Maintenance.
2018-2019 WORKPLAN 7 MAJOR ACTIVITIES	<p>Program and Curriculum Development; CSIT discipline with Business Department at ELAC.</p> <ol style="list-style-type: none"> 1. AS-T in Computer Science. 2. Development of needed course outlines in the Computer Science discipline to meet transfer model curriculum at ELAC. 3. Development of the following the course outlines in the Computer Science Information Technology discipline to develop “Cybersecurity Certificate of Achievement” stackable with Web Developer courses: Ruby, Python, Mobile Devices and Computer Forensics.
2018-2019 WORKPLAN 7 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. AS-T in Computer Science. 2. Cybersecurity Certificate of Achievement. 3. Offer courses Web Developer courses at middle schools and high schools under ELAC Dual Enrollment Computer Network Lab.
2018-2019 WORKPLAN 8 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Create additional Cybersecurity courses to include the skills and knowledge required for students to be marketable in a competitive job market in the cyber security field. 2. Development of a Cybersecurity certificate and degree goes hand in hand with the new developed courses. 3. Developing a program that meets student demand as well as industry need includes not only current, relevant curriculum, but also knowledgeable faculty who have the training, skills and certifications to provide current and relevant instruction. 4. Purchase and maintain upgraded equipment and software. Current equipment and software used in industry is critical for a quality program.
2018-2019 WORKPLAN 8 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. To support the region by developing and maintaining a quality program that is able to provide courses in the major areas of Cyber security to address the demand of students as well as industry need. 2. To develop a program that maintains currency, and is constantly growing and improving. 3. To have students who complete the curriculum and receive certificates or degrees making them marketable in the competitive cyber security and CISCO industry.



2018-2019 WORKPLAN 9 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Create Curriculum, offer courses, student workshops and community educational activities. 2. Sponsor Cyber Security competitions
2018-2019 WORKPLAN 9 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increase of IT Security Professionals and provide retraining to current IT professionals.
2018-2019 WORKPLAN 10 MAJOR ACTIVITIES	<p>Pro Professional and curriculum development</p> <ol style="list-style-type: none"> 1. Provide professional development for LBCC faculty. 2. Provide certification testing for faculty. Provide faculty with a stipend to develop curriculum. Purchase hardware and software to be utilized by students in the Computer Security and Networking program. 3. Provide industry certification vouchers for top students. Provide faculty stipends to cultivate industry relationship so students can secure internships or employment. 4. To host a career fair on campus for all students. 5. Spend funds on marketing the program and Curriculum Development; Electronics Discipline within Engineering and Technologies Department will obtain LAOCRC Approval for IT Technician Pathway: <ol style="list-style-type: none"> A. Stage I Computer Retail Sales and Support: Certificate of Achievement B. IT Technician Pathway: Stage II Help Desk User Support: Certificate of Achievement C. IT Technician Pathway: Stage III IT Technician: Certification of Achievement and A.S
2018-2019 WORKPLAN 10 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Increased enrollment in our dual enrollment program 2. Increased completion and success rates in the Computer Security and Networking program 3. Increased number of industry certifications
2018-2019 WORKPLAN 11 MAJOR ACTIVITIES	<ol style="list-style-type: none"> 1. Fund Assignment for LACC Faculty Curriculum/Program Development Designee 2. Hiring of Program Assistants 3. Cyber Security Curriculum Development 4. NetLab Professional Development
2018-2019 WORKPLAN 11 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Assurance that faculty member is set up for appropriate payments curriculum/program development. 2. Project support for faculty 3. Approval of Certificate of Completion and a program for which students interested in cyber security can complete 4. Faculty expertise in use of lab and delivery of cyber security training to students

2018-2019	WORKPLAN 12	MAJOR ACTIVITIES	<p>Identify IT skill and knowledge gaps and work with employers and the greater workforce system to ensure that students can meet the competencies of the work environment.</p> <ol style="list-style-type: none"> 1. Establish a IT Workgroup to assist with course/program and certificate content, design, and review; identify and publish employer-recognized benchmarks for each program including: job titles and job skills 2. Support the identification of industry and employer partnerships that can directly support the classroom by providing speakers, mentors, donation, and/or referrals. 3. Actively participate in regional college partners/consortiums; trade associations; and other industry specific professional activities such as getting new credentials, attending professional networking events, and faculty externships.
2018-2019	WORKPLAN 12	MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. Four meetings held 2. Two new partners per year identified 3. Four meetings and two professional development events held

2018-2019	WORKPLAN 13	MAJOR ACTIVITIES	<p>Create enhanced IT pathways that maximize entry and exit points to employment and continued educational opportunities.</p> <ol style="list-style-type: none"> 1. Clearly identify in-demand IT skills and existing curriculum that aligns with job titles and industry credentials. Focus attention on increasing enrollments in pre-requisite CIS programming languages such as A+, Network+, Java, C++, and CompTIA in order to increase alignment, promote hybrid skills, and identify potential cohort members early. 2. Support regional efforts to align courses and programs, by participating in regional activities, engaging regional faculty, and adopting courses when appropriate. 3. Integrate support services into the classroom in the form of student cohorts, digital badging and referrals to campus student support, career and workplace readiness programs.
2018-2019	WORKPLAN 13	MAJOR OUTCOMES	<p>Maximize student cohorts/ enrollment in ITTP I – Computer Sales and Support and expand pathway options to include ITTP 2 and 3; and support CCCCO’s effort to articulate all ITTP courses for transfer to CSU system - [1 current; 3 new certificates; 1 new transfer program] 2. Maximize student cohorts/ enrollment in CIS 070/071 courses – CISCO CCENT and expand pathway options to include CISCO CCNA; and actively search for ways to streamline the time to completion and industry certifications. - 1 current certificate; 2 new skills certificates, 1 new articulated program] 3. Partner with SWP – NetLab and Cybersecurity consortium colleges to share NetLab Hub resources, and establish a cybersecurity program by adopting in-demand courses/programs that are recognized by industry such as red team, blue team, and hacking courses - 4 to 6 new courses; 1 new sequenced pathway 2.2a Outcome(s): Partner with SMC to expand a community of learners cloud computing: create and adopt 4 core and 1 elective course leading to an entry-level AWS Cloud Practitioner credential. 2.3a Outcome(s): Integrate incentives for students to supplement their classroom lecture with workplace readiness opportunities; at start of semester help to identify a cohort of students who are completing a program and work with support services to ensure students have immediate job placement opportunities upon completion.</p>

To be an integral regional partner and recognized leader in the design and development, and articulation of IT pathways.

**2018-2019
WORKPLAN 14
MAJOR ACTIVITIES**

1. Encourage pathway development, alignment, articulation, and enrollment by establishing relationships with LAUSD teachers.
2. Nurture relationships with faculty at post-secondary institutions to access a community of best practices; encourage sharing, articulation, and resource development.
3. Establish a lab that facilitates hands-on practice and give students access to IT training and certification that is comparable to private technical colleges and other CISCO Network Academies.
4. Explore industry sector IT skill requirements, and engage community college faculty in cross-discipline discussion where IT has been identified as a hybrid skill needed to get, retain or advance in a career.

**2018-2019
WORKPLAN 14
MAJOR OUTCOMES**

1. Adopt approved courses, design new courses, explore new programs like CyberPatriot, and work to establish dual enrollment courses and align core content to help reinforce skills and streamline program completions at the college-level. - goal is to increase in HS transfers that have completed at least 2 core curriculum courses as part of the pathway]
2. Adopt statewide approved courses, align content with other educational institutions to expedite program completion and transfers to CSU/UC system - goal increase # of community college completions and transfers in each program area
3. Set up and maintain hardware and software infrastructure that supports CCNA network and switching capabilities, and access to NetLab cloud services.
4. Identify emerging jobs in the sciences/biotechnology, manufacturing, and the arts that require hybrid skills that include IT skills - identify 2 – 4 opportunities to cross-discipline IT institutions to expedite program completion and transfers to CSU/UC system - goal increase # of community college completions and transfers in each program area
5. Set up and maintain hardware and software infrastructure that supports CCNA network and switching capabilities, and access to NetLab cloud services.
6. Identify emerging jobs in the sciences/biotechnology, manufacturing, and the arts that require hybrid skills that include IT skills - identify 2 – 4 opportunities to cross-discipline IT

**2018-2019
WORKPLAN 15
MAJOR ACTIVITIES**

1. Develop virtual labs and activities that address ethics, hacking and Security+;
2. Align curriculum to industry certification.
3. Develop refresher workshops and online activities to prepare students for certification
4. Utilization of regional Netlab Hub.

**2018-2019
WORKPLAN 15
MAJOR OUTCOMES**

1. Virtual lab activities that can be shared with the region.
2. Higher success rates in certification process for students
3. Sharing of regional curriculum.



<p>2018-2019 WORKPLAN 16 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Creating cybersecurity courses and getting approvals by C-ID. 2. Creating a Certificate Achievement in Cybersecurity. 3. Creating an AS degree in Cybersecurity. 4. Setting a computer lab to support virtual machines and network devices. 5. Faculty Training and Certificate
<p>2018-2019 WORKPLAN 16 MAJOR OUTCOMES</p>	<p>Cybersecurity courses will be created based on C-ID Certificate of Achievement in Cybersecurity will be created and offered.</p> <ol style="list-style-type: none"> 1. AS degree in Cybersecurity will be created 2. Deploy Hyper Converged appliances for virtual environment. 3. New lab with appropriate equipment and lay out will be allocated. 4. Multiple faculty members will attend training and conferences 5. Multiple faculty members will be certified in Cybersecurity field
<p>2018-2019 WORKPLAN 17 MAJOR ACTIVITIES</p>	<ol style="list-style-type: none"> 1. Design the NetLAB expansion infrastructure 2. Meet with hardware and software vendors to discuss design and select hardware 3. Finalize the expansion infrastructure design 4. Generate purchase orders and submit to vendor 5. Install purchased hardware and software 6. Conduct testing of new design and installed hardware/software 7. Conduct Instructor training 8) Create master NetLAB pods and allocate pods for partner's class(es) 8. Create new courses within NetLAB. 9. Monitor NetLAB performance during a production cycle 10. Correct any known issues
<p>2018-2019 WORKPLAN 17 MAJOR OUTCOMES</p>	<ol style="list-style-type: none"> 1. Upon project completion partner colleges will be able to offer new CTE security or cloud computing courses 2. Upon project completion students using NetLAB will have 24/7 remote access to advanced CTE labs, denoted as poor, 3. Upon project completion and appropriate class students will access CTE labs using smartphones, tablets, or laptops 4. Upon project completion and successful class completion students will be able to acquire network security skills 5. Upon project completion and successful class completion students will be able to work in complex cloud computing environment 6. Upon project completion and successful class completion students will be able to obtain CTE related jobs at beyond living wage. 7. Upon project completion and successful class completion students will have learn how to protect a network from security threats 8. Upon project completion partner campuses will have access to Palo Alto, Cisco, Red Hat, and Microsoft lab environments, as well as many others



Number of Enrollments against 2015-2016 Baseline year – Enrollment Targets = 2,851
Number of Students Who Got a Degree or Certificate – Computer Infrastructure = 72
Number of Students Who Got a Degree or Certificate – Computer Info Systems = 21
Number of Students Who Got a Degree or Certificate – Electronics/Electric Tech. = 25

2018-2019
TASK FORCE
RECOMMENDATIONS

- Student Success** 2. Improve CTE student progress and outcomes.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
- Workforce Data & Outcomes** 6. Improve the quality, accessibility, and utility of student outcome and labor market data to support students, educators, colleges, regions, employers, local workforce investment boards, and the state in CTE program development and improvement efforts.
- Curriculum** 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Regional Coordination** 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.

Netlab Meeting Hosted by Lead, Rio Hondo College





Teacher Preparation – STEM CTE Collaborative

Description: Addressing California's severe teacher shortage has been a top priority in the CA Community Colleges. As we embark to align our education systems to develop pathways in high-demand STEM and CTE fields, we need to invest in education and teacher preparation to prepare educators with the 21st century skills necessary to work in education careers. The overarching goal of the project is develop a regional “Careers in Education” pathway(s) model with a particular focus on STEM and CTE.

LEAD INSTITUTION

Rio Hondo College

Budget Allocation Year: 2018-2019
Total Project Budget: \$1,730,432.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: All Sectors

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
 Long Beach City College • Los Angeles Mission College • Los Angeles Pierce College • Rio Hondo College
 Santa Monica College • West Los Angeles College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<p>Region wide collaboration to scale up teacher preparation programs in the LA region by sharing effective models of teacher programs and developing a regional “Careers for Education” STEM-CTE education pathway(s) model that can be integrated into the Guided Pathways initiative.</p> <ol style="list-style-type: none"> As a collaborative, college will convene to develop a regional education pathway model(s) that will be shared in the LA Region and beyond. Subcommittees will be identified to work on targeted activities such as: • Dual Enrollment/K-12 Partnerships/MOU • 4-Year Transfer, Partnerships & MOU/ AD-T programs • Professional Development • Development of Regionally Aligned Stackable Short Term Certificates & Degrees • Regional “Careers for Education” STEM-CTE education pathway(s) model • TEACH Los Angeles website
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<ol style="list-style-type: none"> Effective models shared. Subcommittees formed. Short-term certificate(s) e.g. Contextualized STEM/CTE Skills certificate. Regional “Careers for Education” STEM-CTE education pathway(s) model -4-year transfer and expansion of AD-T programs explored. MOU templates (secondary partners & university partners). TEACH Los Angeles Collaborative website developed.
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<p>Increase teacher and pipeline activities by offering and expanding dual enrollment sequential courses to high school partners that lead to gainful employment and/or certificates and degrees; fostering partnerships with K-12 and other education stakeholders; development of a MOU template.</p>
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<p>Increased enrollment through dual enrollment offerings -Completion of CD permit or short-term certificate -Gainful entry-level employment through completion of short-term certificates leading to teaching careers. -MOU template -Partnerships developed with K-12.</p>

2018-2019
WORKPLAN 3
MAJOR ACTIVITIES

Plan and offer a regional professional development that will be open to all colleges.

2018-2019
WORKPLAN 3
MAJOR OUTCOMES

A minimum of at least one regional professional development offered. Colleges will also offer smaller workshops that will be open to all colleges in the region.

2018-2019
WORKPLAN 4
MAJOR ACTIVITIES

Develop regionally aligned Stackable Short Term Certificates & Degrees

2018-2019
WORKPLAN 4
MAJOR OUTCOMES

A minimum of at least one certificate will be developed that will align with a regional pathway in education. (Contextualized STEM-CTE Skills Certificate)

2018-2019
WORKPLAN 5
MAJOR ACTIVITIES

Develop a Regional "Careers for Education" STEM-CTE education pathway(s) model

2018-2019
WORKPLAN 5
MAJOR OUTCOMES

Regional "Careers for Education" STEM-CTE education pathway(s) model developed.



2018-2019
WORKPLAN 5
MAJOR ACTIVITIES

Develop a TEACH Los Angeles website and develop a Regional “Careers for Education” STEM-CTE education pathway(s) model.

2018-2019
WORKPLAN 5
MAJOR OUTCOMES

TEACH Los Angeles website developed and linked to TPP statewide website.

2018-2019
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Baseline Enrollment = 2,382,986

2018-2019
TASK FORCE
RECOMMENDATIONS

- Student Success** 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
- Career Pathway** 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.
- CTE Faculty** 16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges.
- Regional Coordination** 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs.



California Community Colleges Strong WorkForce



Center for a Competitive Workforce

Description: CCW’s mission is to deploy a powerful research program, convene regional industry advisory councils & build strong business intermediary systems that collectively will: 1) support data-based, industry validated CTE programs, aligned to the economic needs in our region; 2) knowledgably and proficiently educate and connect students to the skilled labor force; 3) connect colleges to regional businesses to facilitate increased work-based learning, faculty professional development, and student employment.

LEAD INSTITUTION

Santa Monica College

Budget Allocation Year: 2018-2019
Total Project Budget: \$1,800,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Priority Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College • Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Community College District • Los Angeles Harbor College • Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College • Los Angeles Trade-Technical College • Los Angeles Valley College • Mt. San Antonio College • Pasadena City College • Rio Hondo College • Santa Monica College • West Los Angeles College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<p>Development, Management and communications of the CCW work plan.</p> <ol style="list-style-type: none"> 1. Develop, execute, manage, align and communicate (internally and externally), the following CCW work streams, which comprise the overall program: a) Research, analytics and data program (including production/ compilation of reports and data analysis) b) Regional Industry Councils – the establishment, programming, management of sector based councils c) Work Based Learning – the development and oversight of multiple sector-focused WBL initiatives d) College Engagement and Institutionalization to convert intelligence produced by CCW into curricula and college program impact e) Local pilots and innovation to explore new / best practices/ policy considerations 2. Identify a management function to oversee each of the individual work streams and the overall CCW work plan 3. Identify and employ communications resources to ensure proper alignment of the work along with effective connectivity to the college stakeholder and industry stakeholders who are vital to the success of the work streams
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<p>The CCW will be managed effectively, and will have a transformative impact on the region and serve as a powerful resource to all of the colleges toward the attainment of their CTE objectives</p>
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<p>Development and production of CCW research, analysis, and data platform.</p>

2018-2019
WORKPLAN 2
MAJOR OUTCOMES

1. One bi-county regional workforce labor market report
2. Four industry sector reports
3. Other data and reports to be identified
4. Online data platform developed
5. Marketing and communication of data and research products and outcomes

2018-2019
WORKPLAN 3
MAJOR ACTIVITIES

The industry council activities are as follows:

1. Set up talent subgroup infrastructure for industry councils;
2. Assist in analyzing and validating occupational forecasts in demand occupations and providing real-time employer feedback and data;
3. Develop industry-specific surveys;
4. Collect and analyze “firm-level” primary data via a survey and /or interviews that can be used to determine near term demand for labor and required competencies;
5. Effectively engage the business community to identify and catalog available internships, summer programs, and apprenticeships in the targeted industries;
6. Share qualitative firm-level demand forecast findings, highlight firm demand – supply gaps, opportunities and needs;
7. Continue to identify and amplify the requisite skills and competencies necessary for the targeted industries and occupations;
8. Work with employer-partners to forecast sector growth, impact of technological innovations (i.e., labor-augmenting or labor-displacing) and geographical dispersion of projected employment opportunities;
9. Work with community college partners to qualitatively build on quantitative competency models for priority growth occupations;
10. Canvass the region’s community college CTE programs to determine any additional, beyond the supply-side analysis programs with pertinence and/or transferability

2018-2019
WORKPLAN 3
MAJOR OUTCOMES

1. CCW, in partnership with the LAEDC, LA Chamber, Bixel Exchange, Goodwill Southern CA and others, support the development and operation of Regional Advisory Councils.
2. Partners develop and convene these regional industry councils, which provide validation of labor market data; advising for colleges regarding the necessary occupational skills and workforce education performance objectives; and inform regional model curriculum and program design for regional adoption, program development and modification.
3. Through each partner, highly-skilled Industry Cluster Development staff will convene and manage the industry councils in critical industry sector identified by the CCW research including: Advanced Transportation, Aerospace, Bioscience, and Digital Media and Entertainment



California Community Colleges Strong WorkForce

2018-2019
WORKPLAN 4
MAJOR ACTIVITIES

Data/ Insight to Support Work Based Learning and Employment Opportunities

1. Considerable regional investment will be made in work based learning efforts to create stronger ties to industry.
2. A new technology platform will be constructed to: a) Connect and align those regional efforts b) Enhance the reach to local industry and provide local businesses with a more robust and consistent interface to the colleges c) Monitor and measure progress and outcomes and analyze them against broader regional employment data.

2018-2019
WORKPLAN 4
MAJOR OUTCOMES

The technology platform will support a more robust and intelligent regional WBL system that will in turn:

1. Support each college in the WBL activities
2. Increase industry connections, skills alignment and joint participation in the development of prospective courses, including CTE, certifications and customized short-term training programs
3. Introduce community colleges to new industry-validated “demand occupations” within competitive and growing industries in the region driven by real-time business intelligence.

2018-2019
SWP METRICS

**Number of Enrollments against 2015-2016 Baseline year – Baseline Enrollment = 2,382,986
Number of Students Who Got a Degree or Certificate – All Sectors = 33,512**

2018-2019
TASK FORCE
RECOMMENDATIONS

- | | |
|--------------------------------------|--|
| Student Success | <ol style="list-style-type: none"> 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students. 2. Improve CTE student progress and outcomes. |
| Career Pathway | <ol style="list-style-type: none"> 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market. |
| Workforce Data & Outcomes | <ol style="list-style-type: none"> 4. Create common workforce metrics for all state-funded CTE programs and expand the definition of student success to better reflect the wide array of CTE outcomes of community college students. 5. Establish a student identifier for high school students and those enrolled in postsecondary education and training programs to enable California to track workforce progress and outcomes for students across institutions and programs. |
| Curriculum | <ol style="list-style-type: none"> 7. Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment. 8. Evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval. 9. Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data. 11. Develop, identify and disseminate effective CTE practices. |
| CTE Faculty | <ol style="list-style-type: none"> 15. Enhance professional development opportunities for CTE faculty to maintain industry and program relevance. 16. Explore solutions to attract industry professionals in high-salaried occupations to become CTE faculty in community colleges. |
| Regional Coordination | <ol style="list-style-type: none"> 17. Strengthen communication, coordination, and decision-making between regional CTE efforts and the colleges to meet regional labor market needs. 19. Develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts. 20. Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs. |
| Funding | <ol style="list-style-type: none"> 24. Review, analyze, and modify, as needed, laws and regulations related to student fees for disposable and consumable materials and CTE facilities. |



LEAD INSTITUTION

Santa Monica College

LA Cloud Computing Consortium

Description: AWS partnered with Santa Monica College (SMC) to establish college credit courses based on an AWS curriculum framework in cloud computing career pathways. Expansion and implementation of this common curriculum for a regional career pathway program is the goal of this consortium. The outcomes of this project will focus on using established models in community of practice, curriculum development, industry engagement and AWS industry certification. A common curriculum in Cloud Computing will be developed for high school dual enrollment and towards achievement of an AWS Certified Cloud Practitioner credential.

Budget Allocation Year: 2018-2019
Total Project Budget: \$1,250,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: ICT/Digital Media

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College
Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Harbor College
Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College
Los Angeles Trade-Technical College • Mt. San Antonio College • Pasadena City College • Rio Hondo College
Santa Monica College • West Los Angeles College

**2018-2019
WORKPLAN 1
MAJOR ACTIVITIES**

The LA Cloud Computing consortium will undertake activities to support the achievement of metrics of the Strong Workforce Program funding Round 2 by first establishing a community of practice, which will be responsible in developing or augmenting a Career Education program targeting the use of cloud computing technologies. Creating the community of practice will undertake partnership engagements with industry, employers, community college faculty, high school partners and students. These partnerships are necessary to develop an eventual career pathway model where students and employers understand how to engage with respective colleges for promotion of skills, credentials and employability prospects informed by data of supply and demand in cloud computing occupations. Beginning with an industry relationship with one of the largest representatives in cloud computing, Amazon Web Services (AWS), consortium colleges and their respective high school partners will undertake professional development of the AWS credentialing process and navigating AWS Educate, a developed curriculum framework. Conferences across the nation and local webinar style meetings will be set up to communicate the curricular and progress of program deployment at respective colleges and high schools. AWS, who has already assisted Santa Monica College with their cloud computing curriculum, has agreed to assist the consortium effort and be a partner in the progressive development of a regional program. In addition, AWS intends to collaborate with the LA Cloud Computing consortium to broker critical discussions with employers to help articulate their needs within a college program and help connect employers offering work based learning opportunities to cultivate the professional skill sets necessary in their industry. Consortium colleges after undertaking progressive understanding of AWS cloud computing technology and employer needs will undertake the development of career pathways by mapping skills sets, AWS credentials, work based learning opportunities and student support activities into courses and programs to be developed and presented to the local Los Angeles Orange County Regional Consortia. Faculty participating in the consortium will participate in frequent meetings to work out course outline of records and participate in a learning community to share future assignments and assessments. The activities of Round 2 funding will be centered on the preparation of colleges and high schools to undertake the curricular and programmatic development of a cloud computing regional certificate, which takes into account high school involvement for future dual enrollment, and work based learning opportunities to inform students of opportunities with the AWS credentialing process leading to professional employment. Alongside the career pathway development with high schools and employers, a partnership has been established with California Polytechnic University at San Luis Obispo (CalPoly) with their Strategic Development Initiatives and Cybersecurity program to assist high schools in creating a prepared pool of information technology students from Southern California through the LA Cloud Computing Consortium. CalPoly hosts the state’s Cyberpatriot program, which is a national organization by the Airforce Association, and partner high schools will be encouraged to participate with the assistance of community college students.

In addition, CalPoly is looking to collaborate with high schools and colleges who are looking to increase their transfer rates for which the development of any regional cloud computing curriculum will be articulated with their consultation for a progressive path to transfer from the career pathway. Consultation with community college faculty and CalPoly faculty would be conducted to assure a regional articulation with partner colleges respective high school partners. For Round 3 the LA Cloud Computing consortium will focus on the activities to produce the metrics of enrollments, completion of certificates, transfer and employment. Although each college may have existing enrollments in information technology or computer information systems classes, the cloud computing technology integration will be considered as specialization within the broader categorical taxonomy of program (TOP) codes. Consortium colleges will plan how to designate and track the course enrollments developed for this initiative. After the collective consensus of course and program development from Round 2, a regional outreach effort will be undertaken to students and parents to learn about the career pathway and choose the program in their high school or college. Counselors and other student services personnel will be trained in how to support the career pathway developed in their local area, articulate the potential of employment, and transfer within the program. Students within the respective high school and college programs will be alerted of AWS Certification boot camps planned in order to prepare for the industry credential, which can lead to preferred internships or early employment. The industry partnership will transition from curricular guidance to industry engagement with joint Hackathons and facilitating connection with local employers implementing AWS. Additional recruitment activities will include local support for high schools looking to participate in the Cyberpatriot competition and hosting local hackathons for work based learning experience alongside local employers. Implementation of the career pathway will undertake deliberate with metrics of student outreach through preparation and progress through the program as well as measure employment and transfer. These metrics will be monitored and measured on a frequent basis for partner colleges to reach the metrics specified in the SWP funding. Lastly, a needs analysis assessment with adequate computer technology and internet connection will be conducted to assure that a minimum requirement of equipment is across the consortium. Those necessitating proper equipment may submit for technology upgrades necessary to support the program.

I. Community of Practice
A. Strong Workforce Program Round 2/3 Proposal
B. Work plan and Budget Development
C. AWS re:Invent Conference
D. Faculty Inquiry Group Webinar Meetings
E. Consortium Partner Needs Analysis
F. CalPoly + LA 5 Partnership Alignment
G. CC+HS Ecosystem Mapping
H. AWS Industry Faculty + Student Recognition
I. Transfer Model Curriculum
J. Dual Enrollment Development
K. Student MeetUp Groups

II. Curriculum
A. AWS Educate Review
A. SMC Course Alignment to AWS Educate
B. AWS Regional Workshops at CC+HS
C. AWS Common Curriculum Alignment across CalPoly/CC/HS
D. CS/CIT CID Course Alignment
E. College Course Development
F. Common Curriculum Certificate+AA Program Approval
G. Cloud Computing Pathways
H. AWS Credential BootCamps

III. Industry Engagement
A. AWS Industry Partnership Meeting
A. AWS Meetup Announcement
B. AWS Educational Advisory Council Meeting
C. AWS Hackathon
D. Other Cloud Computing industry partnerships
E. Work-based Learning Coordination

IV. Certification
A. AWS Academy Review
A. AWS Certification Alignment
B. AWS Certification Bootcamp
C. AWS Certification to Credit Curriculum Alignment
D. Job Preparedness Assessment
E. AWS Certification Assessment and Alignment of Curriculum.



2018-2019
WORKPLAN 1
MAJOR OUTCOMES

The major outcomes of the LA Cloud Computing consortium will be: I. Establishment of a community of practice for consortium faculty with employers and industry partners II. Regional curriculum informed by industry credentials and four-year alignment, which can be extended to high schools for dual enrollment III. High degree of industry engagement for occupational definition and work based learning IV. Industry credential attainment as a measure for employability preparation, program effectiveness and increased income measures. The activities of the above outcomes planned for Round 2 and 3 cultivate the relationships between regional high schools, college faculty and employers through the assistance of a tiered support structure. The Chair of the Computer Science Department at Santa Monica College (SMC) will lead curriculum support, for which Amazon Web Services (AWS) has already assisted in the development of four cloud computing technology courses. SMC will lead the curricular support, with the assistance of AWS, CalPoly, high schools, employers and contractors, facilitate, and convene large groups for developing the relational transactions to assist in career pathway forming. Using methodologies of facilitation and consensus building, external college assistance organizations will support and coach consortium members to help foster the communication paths necessary for career pathway development. Local and regional convenings of similar and cross-functional groups will undertake the periodic support with the constant leadership of SMC. An additional support to colleges will be leveraging an existing Strong Workforce Program Round 1 project, the Center for a Competitive Workforce (CCW), which is a regional partnership of Los Angeles Orange County Regional Consortia (LAOCRC) and the Los Angeles Economic Development Corporation (LAEDC). CCW will support in the alignment of supply and demand of LA/OC regional workforce and employment with workforce and economic research with additional support with the LA/OC Center of Excellence hosted by Mt San Antonio College. Specific employer support will be facilitated by AWS and their local customer base to leverage existing workforce programs at the community colleges and identify work based learning opportunities where appropriate. This critical industry relationship with AWS will bring alignment to data from CCW, skills sets for curricular alignment with AWS certification and access to potential employers to bring students to their realization of the career expectations. Local college faculty and staff will be supported to engage at regional projects and events to promote their specific programs and cloud technology focus (database, computing, storage, systems operations, and networking, Big Data or Internet of Things) to demonstrate their career pathway to students to succeed at any level of preparation including transfer. Regional curriculum outcomes have multiple considerations to develop the connections to high schools, certificate completions and transfer institutions. These possible exits from a career pathway have policies in California’s Title V, which need to be championed at local colleges and their boards to help establish the legal constructs for college credit attainment and proper matriculation. Policies establishing dual enrollment will need to be articulated through various committee structures within each college with championing of data and outcome goals of the Strong Workforce Program. On the transfer side of the career pathway, articulation officers from community college and four-year colleges with the assistance that CalPoly will select the appropriate Course Identification Numbering System (C-ID), a supranumbering system to ease the transfer and articulation. Lastly, the attainment of a CA Chancellor’s office recognized certificate would be under the provision of conjoint certificates under the Program Course Approval Handbook with the intent to propose a 12 unit Certificate of Achievement with the same 6-digit Taxonomy of Programs (TOP) code. This lower unit certificate can be demonstrative of a “well-defined pattern of learning experiences designed to develop certain capabilities that may be oriented to a career” because of the assistance of AWS and the CCW helping in occupational definition as well as CalPoly assisting in the “levels of need and academic rigor that is required for certificates requiring 18 units”. Weaving the multiple curricular, relationships and policy requirements will be planned out with a project management structure to achieve the metrics by breaking down the milestones and activities required to undertake the achievement of the regional project.

2018-2019
SWP METRICS

Number of Enrollments against 2015-2016 Baseline year – Enrollment Target = 24,514

2018-2019
TASK FORCE
RECOMMENDATIONS

- Student Success**
 1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
 2. Improve CTE student progress and outcomes.
- Career Pathway**
 3. Develop and broadly publicize industry-informed career pathways that prepare students for jobs labor market.



Los Angeles Regional Marketing Project

Description: CCW’s mission is to deploy a powerful research program, convene regional industry advisory councils & build strong business intermediary systems that collectively will: 1) support data-based, industry validated CTE programs, aligned to the economic needs in our region; 2) knowledgably and proficiently educate and connect students to the skilled labor force; 3) connect colleges to regional businesses to facilitate increased work-based learning, faculty professional development, and student employment.

LEAD INSTITUTION

Santa Monica College

Budget Allocation Year: 2017-2018
Total Project Budget: \$2,050,000.00
Project Performance Period: 7/1/2018 – 12/31/2020
Industry Sector: All

Participating Community College Partners

Cerritos College • Citrus College • Compton College • East Los Angeles College • El Camino College • Glendale Community College • Long Beach City College • Los Angeles City College • Los Angeles Community College District • Los Angeles Harbor College • Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College • Los Angeles Trade-Technical College • Los Angeles Valley College • Mt. San Antonio College • Pasadena City College • Rio Hondo College • Santa Monica College • West Los Angeles College

2018-2019 WORKPLAN 1 MAJOR ACTIVITIES	<p>Fully leverage the State Chancellor’s marketing program. We must fully utilize their Career Education Campaign creative elements, tools to execute a regional, industry focused marketing, and communications plan. The activities would include.</p> <ol style="list-style-type: none"> 1. Further educating and inspiring regional industry to engage the Colleges 2. Elevating the brand and reputation of the Colleges as a critical contributor to the vibrancy of the regional economy 3. Promote the Colleges as a premier Career Education provider in an intentional drive for stronger enrollments
2018-2019 WORKPLAN 1 MAJOR OUTCOMES	<p>The CCW will be managed effectively, and will have a transformative impact on the region and serve as a powerful resource to all of the colleges toward the attainment of their CTE objectives</p>
2018-2019 WORKPLAN 2 MAJOR ACTIVITIES	<p>Support each local college with Showcasing their individual strengths, advantages and unique programs. Tactics would include:</p> <ol style="list-style-type: none"> 1. Video presentations 2. Original collateral pieces 3. Events 4. College website assets 5. Social media campaigns
2018-2019 WORKPLAN 2 MAJOR OUTCOMES	<ol style="list-style-type: none"> 1. To raise the visibility and awareness across the region of each college’s unique qualities 2. To support stronger enrollments 3. To inspire greater industry connectivity to the colleges

2018-2019
TASK FORCE
RECOMMENDATIONS

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



CALIFORNIA COMMUNITY COLLEGES



2018-2019

**Strong Workforce
Program**

**K12 – Local Education
Agency**

**Regional Project
Investments**

LEAD INSTITUTION



ABC Unified School District

Systems Diagnostics and Repair in the 21st Century

Pathway Improvement Scope: ABC Unified School District will be upgrading the System Diagnostics and Repair pathway to align with 21st century standards and the California Community College system. Resources and equipment will focus on advanced transportation and alternative fuels. Partners include Cerritos College, Long Beach City College, Cerritos Acura, Cerritos Lexus, LA Metro, Cerritos Regional Chamber of Commerce, and LA County Advanced Transportation and Logistics Deputy Sector Navigator.

Budget Allocation Year: 2018-2019
Total Project Budget: \$189,252.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Transportation

Participating Partners

ABC Unified School District • Artesia High School • Gahr High School • Carmenita Middle School • Fedde Middle School • Haskell Middle School • Ross Middle School • Ross Middle School • Tetzlaff Middle School • Cerritos College • Long Beach City College • Acura of Cerritos • Lexus of Cerritos • Los Angeles County Metropolitan Transportation Authority • Los Angeles County Advanced Transportation and Logistics – Regional Director of Employer Engagement

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	The application is guided by the plan’s priorities of addressing business needs, supporting curriculum alignment and streamlined regional processes, and attending to the need for professional development and externships for current faculty to ensure alignment with dynamic industry skills and knowledge. These goals are met by obtaining NATEF accreditation that addresses current business needs and continues professional development. It also aligns the curriculum with community college programs.	
Equipment Modernization for Job Readiness and Safety	Summary of Strategies	ABC Unified School District will purchase the following equipment to align the System Diagnostics and Repair pathway to 21st century industry standards and the California Community College system: -3 lifts -Tools -Ventilation System -Workstations -Canopies for outside stations -Tire Machines -Wheel Balancers -Alignment Racks -Scan Tools -Non-slip flooring -Parts -Desks -Crane Lift -Drill Press -Computer Software & Programs.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Work-based Learning 	

PATHWAY IMPROVEMENT STRATEGY

<p>Attaining Excellence through Professional Development and Industry Certification</p>	<p>Summary of Strategies</p> <p>ABC Unified School District will seek to increase the amount of local, state, and national level industry-valued certifications and credentials that qualify our students for employability. ABCUSD will provide time and funding for System Diagnostics and Repair faculty to engage in professional development opportunities regarding credential attainment and test administration. Certifications sought will be those related to the current industry needs, especially those aligned with advanced transportation and alternative fuels. ABCUSD CTE staff and faculty will meet with community college faculty and industry partners to ensure curriculum and certifications are aligned with the priorities of the region. Funding will also be allocated to support the cost of the certifications.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT STRATEGIES

<p>Community College Alignment</p>	<p>Summary of Strategies</p> <p>ABC Unified School District will seek to increase the amount of early college credit opportunities for all students in the System Diagnostics and Repair pathway. Working closely with our college partners, ABCUSD will engage in faculty and administrator events and meetings that will allow our institutions to collaborate and collaborate on a regular basis. ABCUSD in partnership with our community colleges will provide faculty the resources they need to develop MOU's for articulation and dual enrollment agreements. In addition, funding will provide support to our students by providing opportunities for tutoring in all coursework, especially mathematics to ensure their success in the dual enrollment programs. We will also provide buses for our students who do not have access to transportation, to and from our partnering colleges to complete dual enrollment courses. These strategies leverage early college credit opportunities to move the needle on the California School Dashboard College and Career Indicator and aligns with the community college metrics.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Integrated Academic and Career Based Courses • Transition Services

STATEMENT OF WORK	Strong Workforce Program Metrics	
	Acquisition	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Curriculum Alignment	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Enrolled in another form of job training (other than California Community College) (K12)
	Dual Enrollment Expansion	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in another form of job training (other than California Community College) (K12)
	Professional Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12)
	NATEF Accreditation	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)



College and Career Pathway Improvement

LEAD INSTITUTION



Bassett Unified School District

Pathway Improvement Scope: BUSD offers 3 pathways: Health Science Academy pathway, Business Management pathway, and Pre-Engineering and Technology pathway. We offer high quality Career Tech Education curriculum that are aligned to the CTE Model Curriculum Standards. The Middle School college and career exploration course provides a link to Bassett High School. BUSD has exemplary practices in that all curricula used are high-quality integrated curriculum. BUSD collaborates with Kaiser Permanente and Mt SAC to develop pathways.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$130,519.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Health Science & Medical Technology • Manufacturing & Product Development • Marketing, Sales, & Service</p>

Participating Partners

Bassett Unified School District • Bassett High School • Bassett Adult School • Mt. San Antonio College • Think Together • Kaiser Permanente • Assemblyman Ian Calderon

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>Bassett Unified School District (BUSD) offers 3 pathways: Health Science Academy, Business Management, and Pre-Engineering and Technology that we plan to improve. We offer high quality Career Tech Education (CTE) and Middle School college and career exploration courses provide a link to Bassett High School. Through integrated coursework, high quality and, expanded graduation pathways, expanding collaborative partnerships, and integration and articulation, we will be able to improve our pathways.</p>	
Increasing College and Career Readiness	Summary of Strategies	<p>To ensure students successfully transition to postsecondary or the workforce, they must develop the necessary technical and soft skills, and competencies through integrated coursework, high quality pathways and expanded pathways to graduation.</p>
Activities of Proposed Strategies		<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Transition Services

PATHWAY IMPROVEMENT

<p>Maximizing Industry Engagement through Regional Collaborative Efforts</p>	<p>Summary of Strategies</p>	<p>Through a collaborative regional approach, we will develop integrated partnerships with other education institutions including the Adult Education institutions, workforce development associations, businesses and industry associations to maintain high quality programs that increase postsecondary, vocational and continuing education options for students.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate • Placement Services • Soft Skills Contextualized in CTE • Work-based Learning

<p>Increasing Integration and Articulation</p>	<p>Summary of Strategies</p>	<p>To ensure the long-term measures of success for students of students completing high school, transitioning into an aligned postsecondary program, graduating with a degree or credential and gaining employment, we plan to focus on integration and articulation with postsecondary options.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Placement Services • Professional Development for Teachers or Faculty Members • Transition Services



California Community Colleges



Strong WorkForce

STATEMENT OF WORK	Career Mentorship and Guidance	<p style="text-align: center;">Strong Workforce Program Metrics</p> <ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12)
	Career Fair, Mt. SAC Career Day Participation, Adult School Job Fair and Open	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Enrolled in another form of job training (other than California Community College) (K12)
	Work-Based Learning Opportunities	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Expansion of Regional Collaboration and Partnerships	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)



Implement New High School CTE Pathways

LEAD INSTITUTION



Beverly Hills
Unified School District

Beverly Hills Unified School District

Pathway Improvement Scope: BHUSD has a dynamic career education programming, aligned with the workforce development efforts of the Strong Workforce community college program. With funding, we would introduce two new pathways on campus, specifically aligned with the work of our partner agency, Santa Monica College. Local demographics support a Fashion Pathway; the LA County Regional Plan supports an Information & Communication Technologies pathway. Both would dovetail into SMC's related post-secondary CTE priorities.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$87,012.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Fashion & Interior Design • Information & Communication Technologies</p>

Participating Partners

Beverly Hills Unified School District • Beverly Hills High School • Santa Monica College • The Beverly Hilton • Enterprise Leasing • Il Fornaio • City of Beverly Hills • The Beverly Hills Chamber of Commerce • Ocean Prime • The Beverly Wilshire Four Season Hotel • The Peninsula Hotel • Saks Fifth Avenue • Beverly Hills Education Foundation

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>BHHS has a dynamic career education program. See attached "BHHS Pathways 2018-2019". Participation in this K12SWP grant program, however, would enable us to expand our pathways to address both the needs of 1) our local community (in the case of "Fashion and Design"), and those articulated in the CTE Regional Plan for Los Angeles County (in the case of Information and Communication Technologies ("IT")).</p>	
Increasing College and Career Readiness	Summary of Strategies	<p>We look forward to conducting a multi-prong search to recruit and hire a passionate fashion professional who will create engaging, inter-disciplinary curriculum designed to prepare students to matriculate into our Partner Agency's post-secondary Fashion Design and Merchandising (or similar post-secondary Fashion related CTE program).</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Placement Services • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Hire an IT Adviser to Design an IT Pathway</p>	<p>Summary of Strategies</p>	<p>We look forward to hiring a passionate IT professional to create engaging, inter-disciplinary curriculum that will prepare students to matriculate into our Partner Agency's post-secondary IT program, or similar post-secondary career oriented pathway of study.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services

PATHWAY IMPROVEMENT STRATEGIES

<p>Pilot New Pathways in After School Middle School Enrichment Opportunities</p>	<p>Summary of Strategies</p>	<p>BHUSD launched an after school middle school CTE enrichment program, highlighting our current high school CTE pathways. See attached documents "Middle School Pathways Fall 2018" and "Middle School Pathways Spring 2019." The fall program was incredibly successful so we look forward to launching similar after school enrichment based on the new CTE pathways as a pilot program Fall 2019 or Spring 2020.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Professional Development for Teachers or Faculty Members

STATEMENT OF WORK		Strong Workforce Program Metrics
		<p>Preparing Outreach Materials</p> <ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Transferred to a four-year institution after exiting California Community College (K12)



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



Birmingham Community Charter High

Engineering, Patient Care, Information Tech, Business, Culinary Arts, and Digital Media Enhancement

Pathway Improvement Scope: For this project, we will strengthen partnerships with our local community colleges: LA Valley College, LA Pierce College, and LA Mission College to ensure we utilize best practices to execute strong CTE programs and strengthen the pathway for our students to enter college CTE programs. Each goal and strategy in this plan will be applied across pathways to benefit all CTE students.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$609,087.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Business & Finance • Engineering & Architecture • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies</p>
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Participating Partners

Birmingham Community Charter High School • Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Valley College • Kadima Security • Careers Through Culinary Arts Program • Bixel Exchange • Lettuce Grow • Italic Studio • Valley Presbyterian Hospital • Department of the Army/U.S. Army Corps of Engineers • Southern California Coalition for Occupational Safety and Health

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>Our goals align to the six priorities of the LA Regional Plan. 1 &3: Maximize industry engagement and expand work based learning by increasing quality internships, job shadowing and networking opportunities. 2 &5: Strengthen career pathways in identified priority and emerging sectors by updating equipment, skills & knowledge to leverage interdisciplinary connections and new technologies. 4 & 6: Provide high quality professional development and implement databased decision-making.</p>
Data Based Decision-Making and Ongoing Programmatic Review in Response to Labor Market Data	<p style="text-align: center;">Summary of Strategies</p> <p>Our programs reflect and respond to the changing economic and labor market data regarding occupational outlooks. To ensure this practice continues, we will develop a systematic and ongoing cycle of inquiry and program review and evaluation process to ensure our practices are effective and respond to industry needs and the most current labor market data available.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses • Placement Services • Professional Development for Teachers or Faculty Members • Support Services • Transition Services

PATHWAY IMPROVEMENT STRATEGIES

<p>Sustained Engagement From Industry Through Advisory Roles, Internships, Networking and Externships</p>	<p>Summary of Strategies</p>	<p>We will continue to grow and strengthen sustained engagement from industry partners by providing varying roles and levels of engagement with our faculty and students and developing increased opportunities for students to engage in work-based learning experiences.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning

<p>Exposure to New Technologies and Integrated Learning Experiences</p>	<p>Summary of Strategies</p>	<p>We will provide industry-standard learning spaces, tools, equipment and materials to prepare students for entry-level employment that reflects the real-world skills, knowledge and training they will need to acquire employment and do a job successfully. Furthermore, we will integrate learning across disciplines, as reflective of real-world work environments, which increasingly require students to adapt and apply knowledge from a variety of disciplines, think critically, problem-solve, communicate, and collaborate effectively within a team.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Soft Skills Contextualized in CTE

STATEMENT OF WORK		Strong Workforce Program Metrics	
		Implement a System of Data-Based Decision-Making and CTE Program Review	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Attained a living wage after exiting California Community College (CCCCO)
Develop Detailed Rubric for Outcomes Related to 11 Elements of Highly Effective CTE Programs	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) 		
Create a CTE Maker Space Innovation Lab to Integrate New Technologies Across Disciplines	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) 		
Summer Bootcamp for Students to Raise Proficiency in New Technologies, Software, and Curriculum	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Entered registered apprenticeship after participation in high school preapprenticeship program (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) 		

STATEMENT OF WORK	Professional Industry Partners Engagement	Strong Workforce Program Metrics
	Innovate Culinary Arts Classroom to Integrate Film and Video Production	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO)
	Upgrade Patient Care Classroom to Reflect Real-World Simulated Experience	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO)



LEAD INSTITUTION



Burbank Unified School District

Digital Media

Pathway Improvement Scope: The plan is to improve the Digital Media pathway from our local high schools to Glendale Community College. This includes the development of new courses; creation of opportunities for Work Based Learning and the creation of certificate pathways for students. In addition, this includes increased dual enrollment courses offered at the high school; increased counseling advisement at both the high school and the college for high school pathway students; and purchase of equipment for the pathways.

Budget Allocation Year: 2018-2019
Total Project Budget: \$164,526.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Business & Finance • Engineering & Architecture • Health Science & Medical Technology • Information & Communication Technologies

Participating Partners

Burbank Unified School District • John Burroughs High School • Burbank High School • Luther Burbank Middle School • Jordan Middle School • John Muir Middle School • Glendale Community College • Nickelodeon Studios • Warner Brothers Studios • 5D Spectrum • MOCEAN • Verdugo Workforce Development Board • Foundation for California Community Colleges

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	The Digital Media pathway was selected by the Burbank Unified School District because they correspond to an industry sectors identified in the Los Angeles Regional Strong Workforce Program. The district K-12 Workforce plan goals that correspond are: to maximize sustained industry engagement, strengthening career pathways and programs of study, expanding opportunities for work-based learning, and attending to the need for new CTE faculty recruitment and professional development and externships.	
Expansion of the Number of Dual Enrollment and/or Jump Start Courses Available to Students	Summary of Strategies	Increase dual enrollment courses at the high school to expand current digital media pathway programs. This would lead to certificate programs in Animation, Cinematography and Editing, Graphic Design and Theatre Arts.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Transition Services • Work-Based Learning 	

PATHWAY IMPROVEMENT STRATEGIES

<p>Provide Robust Pathway Advisement Services to Students in the Pathway Program from GCC Counselors</p>	<p>Summary of Strategies</p> <p>Students in the high schools will receive advisement in the career pathways available to them at the community college by community college staff. Students will receive information regarding the appropriate courses to select to participate in a certificate program and in work-based learning opportunities.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Support Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Expansion of Work-Based Learning Program to Provide Experience for Students in the Pathway Program</p>	<p>Summary of Strategies</p> <p>The district will work with all of its business partners to increase the availability of Work Based Learning opportunities for all students. The emphasis will be on increasing the participation of English Learner students and Hispanic students in the program.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

<p>Create a Certificate Program out of the Dual Enrollment Courses Offered in Digital</p>	<p>Summary of Strategies</p> <p>The district would like to fill in the gaps in our career pathways to the community college and create certificate programs in digital media, such as in animation and cinematography.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Support Services • Transition Services

STATEMENT OF WORK		Strong Workforce Program Metrics	
		GCC Outreach to Provide Career Pathway Advisement to High School	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
Parent Information Meetings on Career Technical Education Pathways	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 		
Collaborate with GCC Staff to Expand the Number of Dual Enrollment Offerings Available to Students	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO) Attained a California Community College certificate/degree or journey level status (CCCCO) 		
Expansion of Work-Based Learning Opportunities	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 		
Development of CTE Certificate Program with Courses that are Articulated, Dual Enrollment, or at GCC	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO) Attained a California Community College certificate/degree or journey level status (CCCCO) 		
Collaboration Time for Teachers Around Pathway Expansion and Course Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO) 		

Digital Media, Engineering, Health Science, Business

LEAD INSTITUTION



Burbank Unified School District

Pathway Improvement Scope: The Burbank USD would expand its dual enrollment with LAVCC to include certificate programs for its NAF Academy programs. BUSD would increase the number of students from targeted subgroups in dual enrollment programs. Action items include more college courses at the high schools, college tours; academic advisement and registration; development of informational materials; and, parent/student informational meetings. Partners include LAVCC, Verdugo Workforce Development Board & Business Partners.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$242,116.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Business & Finance • Engineering & Architecture • Health Science & Medical Technology</p>
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Participating Partners

Burbank Unified School District • John Burroughs High School • Burbank High School • Luther Burbank Middle School • Jordan Middle School • John Muir Middle School • Los Angeles Valley College • The Chuck Lorre Family Foundation • Ume Credit Union • Verdugo Workforce Development Board • Gain Federal Credit Union

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	<p>The Digital Media, Medical, Engineering and Business pathways were chosen by the Burbank USD because they correspond to an industry sectors identified in the Los Angeles Regional Strong Workforce Program. The district K-12 Workforce plan goals that correspond are: to maximize sustained industry engagement, strengthening career pathways and programs of study, expanding opportunities for work-based learning, and the need for new faculty recruitment and professional development and externships.</p>
	Summary of Strategies	<p>Increase career-counseling pathways for all high school students in Burbank USD by providing them with guidance services, individual support and plans; increasing the amount of college counselors available to high school students; provide tours and orientations to students; help for students with registration at the community college. LAVC counselors would assist our student with career pathway advisement. They would assist us in recruiting Hispanic and EL students into the pathway programs. They would also assist district staff in registration for dual enrollment and advise them about the career pathway offerings available to them at LAVC.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Support Services

PATHWAY IMPROVEMENT STRATEGIES

Expansion of the Work-Based Learning Program	Summary of Strategies	The goal is to build upon existing structures with current business partners to create access for more students and to increase the number of Hispanic students and EL students who are participating.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Create Certificate Courses out of the Dual Enrollment Courses Already Offered by LAVC	Summary of Strategies	Increase the number of dual enrollment courses that are offered at the high school that lead to certificate programs at the community college.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses



California Community Colleges



Strong WorkForce

STATEMENT OF WORK	Career Exploration and Guidance	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Attained a California Community College certificate/degree or journey level status (CCCCO)
	LAVC Counselors will Provide Parent Meetings for Career Pathways and Dual Enrollment	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO)
	The District will Work with Business Partners to Expand Work-Based Learning Opportunities	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO)
	Teacher Collaboration to Expand Career Pathways	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO)



California Community Colleges



Strong WorkForce

Expanding Production and Managerial Arts – Stage Production Technology – Technical Theater

LEAD INSTITUTION



California Advancing Pathways for Students in Los Angeles County

Pathway Improvement Scope: The project goal is to develop additional pathway options for students interested in Arts, Media and Entertainment. “Stage Production Technology- Technical Theater” will provide students knowledge in lighting, audio, backline, stage plots and design, stage management, production management and box office/publicity/marketing. Partners: USC Thornton School of Music, Bigger Hammer Production Services, Fingerprints Records, Adam Blackstone, Kevin Lyman, Dontae, Daniel Jones, Elle King, and Zach Blair.

Budget Allocation Year: 2018-2019
Total Project Budget: \$183,354.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Marketing, Sales, & Service

Participating Partners

California Advancing Pathways for Students in Los Angeles County • Vista High School • Somerset High School • Bellflower High School • Mayfair High School • Lynwood High School • Paramount High School • Buena Vista High School • Firebaugh High School • Cerritos College • Bellflower Unified School District • Buena Vista High School • Lynwood Unified School District • Paramount Unified School District • Bigger Hammer Production Services • Tennman Entertainment • Farmers and Merchant Bank • CTE Advisory Board • Matt Skiba • Nick Whitehouse • Kevin Lyman Group •

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>The project goal is to expand the pathway for students interested in production and managerial arts in alignment with the LAOCRC Plan. “Stage Prod. Tech.-Technical Theater” will provide students curriculum and equipment aligned to industry standards. The course will integrate projects from multiple pathways: film/video, marketing, fashion design, etc. Students will learn skills that will prepare them to work in a variety of technical theater positions needed in the arts/music/film industry.</p>
Pathway Improvement Strategies	Summary of Strategies
Activities of Proposed Strategies	<p>Expand the pathway in the Arts, Media, and Entertainment Sector- Production and Managerial Arts by offering "Stage Production Technology- Technical Theater." This new pathway will provide students with hands-on learning that will enable them to pursue a wide variety of opportunities in back stage technical theater.</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

Expand Current and Future Pathway Partnership Opportunities	Summary of Strategies	Expand industry partnerships with companies who are eager to hire students upon high school graduation and completion of the Stage Production Technology courses. For example, Bigger Hammer Production Services (Long Beach) is unable to currently fill positions with qualified candidates and is interested in employing students within their company who have completed the pathway courses. The goal will be to continue to develop that partnership into a formal agreement for student internships, externships and then possible employment. The strategy is to enhance our current partnership with Cerritos College and expand that collaboration with USC's Thorton School of Music, Kevin Lyman, Matt Skiba, Fireplay and Tobe Bean to build a strong pathway for students.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Work-based Learning

PATHWAY IMPROVEMENT

New Equipment for Stage Production Technology-Technical Theater	Summary of Strategies	Expand an additional classroom to facilitate a Stage Production Technology-Technical Theater course. Align classroom equipment to mirror the equipment provided to students at our feeder community college, Cerritos College, to support a seamless transition. Our current program does not provide our students the opportunity to learn about all the career possibilities "behind the stage." This strategy would provide our students realistic classroom equipment for back stage support. It would provide them additional skill opportunities to prepare them for work-based learning experiences.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Work-based Learning

PATHWAY IMPROVEMENT

Expand Student Leadership CTSO Participation	Summary of Strategies	The strategy will be to provide student leadership opportunities through membership in a recognized Career and Technical Student Organization (CTSO) such as FCCLA, SkillsUSA, HOSA, etc. Students will be provided membership in one or both organizations and provided career exploration, leadership and competition opportunities.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Soft Skills Contextualized in CTE

PATHWAY IMPROVEMENT

Expand Work-Based Learning Opportunities	Summary of Strategies	The strategy goal is to continue to develop our partnerships with local industry partners who can provide students work based learning opportunities. We will work with our partners to ensure that classroom and workplace learning are aligned with CTE, academic, and industry standards. With the growth of the pathway, additional partnerships must be explored and secured. The goal is to have every production and managerial arts pathway student in a work based learning opportunity at least one hour per week.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE • Work-Based Learning

STATEMENT OF WORK	Career Exploration and Guidance	Strong Workforce Program Metrics
	Professional Development for Teachers or Faculty Members	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Integrated Academic and Career Based Courses	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12)
	Work-Based Learning	<ul style="list-style-type: none"> • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12)
	Soft Skills Contextualized in CTE	<ul style="list-style-type: none"> • Graduated high school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12)
	Dual Enrollment and/or College Credit	<ul style="list-style-type: none"> • Enrolled in another form of job training (other than California Community College) (K12) • Attained a California Community College certificate/degree or journey level status (CCCCO)

Patient Care/Health Care/Health Services-Expanding Opportunities

LEAD INSTITUTION



California Advancing Pathways for Students in Los Angeles County

Pathway Improvement Scope: The goal is to expand the patient care/health care/health services pathway by adding additional health care courses. The current pathway has reached student capacity and continues to grow in student interest. Additional courses will be added to create a three and four year sequence of courses for students for high school. The expansion of courses will provide students with the technical skills and knowledge needed to pursue a full range of career opportunities in patient care.

<p align="center">Budget Allocation Year: 2018-2019 Total Project Budget: \$330,722.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p align="center">CDE Targeted Industry Sectors: Health Science & Medical Technology • Public Services</p>

Participating Partners

California Advancing Pathways for Students in Los Angeles County • Vista High School • Somerset High School • Bellflower High School • Mayfair High School • Lynwood High School • Paramount High School • Paramount High School – West Campus • Buena Vista High School • Firebaugh High School • Cerritos College • Long Beach City College • Bellflower Unified School District • Lynwood Unified School District • Paramount Unified School District • Farmers and Merchant Bank • Lakewood Regional Medical Group • CTE Advisor Board • LA City Fire Department • LA County Fire Department • Care Ambulance

PATHWAY IMPROVEMENT STRATEGIES

Work-Based Learning Expansion Initiative (WBL)	Goals & Priorities	<p>The LAOCRC Plan highlights health care as a priority sector. By expanding the pathway through additional courses, we will provide access and opportunities to interested students. We intend to maximize health care, health services and emergency response through industry engagement. Current industry positions require various certificates and licenses. Pathway career exploration, leadership, work based learning opportunities and industry certifications will be expanded.</p>
	Summary of Strategies	<p>The strategy is to expand the patient care/health care/health services pathway by adding additional courses. The current pathway course offerings are filled to capacity and students are being placed on waiting lists. In order to accommodate demand, additional courses must be added. Additional classrooms and staff must be added to the ever-growing pathway. Students have hands-on work-based learning experiences that enable them to envision the demands of the various positions within the health care industry. Additional time will be provided so that K-12 and post-secondary core CTE faculty can meet regularly to plan, review curricula, and develop additional programs of study and dual/articulated course opportunities for students.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Work-based Learning

PATHWAY IMPROVEMENT

<p>New Equipment for an Additional Pathway Course</p>	<p>Summary of Strategies</p>	<p>Expand an additional classroom/s to facilitate patient care instruction. Align classroom equipment to mirror the equipment provided to students at our feeder community colleges, Cerritos College, and Long Beach City College to support a seamless transition to the postsecondary for students. Currently, some of our students spend one day on our campus and one day in the medical lab at Cerritos Community College. This strategy would provide our students realistic classroom equipment for medical education. It would provide them additional skill opportunities to prepare them for work-based learning experiences on our sites.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses • Work-based Learning

PATHWAY IMPROVEMENT

<p>Expand Work-Based Learning Opportunities</p>	<p>Summary of Strategies</p>	<p>The strategy goal is to continue to expand our partnership with the Lakewood Regional Medical Center and add additional partners who can provide additional students work based learning opportunities. We will work with our partners to ensure that classroom and workplace learning are aligned with CTE, academic, and industry standards. With the growth of the pathway, additional partnerships must be explored and secured. The goal is to have every patient care/health care/health service pathway student in a work based learning opportunity at least one hour per week.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

<p>Expand Student Leadership CTSO Participation</p>	<p>Summary of Strategies</p>	<p>The strategy will be to provide students leadership opportunities through membership in two recognized Career and Technical Student Organizations (CTSOs) - SkillsUSA and HOSA-Future Health Professionals. Students will be provided membership in one or both organizations and provided career exploration, leadership and competition opportunities.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Soft Skills Contextualized in CTE

PATHWAY

Provide Students an Industry Recognized Certification	Summary of Strategies	Increase the number of pupils that have the opportunity to achieve one or more industry recognized certifications: CPR/BLS, CPR/ALS, CERT, CPAT, EMT, FEMA 100, FEMA 700 and or work towards medical assistant, physical therapy assistant, etc.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members

STATEMENT OF WORK	Career Exploration and Guidance	Strong Workforce Program Metrics
	Integrated Academic and Career-Based Courses	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
	Professional Development for Teachers	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
	Work-Based Learning Opportunities	<ul style="list-style-type: none"> • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12)
	Soft Skills Contextualized in CTE	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in another form of job training (other than California Community College) (K12)
	Dual Enrollment and/or College Credit	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in another form of job training (other than California Community College) (K12)
	Industry Recognized Credential or Certificate	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)

Comprehensive Pathway Improvements for CTE Success

LEAD INSTITUTION



Centinela Valley Union High School
District

Pathway Improvement Scope: Build on current partnerships and AB288 agreement to address the following SWP Regional and Local Project-aligned strategic priorities: strengthen career pathways through early exposure and intensive student supports to ensure retention and successful transitions, develop priority sector pathways through collaborative school district/post-secondary curriculum development and industry input, increase and expand work-based learning, improve industry engagement in priority and emerging sectors.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$870,124.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Building & Construction Trades • Business & Finance • Education, Child Development, & Family Services • Energy, Environment, & Utilities • Engineering & Architecture • Fashion & Interior Design • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies • Manufacturing & Product Development • Marketing, Sales, & Service • Public Services</p>
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Participating Partners

Centinela Valley Union High School • Hawthorne High School • Lawndale High School • Leuzinger High School • Lloyd High School • El Camino College • South Bay Workforce Investment Board • Career Ladders Project • Advancing Linked Learning Innovation Network • Los Angeles Regional Coalition for Linked Learning • Apollo Interactive, Inc. • Kinecta Federal Credit Union • CSU Dominguez Hills • Center for a Competitive Workforce

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	CVUHSD's SWP Plan is informed by and supports the following LAOCRC Priorities: #1: Streamlining Industry Engagement through joint Advisory Boards and Business Involvement Events #2: Dual Enrollment College Credit and Certification Expansion #3: Work Based Learning Expansion Project #4: Improve and expand professional development and externships #5: Opening New Priority CTE Pathways #6: Supporting early engagement and interest in priority sectors through "Exploring Your Future" Summer Camps.
Work-Based Learning Expansion Initiative (WBL)	
Summary of Strategies	Implementation of new and growth of current leadership activities through the pathway-specific pre-apprenticeship programs, site-based internships, and site-based enterprises for each of the CTE Pathways that engage students in both relevant and applicable skill development. Identify industry recognized pre-apprenticeship programs and collaborate on aligning them with the CVUHSD Site-Based Pre-Apprenticeship programs, Internships, and Enterprises. Improve student's mastery of "Soft-skills" and expand the graduate mentorship program.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

<p>College Credit and Certification Expansion Project (CCC)</p>	<p>Summary of Strategies</p>	<p>Dedicate a single point of contact to support communication and collaboration between CVUHSD and its dual/concurrent enrollment and articulation agreement college partners for all current and future pathways and certification programs. Establish collaborations between CVUHSD and College faculty to develop new dual enrollment, concurrent enrollment, or articulation agreements for students to earn postsecondary credits while in high school. Develop Targeted CTE Pathway Counseling Services and Interventions for Pathway Retention and Completion. Engage in ongoing regional and local discussions to review policies that promote dual enrollment and pathway retention and completion.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Placement Services • Support Services • Transition Services

PATHWAY IMPROVEMENT

<p>Professional Learning for Pathway Excellence (PLPE)</p>	<p>Summary of Strategies</p>	<p>Improve the quality of the CTE Pathway programs by providing targeted coaching support for all CVUHSD CTE instructors and ongoing professional learning for counselors.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Support Services • Transition Services

PATHWAY IMPROVEMENT

<p>Early Engagement through “Exploring Your Future” Summer Camps (EYF)</p>	<p>Summary of Strategies</p>	<p>Create and implement a local program for CVUHSD-area middle school children to participate in an innovative and exciting summer experience that will spark interest in pursuing the available Strong Workforce Pathways.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses

PATHWAY IMPROVEMENT

Industry Engagement Collaborative for Sustainability (IND)	Summary of Strategies	Create and implement a local program for CVUHSD-area middle school children to participate in an innovative and exciting summer experience that will spark interest in pursuing the available Strong Workforce Pathways.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses

STATEMENT OF WORK	Strong Workforce Program Metrics	
	Expanded SBE/SBI/Pre-Apprenticeship Programs Aligned with each CVUHSD CTE Pathway	<ul style="list-style-type: none"> • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Attained a California Community College certificate/degree or journey level status (CCCCO)
	Comprehensive Student Supports for Retention and Completion	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	High Quality Priority CTE Pathways	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
	“Exploring Your Future” Experiential Summer Camps	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)

LEAD INSTITUTION



Compton Unified School District

Adding CTE Programs for Cesar Chavez Continuation School Students

Pathway Improvement Scope: Cesar Chavez Continuation School in Compton Unified has three satellite campuses, one at each of the three comprehensive high schools. Since Chavez currently lacks access to CTE, this project will add three CTE programs at two Chavez satellite campuses: one at Compton HS and two at Dominguez so that the approximately 350 students at these Chavez satellites would have access to CTE. Partners include Compton College and Community Career Development, Inc.

Budget Allocation Year: 2018-2019
Total Project Budget: \$410,162.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Information & Communication Technologies • Transportation

Participating Partners

Compton Unified School District • Cesar Chavez Continuation School • Compton Community College District • Compton College •

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	This application is most aligned with the priorities of work-based learning and strengthening pathways in collaboration with local community colleges. The strategies outlined below aim to improve outcomes for continuation school students by focusing on other goals of the consortium like connecting stakeholders across K12, community college and EDD as well as meeting labor market needs in priority/emerging sectors such as Information/Communication Technologies.	
Concurrent Enrollment with Compton College	Summary of Strategies	Through concurrent enrollment with Compton College, continuation school students would take a sequence of courses aligned with their school's CTE pathways that would enhance their learning experience. Ultimately, the program would lead to an industry-recognized credential or certificate as well as advance students closer to earning a certificate of completion and an associate's degree at Compton College. The Information Support and Services pathway will culminate with an A+ certification from CompTIA, and the Automotive Technology program will prepare students for ASE certification exams.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses



California Community Colleges



Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

<p>Paid Work-Based Learning</p>	<p>Summary of Strategies</p>	<p>Local partner Community Career Development, Inc. (CCD) could provide job placement and internships for all students in this program, especially for but not limited to the recently graduated Chavez students or non-graduates who have earned credentials or certifications. Additionally, job shadowing and internships can be created at Compton Unified for students in the Information and Support Services program to provide work-based learning opportunities, especially during the summer. Students will develop invaluable career skills through this paid work experience, as they are paid for 20 hours of training before starting a position, where they will work for 100 hours.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Placement Services • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Targeted Collaboration between CTE Teacher and Community College Faculty</p>	<p>Summary of Strategies</p>	<p>Because of the nature of this unique collaboration and embedded community college, coursework in a two-year time frame, increased and more frequent collaboration between Compton Unified CTE teachers and Compton College faculty will be required. Through this collaboration, an enhanced curriculum can be developed that can not only benefit the Chavez students for whom it is intended, but can also be scaled out for replication to other CTE programs districtwide.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE



California Community Colleges



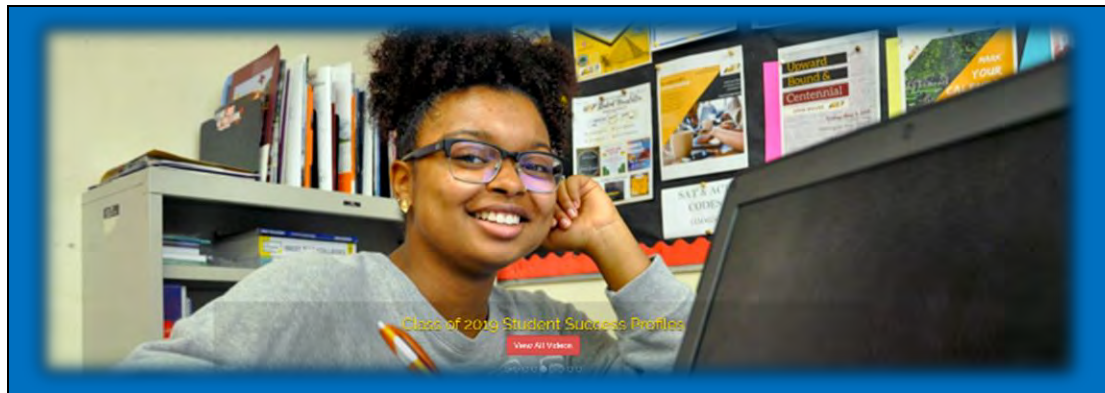
Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

Career Exploration/Guidance through Xello	
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE
Summary of Strategies	<p>Xello is a web-based platform that enables students to explore careers and match colleges and careers based on their interests, skills, personalities, and more using Xello's self-assessment tools. Guided lessons based on grade level are then available to students, and the district can create and share additional lessons, reflection tools, and surveys to students to enhance the experience and better prepare students for college and career.</p>

STATEMENT OF WORK	Offer Regular, Concurrent Enrollment CTE Opportunities to Chavez Continuation School Students	<p style="text-align: center;">Strong Workforce Program Metrics</p> <ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Provide Certification Exam Testing and Preparation	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Provide Pathway Students with Paid Work Experiences	<ul style="list-style-type: none"> • Enrolled in another form of job training (other than California Community College) (K12) • Employed in a job closely related to field of study after exiting California Community College (CCCCO)

STATEMENT OF WORK		Strong Workforce Program Metrics
		Provide Career Exploration through Xello
Provide Transportation to Compton College	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	



California Community Colleges



Strong WorkForce

Arts Media and Entertainment: Visual Com. Art, Prof. Theatre, Film/Video, Animation

LEAD INSTITUTION



Covina-Valley Unified School District

Pathway Improvement Scope: The Covina- Valley Unified School District had developed pathways aligned with the Strong Workforce Plan. Strategic priorities for the region include maximizing industry engagement to support workforce needs regionally. Our improvement project includes alignment with community college partnerships for transition, increasing articulations, increasing work-based learning experiences with state of the art resources and equipment, and the development of externships and internships.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$261,037.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment</p>
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Participating Partners

Covina-Valley Unified School District • Northview High School • Covina High School • South Hills High • Fairvalley High School • Mt. San Antonio College • PBS Student Reporting Labs • League of Innovative School Digital Promise

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>The goals and priorities to IMPROVE Pathways are aligned to the LA Regional plan. Like the LA Regional plan, we also intend to increase the number of regional industry advisors; Increase the quality of industry engagement and partnership; Improve the availability, accessibility and utility of labor market and other data; Increase the number of regionally pre-approved certificates and degrees; and Improve the overall functioning of the CTE programs within Covina-Valley Unified.</p>	
Community College Engagement	Summary of Strategies	<p>#1 Maximize Community College Engagement to support workforce needs in the region and articulate courses. Participate in advisory meetings and align CTE pathways at the comprehensive high schools with the local community colleges for Dual enrollment and Articulation.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit

PATHWAY IMPROVEMENT STRATEGIES

Partnerships for Student Internships	Summary of Strategies	#2 Develop industry partnerships to increase internships Participate in advisory committees with local businesses to enhance the relationship with businesses in the region for student internships. Provide necessary supports for students participating in internships.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Placement Services • Work-based Learning

PATHWAY IMPROVEMENT

Externships	Summary of Strategies	#3 Provide Externships for CTE instructors to increase knowledge of current industry needs and standards. Provide opportunities for CTE staff to participate in externships and professional development related to the current trends and expectations for students in their field of study. Create partnerships with companies and businesses in the local region that can support and advise CTE staff.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Support Services

PATHWAY IMPROVEMENT

Industry Standard Resources	Summary of Strategies	#4 Increase Work-Based Learning opportunities for students both in and off campus for students in CTE pathways. Ensure industry standard equipment and resources for students to experience true work-based learning experiences both on and off the campuses. Develop working relationships with local organizations that represent the field of study and can offer experiences for students on a short or long-term basis.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses • Support Services • Work-based Learning

STATEMENT OF WORK	Strong Workforce Program Metrics	
	Community College Engagement	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
	Partnerships for Student Internships	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
	Externships	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
	Industry Standard Resources	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12)

Performing and Production Arts Pathways

LEAD INSTITUTION



Culver City Unified School District

Pathway Improvement Scope: This grant will allow CCUSD to expand our Performing and Production Arts pathways by offering more sections and working with Santa Monica and West LA Colleges to create articulations and dual enrollment classes. A coordinator will be hired to manage the community college and industry partnerships, as well as internship opportunities and other work-based learning experiences. Additionally, we will expose our middle school students to the CTE pathways to increase sustainability of the programs.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$108,765.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment</p>
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Participating Partners

Culver City Unified School District • Culver City High School • Culver Park High School • iAcademy • Culver City Middle School • Santa Monica College • West Los Angeles College • Center Theatre Group • Sony Pictures Entertainment

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	This application is informed and aligned with the Los Angeles regional plan's charge to urge local colleges to prioritize CTE investments, projects, and programs that build talent capacity in the labor markets associated with growing demand industries, such as the Entertainment industry. Additionally, the application expands upon the plan's priorities of increasing opportunities for work-based learning through industry partnerships and strengthening career pathways through industry engagement.
	Community College Partnerships	Summary of Strategies
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Work-based Learning



California Community Colleges



Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

Middle School Activities and Recruitment	Summary of Strategies	Expand recruitment so that we can not only offer more sections of some of our pathways but also hire professionals to integrate workshops and/or lesson series at the Middle School level to introduce our Middle School students to the CTE pathways offered at the high school. Additionally, we will attract more students to the pathway by offering a summer learning opportunity where students could complete the concentrator course for our pathways.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT STRATEGIES

CTE Coordinator of Performing and Production and Managerial Arts	Summary of Strategies	#3 Provide Externships for CTE instructors to increase knowledge of current industry needs and standards. Provide opportunities for CTE staff to participate in externships and professional development related to the current trends and expectations for students in their field of study. Create partnerships with companies and businesses in the local region that can support and advise CTE staff.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Work-based Learning



		Strong Workforce Program Metrics
		STATEMENT OF WORK
	Implementation of CTE Arts Coordinator Position	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Transferred to a four-year institution after exiting California Community College (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO)
	Partnering with Community Colleges	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Transferred to a four-year institution after exiting California Community College (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO)
	Recruitment for Pathways (including middle school engagement)	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12)



Downey MADE Stronger

LEAD INSTITUTION



Downey Unified

Pathway Improvement Scope: The proposed Downey MADE Stronger pathway improvement project will focus on creating, supporting, and expanding high-quality career technical education (CTE) programs at the K12 level that are aligned with workforce development efforts occurring through the Los Angeles Regional Strong Workforce Program. This project will leverage and integrate available local, regional, state, and private resources to improve postsecondary and career outcomes for all Downey CTE pathways.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$4,342,773.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Information & Communication Technologies • Manufacturing & Product Development</p>
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Participating Partners

Downey High School • Warren High School • Columbus • Doty Middle School • Griffiths Middle School • Stauffer Middle School • Sussman Middle School • Alameda Elementary School • Carpenter Elementary School • Gallatin Elementary School • Gauldin Elementary School • Imperial Elementary School • Lewis Elementary School • Old River Elementary School • Price Elementary School • Rio Hondo Elementary School • Rio San Gabriel Elementary School • Unsworth Elementary School • Ward Elementary School • Williams Elementary School • Cerritos College • Rio Hondo College • Los Angeles County Office of Education • Southeast Los Angeles County Workforce Development Board • Cal Poly Pomona • Mary R. Stauffer Foundation • Bayha Group • AVIXA • Carrot • 2CPR Group • SkillsUSA • City of Downey

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	DUSD aligns with 2 of the 9 Doing What Matters Initiative sectors: Advanced Manufacturing & Advanced Technology and Information & Communication Technology (ICT)/Digital Media identified in the 2017 Los Angeles Regional Strong Workforce Program plan. DUSD will strengthen career pathways, expand opportunities for work-based learning, attend to CTE faculty recruitment and professional development, support regional marketing, curriculum alignment, and improve data-informed decision-making.
	Strategy 1. Create New Information Technology Pathway with Dual Summary of Strategies	Downey Unified will collaborate with Cerritos College to create a new Information Technology pathway in Information and Communication Technologies (ICT) with dual enrollment courses leading to industry-recognized A+ Certification in computer skills, postsecondary advancement and careers in IT. The K12 and community college partnership and certification are important stepping-stones for future programmers, software developers for applications, multimedia artists, graphic designers, systems security analysts, cyber defense analysts, cyber defense infrastructure support specialists, vulnerability assessment analysts, and cyber defense forensic analysts — all occupations deemed to be expanding in the state and local market in Los Angeles County. Although some technology occupations require more than a middle-skill education, earning college credit while still in high school as proposed in this strategy gives Downey students a boost in their career goals. Upon completion of certification in the pathway, DUSD support staff will guide ICT students toward work-based learning (WBL) opportunities and further postsecondary work to meet regional demand for these workers. The Centers of Excellence predict 4% growth by 2020 with 516 annual job openings for computer programmers in LA County, including the occupations computer programmer analysts, applications developers and JAVA developers, (SOC Code 15-1131). (Prepared by the LA/OC COE for Labor Market Research. Computer Programming. April 2018 http://coeccc.net/Search.aspx#idDetailPanel .) All new pathway courses will also include industry sector skills analysis in the curriculum design and adoption along with providing students opportunities to prepare and take exams for relevant industry-recognized credentials or certificates.



Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE
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<p>Strategy 2. Create New Art, Business, and Science (ABS) of Game Design Pathway in ICT</p>	<p>Summary of Strategies</p>	<p>DUSD will create the Art, Business and Science (ABS) of Game Design Pathway, leading students to careers as game/simulation designers, game programmers, and game software developers. Mirroring the CDE’s ICT pathway standards for Games and Simulation, this pathway will provide foundational skills in game design, hardware, graphics and animation, and practical skills in storyboarding, programming techniques and working collaboratively in a team. The LA/Orange County regional SWP consortia recommend creating a new priority sector for digital media apart from the ICT focus (Jan. 2017 Regional Plan). The new pathway provides a backbone for this strategy in the heart of LA County, focusing on the plan’s documented gap in entertainment industry pathways and opportunities for local students. The Centers of Excellence determined there is an unmet need for game design and development programs in LA County. Over the next five years, the number of jobs for multimedia artists and animators is expected to increase locally by 8%. More importantly, 65% of students in a technical program are employed within six months of graduation, and 27% of multimedia artists and animators have some postsecondary coursework but not necessarily degree completion. This distinction creates an ideal scenario for future multimedia artists (SOC Code 27-1014) and video game designers (SOC Code 15-1199.11) to begin their training in a high-quality CTE pathway in DUSD, continue coursework in partnership with Cerritos College, and move into sustainable, well-paid positions in the workforce. (LA/Orange County Center of Excellence for Labor Market Research. Game Design & Development. March 2018 http://coeccc.net/Search.aspx#idDetailPanel).</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE



California Community Colleges



Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

Strategy 3. Ensure Industry-Recognized Certification in Advanced Manufacturing Pathway

Summary of Strategies

DUSD will collaborate and sign new articulation agreements with partner Cerritos College to ensure that Downey Unified high school students in the Advanced Manufacturing CTE pathway earn the industry-recognized Certified Production Technician+ (CPT) certification through dual-credit opportunities. This certification meets the Manufacturing Skill Standards Council (MSSC) standards. Cerritos College is already a partner in SWP regional planning for engineering design/manufacturing pathways. Both DUSD and Cerritos College are linked to the Los Angeles Region of the Centers for Applied Competitive Technologies (CACT), and its special projects, including the Advanced Manufacturing and Engineering Technology Linked Learning (AMETLL) Consortium. All new pathway courses will also include industry sector skills analysis in the curriculum design and adoption along with providing students opportunities to prepare and take exams for relevant industry-recognized credentials or certificates. Labor Market Information data show that the number of jobs for Industrial Maintenance Technicians occupations will increase 3% over the next five years in LA and Orange counties. More than 8,700 job openings will be available annually due to replacement needs. DUSD’s partnership with Cerritos College to ensure certification for its high school students in the Advanced Manufacturing CTE pathway is one of several similar connections being made throughout the region. Occupational job listings in growth areas include: Maintenance and repair workers, general (SOC code 49-9071), Industrial Machinery Mechanics (49-9041), and Mechanical Engineering Technicians (17-3027). These are essentially gateway occupations that require a high school diploma and certification, leading to other higher-earning occupations in Industrial Systems Technology.

Activities of Proposed Strategies

- **Career Exploration and Guidance**
- **Dual Enrollment and/or College Credit**
- **Industry Sector Skills Analysis**
- **Industry-Recognized Credential or Certificate**
- **Integrated Academic and Career Based Courses**
- **Professional Development for Teachers or Faculty Members**
- **Soft Skills Contextualized in CTE**



PATHWAY IMPROVEMENT STRATEGIES

<p>Strategy 4. Create New Welding Pathway at Columbus Continuation High School</p>	<p>Summary of Strategies</p> <p>DUSD will add a new Advanced Manufacturing & Advanced Technology or Manufacturing & Product Development: Welding & Materials Joining pathway at Columbus Continuation High School. Students will learn the advanced techniques of Oxy-Acetylene Welding and Shielded Metal Arc Welding, Gas Metal Arc Welding and Gas Tungsten Arc Welding. Students will be able to weld and operate welding machines through instruction in math, blueprints and safety. Once students master these processes, they will work on a variety of projects. Each class is one semester in length. Courses are articulated with Cerritos College for students earning a grade of A or B. Students enrolled in this class can receive an American Welding Society Advanced Level Certificate and prepare for the state exam for Certified Welder Licensing.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-Recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT STRATEGIES

<p>Strategy 5. Expand and Sustain Work-Based Learning Opportunities</p>	<p>Summary of Strategies</p> <p>DDUSD proposes expand and sustain work-based learning opportunities for more CTE pathways students while also strengthening career pathways and maximizing sustained industry engagement. DUSD also aims to build upon and sustain the existing Downey MADE Work Experience program that started with California Career Pathways Trust (CCPT) grant funding. In close collaboration with the Southeast Los Angeles County Workforce Development Board (SELACO WDB) and local employers, high school juniors in all CTE pathways at Warren, Downey and Columbus Continuation high schools have an opportunity to participate in the Downey MADE Work Experience program. Participating students attend six, 1-hour career readiness seminars offered after school or during lunch, which focus on: identifying individual strengths; building a strong resume; job interview techniques; mock interviews with local employers; career readiness skills, such as leadership, problem solving, critical thinking, and collaboration; and what to expect in the workplace. Students then interview for local work experience opportunities with identified business and industry partners. In the summer, students work for 100 hours over 6 weeks—often paid—with their business/industry mentor. DUSD will add a new Advanced Manufacturing & Advanced Technology or Manufacturing & Product Development: Welding & Materials Joining pathway at Columbus Continuation High School. Students will learn the advanced techniques of Oxy-Acetylene Welding and Shielded Metal Arc Welding, Gas Metal Arc Welding and Gas Tungsten Arc Welding. Students will be able to weld and operate welding machines through instruction in math, blueprints and safety. Once students master these processes, they will work on a variety of projects. Each class is one semester in length. Courses are articulated with Cerritos College for students earning a grade of A or B. Students enrolled in this class can receive an American Welding Society Advanced Level Certificate and prepare for the state exam for Certified Welder Licensing.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Work-Based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Strategy 6. Expand and Build Upon eSports to Support Careers in Game Design</p>	<p>Summary of Strategies</p> <p>Downey MADE Stronger pathways project will make a significant investment in new computers and equipment for DUSD’s popular annual eSports tournament to support students focusing on careers in computer science and the newly proposed pathway in the Art, Business, and Science (ABS) of Game Design. This strategy supports the LA/OC SWP regional plan to fill an unmet middle-skill need in supporting student development toward careers in digital media entertainment, specifically in video game design. Consultants will continue to work with high school students to organize career forums with industry professionals and industry-site visits, and mirror these opportunities for middle school students.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Support Services • Work-Based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Strategy 7. Build Innovation Design Studios at All Elementary Schools</p>	<p>Summary of Strategies</p> <p>Downey MADE Stronger pathways project will make a significant investment in new computers and equipment for DUSD’s popular annual eSports tournament to support students focusing on careers in computer science and the newly proposed pathway in the Art, Business, and Science (ABS) of Game Design. This strategy supports the LA/OC SWP regional plan to fill an unmet middle-skill need in supporting student development toward careers in digital media entertainment, specifically in video game design. Consultants will continue to work with high school students to organize career forums with industry professionals and industry-site visits, and mirror these opportunities for middle school students.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Soft Skills Contextualized in CTE



California Community Colleges



Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

<p>Strategy 8. Integrate Mathematics Into CTE Pathways Coursework</p>	<p>Summary of Strategies</p> <p>Downey MADE Stronger proposes to strengthen mathematics across all CTE pathway courses by creating a Math Integration Specialist position who will be responsible for integrating applied math to all CTE courses in DUSD. This person will also spend 50% time as the CTE Coordinator. Having a Math Integration Specialist aligns with the LA/OC SWP regional plan’s stated needs to expand the local Science, Technology, Engineering, and Math (STEM) talent pool through strategies that attract more underrepresented students. “...In particular Latino students, because these students will represent the bulk of California’s working-age population in the near future. In the 2016-2017 academic year, 74% of LAUSD students identified as Latino. Yet, this group is the least likely to obtain a degree and major in STEM.” (SWP LA Regional Plan. LA/OC Regional Consortia. Jan. 2017. p 6.). Downey’s students represent this trend, with 89% identifying as Hispanic or Latino (CDE Data Reporting Office/DataQuest). In addition, the CTE Coordinator role is much needed in DUSD to support the Director of College and Career Readiness in implementing high-quality CTE programs at the K12 level aligned to workforce development efforts and regional economic priorities of the LA Regional SWP.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Strategy 9. Build Relationship with and Address Needs of Business and Industry</p>	<p>Summary of Strategies</p> <p>Build Downey Unified District’s capacity by hiring a technical assistance consultant for industry engagement to continue to work with district and high school administrators to establish and maintain effective working relationships with key employer and business stakeholders, especially in identified priority sectors of Advanced Manufacturing and ICT. The technical assistance consultant for industry engagement will provide training and support DUSD staff to assume responsibilities to recruit, engage and maintain relations with local industry leaders and offer the following industry volunteer opportunities: guest speaker/panelist, mock interviewer, project-based learning judge, host a student at worksite, sponsor a student for work experience placement, offer career guidance, or sponsor a workplace tour. The technical assistance consultant will support DUSD staff to organize and implement key events such as Mock Interview Day, Employer Interviews and the program’s Culmination Celebration. In addition, this technical assistance consultant will collaborate with DUSD staff to continue offering career readiness seminars to high school juniors that include either a guest speaker or industry panel aligned with the seminar’s focus. Industry guests will be invited to talk about their own career journey, educational background, industry, work environment, required education, and even offer personal and career advice for students.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis

PATHWAY IMPROVEMENT STRATEGIES

<p>Strategy 10. Support Regional Marketing & Career Exploration of CTE Pathways for Students & Families</p>	<p>Summary of Strategies</p>	<p>Downey MADE Stronger pathways project will support regional marketing efforts along with career exploration opportunities for students to promote all CTE programs. The intention is for students and families to make informed decisions about educational opportunities, especially CTE pathways and other resources, in their local communities. In addition, Downey Unified aims to provide support services to K12 students at transition points to learn about CTE opportunities for career readiness. Administrators, counselors and a new full-time CTE Coordinator/Math Integration Specialist along with the CTE Engagement Facilitator will create printed CTE catalogs, videos and other marketing materials. On a regular basis, the team will bring together parents, students, and industry partners to inform rising 5th-graders about middle school hands-on project-based learning and CTE pathway courses, and rising 8th-graders about all high school CTE pathway offerings and planning for industry-recognized certifications, along with direct alignment to postsecondary programs and future careers. In addition, DUSD will ensure all students participate in a formalized career exploration and guidance program. Students will be encouraged to participate in other career exploration activities such as tours of innovative employers and businesses to further explore careers in the region.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Support Services • Transition Services

PATHWAY IMPROVEMENT

<p>Strategy 11. CTE Faculty Recruitment, On-Boarding, and Professional Development</p>	<p>Summary of Strategies</p>	<p>Downey MADE Stronger includes a comprehensive plan for CTE faculty recruitment (teacher preparation), onboarding for new teachers, and professional development for new and existing CTE teachers. Downey Unified is committed to hiring highly qualified, industry-savvy professionals as CTE teachers, especially in high-priority sectors of Advanced Manufacturing and ICT. The professional development plan is centered on having CTE-credentialed and trained instructors to carry out program alignment with regional needs of business and industry to prepare students with the necessary knowledge, skills, and abilities (KSAs) to address skills gaps and provide students with robust academic support toward college and career readiness goals based on CTE pathways.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE

PATHWAY IMPROVEMENT

<p>Strategy 12. Develop Regional Robust Reliable and Sustainable Data Systems</p>	<p>Summary of Strategies</p>	<p>Downey Unified will contract with a technical assistance data consultant responsible for ensuring that common countywide regional economic development and labor market data is used as the basis for all reporting to the CDE and the California Community Colleges Chancellor’s Office (CCCCO). The consultant will build upon the existing CTE data collection and reporting system to track and share K12 SWP student-level outcome data with state agencies. Downey Unified, along with partners—Cerritos College, Rio Hondo College, SELACO, and other key partner organizations—will help develop and implement protocols to ensure systems alignment in data reporting. DUSD has a data-sharing MOU with Cal-PASS Plus, and will continue to share data through this platform. The intent is to promote better use of data through common protocols for evaluating all CTE activities with robust data analysis and regular reporting of data findings for DUSD’s data-informed decision-making.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Support Services

STATEMENT OF WORK	Strong Workforce Program Metrics	
	Activity 1.1: Collaborate with Cerritos College on IT Pathway Creation	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
Activity 1.2: Create New IT Pathway Courses	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	
Activity 2.1: Design and Implement New ABS of Game Design Pathway in ICT	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	
Activity 2.2: Create New CTE Courses in ABS of Game Design Pathway in ICT	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	
Activity 3.1: Ensure Industry-Recognized Certification in Advanced Manufacturing	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	
Activity 4.1: Create New Welding Pathway at Columbus Continuation High School	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	

STATEMENT OF WORK		Strong Workforce Program Metrics
Activity 5.1: Expand Work- Based Learning Opportunities		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12)
Activity 5.2: Coordinate and Implement Work- Based Learning for CTE Students		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12)
Activity 5.3: Assessment and Documentation of Student Performance in Work-Based Learning		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12)
Activity 6.1: Purchase Computers, Equipment, and Licensing for eSports Expansion		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12)
Activity 6.2: Provide Technical Support and Project Management for eSports Tournament		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12)
Activity 7.1: Build Innovation Design Studios at All 13 Elementary Schools		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)

STATEMENT OF WORK		Strong Workforce Program Metrics
Activity 8.1: Hire CTE Coordinator / Math Integration Specialist		<ul style="list-style-type: none"> • Graduated high school (K12)
Activity 9.1: Contract with Technical Assistance Consultant for Industry Engagement		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
Activity 9.2: Recruit, Expand, and Sustain CTE Advisory Committee		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12)
Activity 10.1: Hire CTE Engagement Facilitator to Promote CTE Pathways to Students and Families		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
Activity 10.2: Creation of CTE Recruitment and Engagement Materials		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
Activity 10.3: Develop Series of CTE Pathways Engagement Videos		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)

STATEMENT OF WORK	Activity 10.4: Update and Maintain Downey MADE Website	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12)
	Activity 10.5: Career Exploration for K-12 CTE Students	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12)
	Activity 11.1: CTE Faculty Recruitment, On-Boarding, and Professional Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
	Activity 12.1: Contract TA Consultants for Development of Robust Reliable Data System	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
Activity 12.2: Build DUSD Internal Data Capacity	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	



LEAD INSTITUTION



East San Gabriel Valley ROP

Culinary Arts

Pathway Improvement Scope: K-12 partners: West Covina USD, Charter Oak USD, Postsecondary partners: Mt. SAC, ROP PS Div. Goals; increase articulations and/or dual enrollment credits, expand work based learning, and provide educational development plans to each student in pathway. Additional goal includes providing career exploration so students can understand the various pathways in sector. Ongoing goals include review curriculum for industry relevance, labor demand and business certifications.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$217,531.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Hospitality, Tourism, & Recreation</p>
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Participating Partners

East San Gabriel Valley ROP • West Covina Unified School District • West Covina High School • Mt. San Antonio Community College District • Edgewood High School • Coronado High School • Guadalupe • Stater Brothers St#56 • McDonalds • McDonalds

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	In order to expand CTE Pathways and provide opportunities for students, a focus will be placed on the following areas: Career Exploration and Guidance, Dual Enrollment and/or College Credit, Industry Recognized Credential or Certificate, Transition Services (Secondary to Postsecondary), and Work-based Learning opportunities.				
Dual Enrollment and/or College Credit	<table border="1"> <tr> <td style="text-align: center;">Summary of Strategies</td> <td>In the Advanced Manufacturing Sector, strong Business and Community partnerships create CTE success: teachers, administrators, university students and instructors, industry professionals, business service organizations, education institutions, unions, and state and local agencies will work cohesively to ensure disadvantaged students graduate from high school and excel in Manufacturing pathway occupations. This complex web of relationships – “hands-on” CTE business and education partners we have already identified and new partners we will seek – model skills and attitudes, critique performance and portfolios, pave the way for college and industry entrance, and grant opportunities and resources far beyond what South El Monte High School and students’ families could ever access or afford.</td> </tr> <tr> <td style="text-align: center;">Activities of Proposed Strategies</td> <td> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit </td> </tr> </table>	Summary of Strategies	In the Advanced Manufacturing Sector, strong Business and Community partnerships create CTE success: teachers, administrators, university students and instructors, industry professionals, business service organizations, education institutions, unions, and state and local agencies will work cohesively to ensure disadvantaged students graduate from high school and excel in Manufacturing pathway occupations. This complex web of relationships – “hands-on” CTE business and education partners we have already identified and new partners we will seek – model skills and attitudes, critique performance and portfolios, pave the way for college and industry entrance, and grant opportunities and resources far beyond what South El Monte High School and students’ families could ever access or afford.	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit
Summary of Strategies	In the Advanced Manufacturing Sector, strong Business and Community partnerships create CTE success: teachers, administrators, university students and instructors, industry professionals, business service organizations, education institutions, unions, and state and local agencies will work cohesively to ensure disadvantaged students graduate from high school and excel in Manufacturing pathway occupations. This complex web of relationships – “hands-on” CTE business and education partners we have already identified and new partners we will seek – model skills and attitudes, critique performance and portfolios, pave the way for college and industry entrance, and grant opportunities and resources far beyond what South El Monte High School and students’ families could ever access or afford.				
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit 				

PATHWAY IMPROVEMENT

Work-Based Learning	Summary of Strategies	Utilize work-based learning (WBL) staff to expand WBL opportunities to all capstone students enrolled in the pathway. This will be accomplished by working with local chambers. WBL staff will attend monthly business chamber meetings to recruit more business partners. Instructors will also be required to identify at least 3 WBL sites. Instructors will be evaluated on the WBL opportunities provided to their students.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Work-based Learning

PATHWAY IMPROVEMENT

Career Exploration and Guidance	Summary of Strategies	Career exploration will be provided to students as part of the introductory course were students will explore the various pathways within the industry. Students will gain an understanding of the type of industry-recognized certificates, licensures, registrations and the labor market demand within the pathway. Students will also gain an understanding of how much school they will need after graduation and how much they may earn in the industry.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance

PATHWAY IMPROVEMENT

Industry Recognized Certificate of Credential	Summary of Strategies	Career exploration will be provided to students as part of the introductory course were students will explore the various pathways within the industry. Students will gain an understanding of the type of industry-recognized certificates, licensures, registrations and the labor market demand within the pathway. Students will also gain an understanding of how much further education they will need after high school graduation and how much they may earn in the industry.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate

PATHWAY IMPROVEMENT STRATEGIES

<p>Integrated Academic and Career Based Courses</p>	<p>Summary of Strategies</p>	<p>Curriculum will be reviewed to ensure alignment with industry expectations. This will be accomplished during industry advisory meetings where local business partners will have the opportunity to provide comments into the specific curriculum. This activity will occur annually. Instructors will be provided professional development to incorporate changes into their lesson plans. Curriculum will also be reviewed for World of Work Competencies: (Adaptable, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Empathy, Entrepreneurial Mindset, Resilience, Self-Awareness, and Social Diversity). Design curricular portability across institutions. Introduce students to the 21st Century Skills Badging process and emphasize the importance of obtaining the non-cognitive skills to earn digital badges so students can transition seamlessly into California’s workforce and close the skills gap and obtain a job that offers family supporting wages.</p>
	<p>Activities of Proposed Activities</p>	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses

PATHWAY IMPROVEMENT STRATEGIES

<p>Transition Services (Secondary to Postsecondary)</p>	<p>Summary of Strategies</p>	<p>Supportive services will be offered to students to ensure that the transition from Secondary to Post-Secondary is seamless. Students will be prepared for Post-Secondary opportunities by means of Financial Aid awareness workshops and field trips to Post Secondary institutions.</p>
	<p>Activities of Proposed Activities</p>	<ul style="list-style-type: none"> • Transition Services



California Community Colleges



Strong WorkForce

		Strong Workforce Program Metrics	
STATEMENT OF WORK	Articulations – Professional Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) 	
	Work-Based Learning - Professional Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO) 	
	Certifications – Professional Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO) 	



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



East San Gabriel Valley ROP

Graphic Arts & Game Design

Pathway Improvement Scope: K-12 Partners; Walnut Valley USD, Glendora USD, West Covina USD, Postsecondary partners: Mt. SAC, ROP PS Div. Goals: Expand/build articulation agreements, expand/build work based learning sites that allow secondary students to gain on –the-job-work experience in various graphic arts based settings. Enhance career exploration/planning to better understand careers in industry sector. Improve program and curriculum review, evaluation and revision process to ensure program relevance to students.

Budget Allocation Year: 2018-2019
Total Project Budget: \$308,372.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Arts, Media, & Entertainment

Participating Partners

East San Gabriel Valley ROP • West Covina Unified School District • West Covina High School • Glendora Unified School District • Mt. San Antonio Community College District • Walnut Valley Unified School District • Diamond Bar High School • Ron Hackwalt Academy • CoSA Vfx, Inc. • Pln Craft • Ready at Dawn •

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	In order to expand CTE Pathways and provide opportunities for students, a focus will be placed on the following areas: Career Exploration and Guidance, Dual Enrollment and/or College Credit, Industry Recognized Credential or Certificate, Transition Services (Secondary to Post Secondary), and Work-based Learning opportunities.	
Dual Enrollment and/or College Credit	Summary of Strategies	Collaborative time to align course content for successful articulations and dual enrollment credits will be provided between secondary instructors and post-secondary instructors. Social media marketing campaign (bi-lingual) will be shared with counselors, parents and students that explains articulations and dual enrollment credits.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit

PATHWAY IMPROVEMENT

Work-Based Learning	Summary of Strategies	Utilize work-based learning (WBL) staff to expand WBL opportunities to all capstone students enrolled in the pathway. This will be accomplished by working with local chambers. WBL staff will attend monthly business chamber meetings to recruit more business partners. Instructors will also be required to identify at least 3 WBL sites. Instructors will be evaluated on the WBL opportunities provided to their students.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Work-based Learning

PATHWAY IMPROVEMENT

Career Exploration and Guidance	Summary of Strategies	Students enrolled in the pathway will be provided an Individualized Educational Plan (IEP) by their CTE Counselor. The plan will include; sequenced pathway through grade 13, number of recommended WBL hours, articulation credit and/or dual enrollment available. The CTE Counselor will annually review the IEP with each student in January and review the articulation and/or dual enrollment credits available to the student.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance

PATHWAY IMPROVEMENT

Industry Recognized Certificate of Credential	Summary of Strategies	Career exploration will be provided to students as part of the introductory course were students will explore the various pathways within the industry. Students will gain an understanding of the type of industry-recognized certificates, licensures, registrations and the labor market demand within the pathway. Students will also gain an understanding of how much further education they will need after high school graduation and how much they may earn in the industry.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate

PATHWAY IMPROVEMENT

<p>Integrated Academic and Career Based Courses</p>	<p>Summary of Strategies</p>	<p>Curriculum will be reviewed to ensure alignment with industry expectations and will be reviewed for World of Work Competencies: (Adaptable, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Empathy Entrepreneurial Mindset, Resilience, Self-Awareness, and Social Diversity). Introducing students to the 21st Century Skills Badging process and emphasize the importance of obtaining the no cognitive skills to earn digital badges so students can transition seamlessly into California’s workforce and close the skills gap and obtain a job that offers family supporting wages.</p>
	<p>Activities of Proposed Activities</p>	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses

PATHWAY IMPROVEMENT STRATEGIES

<p>Transition Services (Secondary to Postsecondary)</p>	<p>Summary of Strategies</p>	<p>Supportive services will be offered to students to ensure that the transition from Secondary to Post-Secondary is seamless. Students will be prepared for Post-Secondary opportunities by means of Financial Aid awareness workshops and field trips to Post Secondary institutions.</p>
	<p>Activities of Proposed Activities</p>	<ul style="list-style-type: none"> • Transition Services



STATEMENT OF WORK		Strong Workforce Program Metrics
		Articulations – Professional Development <ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Employed in a job closely related to field of study after exiting California Community College (CCCCO)
Work-Based Learning - Professional Development <ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Employed in a job closely related to field of study after exiting California Community College (CCCCO) 		
Certifications – Professional Development <ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Employed in a job closely related to field of study after exiting California Community College (CCCCO) 		



LEAD INSTITUTION



El Monte Union High School

Manufacturing

Pathway Improvement Scope: LAOCRC Regional Plan projects 5800 new manufacturing job openings by 2024. Advanced Manufacturing positions El Monte students to fill the regional skills gap, part of revitalizing US leadership in manufacturing. Along with industry and civic leaders, South El Monte High School will grow the full machining and forming sequence, linking school to work. Partners include Rio Hondo College, the El Monte-Rosemead Adult School, Lawrence Equipment, All Industrial, Thrifty Ice Cream, and Precision Coil.

Budget Allocation Year: 2018-2019
Total Project Budget: \$143,570.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors:
Manufacturing & Product Development

Participating Partners

El Monte Union High School • South El Monte High School • Rio Hondo Community College District • Thrifty Ice Cream Plant/RiteAid • Precision Coil Spring Co. • VACCO • All Industrial Tool Supply • El Monte/South El Monte Chamber of Commerce • Economic Development/Los Angeles County San Gabriel Valley Service Center • San Gabriel Valley Economic Partnership • City of El Monte • El Monte-Rosemead Adult School • El Monte Promise Foundation • Lawrence Equipment

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>Strategy 1 responds to the LAOC/RC Consortia document theme 1 -- “Maximizing sustained industry engagement”, and its elaboration, “through participation in industry councils and collaborative efforts...” (14); Strategy 2 to theme 2 - “Strengthening career pathways and programs of study,” including attracting more underrepresented students and partnering with Adult Ed (15). Strategy 3 to theme 3 - Expanding opportunities for WBL” through industry partnerships (16).</p>
Business and Community Partnerships	<p style="text-align: center;">Summary of Strategies</p> <p>In the Advanced Manufacturing Sector, strong Business and Community partnerships create CTE success: teachers, administrators, university students and instructors, industry professionals, business service organizations, education institutions, unions, and state and local agencies will work cohesively to ensure disadvantaged students graduate from high school and excel in Manufacturing pathway occupations. This complex web of relationships – “hands-on” CTE business and education partners we have already identified and new partners we will seek – model skills and attitudes, critique performance and portfolios, pave the way for college and industry entrance, and grant opportunities and resources far beyond what South El Monte High School and students’ families could ever access or afford.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Transition Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Access, Equity, and Inclusion	Summary of Strategies	Improving underrepresented students' participation in Advanced Manufacturing activities is about shining a light on things not seen. We aim to inspire and empower low-income and female students in grades 9-12 to pursue technology-intensive education and consider careers in STEM-based sectors such as Advanced Manufacturing. This includes explicitly addressing lack of female interest as well as reluctant STEM students' beliefs in their lack of STEM proficiency. Work-based learning through WEE plans will allow our continuation students a new opportunity to participate in the Manufacturing pathway by offering internships for class credit and giving them an option to complete a CTE pathway -- an indicator of college and career readiness. Rio Hondo College is hosting an invitation-only CTE Fair for girls, offered to our District exclusively because of our strong longstanding relationship with the College. MOUs for dual enrollment will provide options for students who may not have seen themselves as college-bound. Teachers will receive training in Universal Design for Learning (UDL), Restorative Practice, and will participate in the District-wide "student outcomes improvement" initiatives (Integrated English Language Development, implementation of Common Core mathematical practices, and creating a multi-tiered system of student supports (MTSS)) -- all of which facilitate and accelerate progress toward attainment of K12 SWP access, equity, and inclusion goals.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Work-Based Learning	Summary of Strategies	Advanced Manufacturing Work-Based Learning engages students in exciting mentor-based programs and projects that build science, math, and technology skills that lead to certifications, inspire innovation, and foster well-rounded life capabilities that enhance career success, including self-confidence, communication, and leadership. Students will be expected to complete industry certifications as part of their capstone class, with a 2019-2020 goal of 75% of capstone students taking the certification exam, and at least 50% passing; by 2021, the goal is for 95% of students to take the certification with at least a 75% pass rate. The District's WEE plan -- Board approved and pending state approval -- provides assurances from employers about the nature of the work students will participate in, their training, supervision, and grading criteria -- all with the goal of increasing Advanced Manufacturing pathway rigor and K12 SWP students' job readiness.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry-recognized Credential or Certificate • Soft Skills Contextualized in CTE • Work-based Learning

STATEMENT OF WORK		Strong Workforce Program Metrics	
		Optimizing Contributions of Existing Industry Partners	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12)
Create New Partnerships	<ul style="list-style-type: none"> Enrolled in another form of job training (other than California Community College) (K12) 		
Inspiring/Empowering Underrepresented Students via Career Technical Service Organizations	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		
Manufacturing Industry Research	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) 		
Advanced Manufacturing Work-Based Service Learning	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		

LEAD INSTITUTION



El Monte Union High School

Patient Care

Pathway Improvement Scope: The demand for health care workers across the U.S. is intensifying. Rio Hondo College (RHC) and the El Monte-Rosemead Adult School (EMRAS) have successful Medical Occupations CTE Programs, and could nearly double the pipeline of qualified health care workers with Strong Workforce funds. Integrating high school students into RHC and EMRAS' CTE Patient Care pathways, we can produce a larger, more diverse, and "job ready" workforce for this high-need region.

Budget Allocation Year: 2018-2019
Total Project Budget: \$243,634.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Health Science & Medical Technology

Participating Partners

El Monte Union High School • South El Monte High School • El Monte High School • Rio Hondo College • El Monte South/El Monte Chamber of Commerce • San Gabriel Valley Economic Partnership • Workforce Development Board • Walgreens Pharmacy • Foothill Cardiology • Southern California Medical Center, El Monte Clinic • El Monte Promise Foundation • Hope House for the Multiple Handicapped • El Monte Rosemead Adult School • City of Hope

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>The LAOC/RC Plan determined this Health Sector focus. SWP Plan Labor Market Data cites building talent capacity as a priority, here addressed by: 1) Expanding the sequenced career pathway; 2) Optimizing industry engagement; 3) Creating technology-embedded classrooms. (p4). The LAOC/RC Plan also notes SWP efforts must “involve strategies that attract more underrepresented students, in particular, Latino students”(10) -- precisely our K12 SWP target population.</p>
Business and Community Partnerships	<p style="text-align: center;">Summary of Strategies</p> <p>To satisfy the exploding need for middle-skills Patient Care workers, the El Monte Union High School District will double the number and expand the diversity of K12 students able to participate in a Patient Care pathway. Students in this larger “pipeline” will have enhanced counseling and transition services to Rio Hondo College Health CTE as well as to the nearby very low-cost, very successful, El Monte-Rosemead Adult School Program in order to produce a larger, more diverse, "100% job-ready" Health Sector workforce. Teachers will participate in articulation and dual enrollment opportunities with Rio Hondo College so that their curriculum aligns with and offers openings to local post-secondary opportunities. Using mentors from the community, students will have access to work-based learning environments and authentic feedback from leading professionals.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Soft Skills Contextualized in CTE • Support Services • Transition Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Increase Patient Care Industry Partnerships and Internships	Summary of Strategies	<p>With an increased number of students in the Patient Care pipeline, the El Monte Union partnership will secure 8 additional industry partners. New partners provide expanded and enhanced opportunities for work-based learning, student mentoring and advising, job opportunities, and materials and equipment donations that create enriched industry-standard classrooms. Teachers will encourage more students to participate in the CTSO HOSA so students benefit from more leadership opportunities and competitive advantages. New partnerships provide additional paths for employment or post-secondary enrollment transition services. Teachers can capitalize on existing partnerships with City of Hope, Hope House, CVS, Kaiser, and Pharma with internships for students, guest speakers and mentors, and access to certifications that will afford students entry-level qualifications for employment. New partners will be invited to join the District CTE Advisory Board to inform curriculum development and reinforce career guidance, including resume building, interview skills, and soft-skills development.</p>
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry-recognized Credential or Certificate • Placement Services • Soft Skills Contextualized in CTE • Support Services • Transition Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Create the Patient Care Classrooms of the Future	Summary of Strategies	<p>Providing expanded and enhanced facilities and equipment -- especially the software, hardware, and infrastructure associated with industry-standard medical education technologies -- is essential to supporting students' 21st-century Patient Care pathway learning.</p>
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Work-based Learning

STATEMENT OF WORK		Strong Workforce Program Metrics	
		Replication of CTE Program to Expand Access, Equity, and Diversity in the Health K12 SWP Pipeline	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12)
HOSA Career Technical Service Organization	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		
Transition Services from High School to Postsecondary Education and Training and Employment	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) 		
Optimize Contributions of Health Industry Partners	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) 		



California Community Colleges



Strong WorkForce

STATEMENT OF WORK		Strong Workforce Program Metrics
		Recruit New Partners for Public-Private Health Sector Partnerships
Bring K12 SWP Students' Attention to the Benefits of Industry Partnership	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	
Creation of a 21 st Century Technology-Embedded Classroom	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 	



California Community Colleges



Strong WorkForce

Guided Pathways to Prepare Students for 21st Century Demands

LEAD INSTITUTION



Glendale Unified School District

Pathway Improvement Scope: With our community college partners, we will ensure that programs place primary emphasis on improving academic and technical skills by integrating academic and technical content. We will develop Programs of Study that reflect all aspects of an industry and ensure students are not restricted in their postsecondary and career pursuits. We will emphasize application of technology in CTE programs regardless of industry area with emerging technologies.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$1,305,185.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Building & Construction Trades • Education, Child Development, & Family Services • Engineering & Architecture • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies • Manufacturing & Product Development • Public Services</p>
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Participating Partners

Glendale Unified School District • Herbert Hoover High School • Glendale High School • Daily High School • Crescenta Valley High School • Clark Magnet High School • Toll Middle School • Wilson Middle School • Roosevelt Middle School • Rosemont Middle School • Glendale Community College District

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>The goals and priorities for this grant have been outlined with the goals of the regional plan, district LCAP goals as well as the 11 elements of a High Quality CTE program. The districts goals are aligned with the improving and expanding the specific priority sectors in LA region; Advance manufacturing, transportation, health and emergent sector of construction, information and communication technologies and digital media.</p>
Curriculum Alignment and Integration for High Quality CTE Program	
Summary of Strategies	<p>Meet 21st Century Standards by addressing element #6 system alignment and coherence to ensure a high quality CTE program. Prepare students to meet academic and industry-based standards and competencies through rigorous and relevant coursework, supported by strong public-private partnerships and provide higher work based learning through Career Technical Student Organizations (CTSO). Collaborate with community college instructors to align curriculum and ensure students are provided a rigorous curriculum.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE

PATHWAY IMPROVEMENT

Expand Work-Based Learning Opportunities	Summary of Strategies	Work with the existing CTE pathways to align pathways to graduation and beyond, Element #7 Effective Organizational Design High Quality CTE program. Align, create and support career pathways that integrate coursework, work-based learning experiences and hands-on experiences so that students develop competencies, skills and attitudes for success beyond high school in the workforce.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Work-based Learning

PATHWAY IMPROVEMENT

Strengthen Industry Advisory Committees	Summary of Strategies	Provide opportunities for teachers to engage and create partnerships with industry professionals to enhance element 5 for a high quality CTE program, industry partnerships. Reach beyond the educational domain and develop a coherent structure for engaging, organizing and accounting for industry support. This will help to ensure the continued relevancy of CTE programs, and build pipelines of skilled workers into the community college pathways and labor markets.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Work-based Learning

PATHWAY IMPROVEMENT

Career Exploration and Guidance	Summary of Strategies	Community College Counseling faculty in collaboration with K12 counselors and career advisors will prepare graduates for post-secondary success through guided pathways. Prepare more students for post-secondary work and training options through the variety of associate of arts and science, as well as skill award and certificate options through the community college. Focus on integration and articulation with post-secondary degree options with the community college.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Transition Services

PATHWAY IMPROVEMENT

<p>Student Support and Leadership Development for Special Populations</p>	<p>Summary of Strategies</p>	<p>Increase opportunity and access for all students with a targeted goal to increase special population enrollment in CTE programs. Provide students and families information about K-14 opportunities to help families make informed choices about education and work and ensure that all students have access to different options.</p>
	<p>Activities of Proposed Activities</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Integrated Academic and Career Based Courses • Placement Services • Soft Skills Contextualized in CTE • Support Services • Transition Services • Work-based Learning

<p>STATEMENT OF WORK</p>	<p>Curriculum Alignment and Integration for High Quality CTE Program</p>	<p>Strong Workforce Program Metrics</p> <ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	<p>Expand Work-Based Learning Opportunities</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	<p>Strengthen Industry Advisory Committees to Meet 21st Century Demands</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	<p>Career Exploration and Guidance</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	<p>Student Support and Leadership Development for Special Populations</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)

Career Preparation for Success in the 21st Century

LEAD INSTITUTION



Hacienda la Puente Unified School District

Pathway Improvement Scope: Hacienda La Puente Unified School District will collaborate with Mount San Antonio Community College, Hacienda La Puente Adult Education and the America’s Job Center of California (AJCC). This project will aligns with the regional consortium plan and also sequences and aligns curriculum between high schools, post-secondary and industry. Our goal is to develop work-based learning opportunities, provide soft skills training and internships for students and create a joint advisory committee.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$544,915.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Business & Finance • Education, Child Development, & Family Services • Engineering & Architecture • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies • Manufacturing & Product Development • Public Services • Transportation</p>

Participating Partners

Hacienda la Puente Unified School District • Glen A Wilson High School • Los Altos High School • La Puente High School • William Workman High School • Valley Alternative High School • Mt. San Antonio College • Hacienda La Puente Adult Education • East San Gabriel Valley America’s Job Center of California • Industry Manufacturers Council •

PATHWAY IMPROVEMENT STRATEGIES

Soft Skills Training	Goals & Priorities	<p>Collaboratively working with Mt. San Antonio Community College, Hacienda La Puente Adult Education and the American's Job Center of California (AJCC) to strengthen coordination, align education and workforce development. By providing soft-skills training, work-based learning opportunities, industry certification, internships and creating a joint advisory committee students, will be prepared for the workforce and better equipped to meet the regional labor market needs.</p>
	Summary of Strategies	<p>Soft skills are ranked high on hiring managers’ priority lists. In a 2016 study from the assessment company Wonderlic, 93 percent of employers said that soft skills are either an “essential” or “very important” factor in hiring decisions. In order to have our high school student college and career ready, we must focus on teaching soft skills to our students. The New World of Work is a 21st Century Skills Program that is currently being implemented at Mt. San Antonio Community College and will align and enable our CTE students to obtain curricular and employability skills that will give students the edge in college and career preparation. The NWoW curriculum includes two lessons of 45-60 minutes on each of the ten skills for a total of 20 classes or modules. The topic areas are titled Adaptability, Analysis/Solution Mindset, Collaboration, Communication, Digital Fluency, Empathy, Entrepreneurship Mindset, Resilience, Self-Awareness, and Social/Diversity Awareness. All CTE students will participate in the soft-skills training.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE

PATHWAY IMPROVEMENT STRATEGIES

Culinary Alignment	Summary of Strategies	<p>Research shows that America reports more than 50 percent of students entering two-year colleges are placed in remediation, almost 40 percent of them never complete remediation, and fewer than 10 percent will earn a degree in three years or fewer. In other words, good-paying jobs are left unfilled, and students are not ready for the demands of college. This strategy will enhance robust partnerships between our schools, community colleges, and our industry partners and enable our students to be better prepared for the 21st-century workplace and improve student transition into post-secondary education, training, and employment. By leveraging partnerships and collaborating with our local community college and adult education we will be able to build more innovative and higher quality programs than one designed by a single institution. Mt. San Antonio Community College plays a pivotal role in developing articulations, and dual-enrollments for our district. Enhance and expand pathway structures by reviewing, aligning, modifying new and existing pathways and curriculum to industry and state standards. Provide students with hands-on learning opportunities and additional work-based learning experiences for students.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Summer Internships	Summary of Strategies	<p>Professional experience prior to college graduation is becoming increasingly important as the job market becomes more and more competitive, and such training generally occurs through internship opportunities. By providing a "Summer Internship Program" for our high school students, they will get hands-on experience at a local business to build upon skills learned in the CTE classroom and establish a clear connection between education and work.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Placement Services • Professional Development for Teachers or Faculty Members • Support Services • Work-based Learning

STATEMENT OF WORK	Strong Workforce Program Metrics	
	Soft Skills Training and Implementation	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12)
	Curricular Alignment	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
Summer Internships	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO) 	



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



Inglewood Unified School District

Construction Pathway

Pathway Improvement Scope: Establish a construction pathway by collaborating with El Camino Community College (ECC) in the Fall of 2019. There is no facility available for students to take the necessary construction classes located in the Inglewood Unified School District. By collaborating with ECC, students in grades 11 and 12 will be provided the opportunity to acquire skills, stack-able certificates and job placement opportunities within the construction industry.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$41,331.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Building & Construction</p>
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Participating Partners

Inglewood Unified School District • Inglewood High School • Morningside High School • City Honors High School • Inglewood Continuation High School • South Bay Workforce Investment Board • Turner Construction Company

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>This project is informed by, aligned to, and expands upon the Los Angeles/Orange County Regional Strong Workforce Plan. This project expands the ability to provide student-centered delivery of services, promotes access, and supports continuous improvement in the beginning stages. This project is designed to support and expand high school pathways by offering early college credits, industry recognized certification, and creating job opportunities to fully prepared students.</p>	
Exploring Healthcare Careers through Simulation	Summary of Strategies	<p>This proposed strategy will make it possible to extend the formalized agreement between Inglewood Unified School District and El Camino Community College. This strategy will provide students the opportunity to gain valuable skills including obtaining the training and certification required in order to participate in industry related internships.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate

PATHWAY IMPROVEMENT

Focus on Student Needs	Summary of Strategies	Strategy #2: To provide students with transportation to and from El Camino College, as well as college success orientation classes, resume preparation and soft skill classes, as a means of providing a holistic educational program to ensure the students enrolled in the program, are prepared for the job field after they have completed their course of study.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Soft Skills Contextualized in CTE • Support Services

PATHWAY IMPROVEMENT

Dual Enrollment, Certifications	Summary of Strategies	Strategy #3: Students will have the opportunity to gain college credits from the classes they take on campus at El Camino College. The college credits will increase their high school grades, increase their motivation to complete the program, and lead to increased high school completion. Additionally, To use the funding to pay for the exams for licenses associated with the students' program of study. To ensure the students are licensed to work in their field of study.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate

PATHWAY IMPROVEMENT

Continued Interest	Summary of Strategies	Strategy #4: To offer summer classes for students as a means of maintaining continuity of study and focus for the students enrolled in the cohorts.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Support Services

STATEMENT OF WORK Establish a Pilot Cohort Level Introductory Courses	Strong Workforce Program Metrics	
	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) 	

LEAD INSTITUTION



Long Beach Unified School District

Health Science and Medical Technology

Pathway Improvement Scope: Expand and improve current efforts to increase the success and quality of seven Health, Science, and Medical Technology (HSMT) industry pathways by building upon the work started through Ca.Career Pathways Trust and CTEIG grants. Partners include Long Beach City College, Memorial Hospital, and Goodwill. All partners are working together to create experiences, skill attainment, and college credit to create seamless transitions to postsecondary and industry credentialing options.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$469,866.00 Project Performance Period: 7/1/2018 – 12/31/2020</p>
<p>CDE Targeted Industry Sectors: Health Science & Medical Technology</p>

Participating Partners

Long Beach Unified School District • Lakewood High School • McBride High School • Sato High School • Jordan High School • Poly Technic High School • California Academy of Mathematics and Science • Long Beach City College • Long Beach Memorial Hospital • Goodwill Solac • Civic Communications

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>This project is aligned to and expands upon the following priorities of the LAOC/RC Regional Plan: Building talent capacity in Health Services; Adding Life Sciences/Biotechnology as an emerging sector; Strengthening career pathways and programs of study in partnership with K-12 school districts; and Increasing opportunities for work-based learning along the continuum through industry partnerships.</p>
Exploring Healthcare Careers through Simulation	<p>Students learn about the different careers in Healthcare through the use high fidelity simulation at Memorial Hospital Simulation lab and targeted curriculum written in conjunction with CTE teachers and Hospital Nurse Education staff.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

Health Occupations Students of America	Summary of Strategies	Expand and improve Health Occupations Students of America (HOSA) chapters at all schools with Healthcare Pathways.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

Early College Pathway Program for Health	Summary of Strategies	As part of a large scale strategic plan between Long Beach Unified School District and Long Beach City College to provide cohesive dual enrollment opportunities, the partners will develop and implement a formal sequence of health related dual enrollment courses that lead to certificates and credit towards Associate Degree in Science and Associates Degree for Transfer. The strategy will also provide wrap around services to ensure student success.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Transition Services

PATHWAY IMPROVEMENT

Certified Nursing Assistant Certification	Summary of Strategies	Increase the number of students earning Certified Nursing Assistant Certification through Goodwill. Serves as career exploration, job placement, and career preparation. Students are able to get entry-level job while pursuing other postsecondary options and goals.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Placement Services • Support Services • Work-based Learning

PATHWAY

Health Asset Mapping	Summary of Strategies	Facilitate a cooperative environment for local organizations and students aspiring to learn more about health-related fields by mapping Long Beach Health organizations in their community.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Work-based Learning

STATEMENT OF WORK	Exploring Healthcare Careers through Simulation	Strong Workforce Program Metrics
	Expand and Improve HOSA	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
	Teacher Support	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
	Early College Pathway Program Course Sequence	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Health Asset Mapping	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)

Design, Visual, and Media Arts

LEAD INSTITUTION



Los Angeles Academy of Arts & Enterprise Charter

Pathway Improvement Scope: Developing existing CTE certified pathway in Business and Enterprise, and establishing a dual-enrollment Design and Media Arts pathway focused on Technology and the Arts. Pathways will be supplemented with corresponding work place experience opportunities. Partners will include Los Angeles City College, Gnomon School of Visual Effects and Visual Animation, Los Angeles Theater Company, Youth Policy Institute + Network for Teaching Entrepreneurship.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$140,000.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Business & Finance</p>

Participating Partners

Los Angeles Academy of Arts & Enterprise Charter • Los Angeles City College • Los Angeles Opera • Gnomon School of Visual Effects, Games and Animation

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>This strategy aligns with the Los Angeles regional plan, which recognizes the creative economy and digital media technologies as labor market priorities. The consortium regional plan notes "Los Angeles County is one of the most dynamic, resource-rich places to do business due to the variety of creative, entrepreneurial professionals". The goal is to provide pupils with quality career exploration and guidance that will provide skills relevant to the Arts Economy.</p>
Summary of Strategies	<p>Embed CTE lectures, trainings and certifications in current High School Business 101 and Entrepreneurship classes. Including; - Lecture series; Business and the Creative Economy. In partnership with LACC, Business 101 and Entrepreneurship students will participate in a mini-lecture series to familiarize them with different facets of business in the creative economy, delivered by business professionals. Each semester students will be introduced to a new facet of business in the creative economy, including but not limited to Entertainment Law, Finance and Business. - Certipoint online training certifications in Junior and Senior level Entrepreneurship classes, including Entrepreneurship and Small Business certification and Microsoft Office certification. - Partner with Network for Teaching Entrepreneurship to provide industry relevant Professional Development opportunities.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Support Services

PATHWAY IMPROVEMENT STRATEGIES

<p>Dual Enrollment Design, Visual and Media Arts Pathway Development</p>	<p>Summary of Strategies</p>	<p>LACOE has a strong belief that enhancing life skills will have a positive impact on the juveniles in our court schools. Even to the smallest degree, any additional services that can be provided to juveniles in need will have some level of success.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Professional Development for Teachers or Faculty Members • Support Services

PATHWAY IMPROVEMENT STRATEGIES

<p>Create Opportunities for Workplace Learning</p>	<p>Summary of Strategies</p>	<p>Create opportunities for workplace learning and arts based internships and trainings in the community. - Launch 2 week Summer Intensive Training ‘boot camp’ with Los Angeles Opera, including introduction to various facets of technical theater production with a focus on linking STEM themes to elements of the Creative Economy, i.e. Marketing/Finance (math) and Lighting/Sound (physics). - Partner with Los Angeles Theater Company to create internship opportunities in Sound and Lighting Engineering. - Partner with Gnomon School of Visual Effects, Game and Animation to provide competitive internship placement and workplace learning opportunities.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Work-based Learning

STATEMENT OF WORK	Business, Enterprise and the Arts: Guest Lecture Series	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
	Business and Enterprise Pathway: Certipoint Certification	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Enrolled in another form of job training (other than California Community College) (K12) Median annual earnings of students after exiting California Community College (CCCCO)
	Design, Visual and Media Arts Dual Enrollment Pathways + Technology Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO) Attained a California Community College certificate/degree or journey level status (CCCCO) Transferred to a four-year institution after exiting California Community College (CCCCO)
Development and Maintenance of Community Partnerships	<ul style="list-style-type: none"> Entered registered apprenticeship after participation in high school preapprenticeship program (K12) Enrolled in another form of job training (other than California Community College) (K12) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO) 	

LEAD INSTITUTION



Los Angeles County Office of Education

Design, Visual, and Media Arts

Pathway Improvement Scope: Los Angeles County Office of Education’s Juvenile Court Schools provides specialized instruction and educational services each day to some 900 incarcerated and at-risk youth. Sites include juvenile hall, probation camps and treatment centers. Career Technical Education is included. Our main goal is to expose as many students to post-secondary opportunities. Working with LAMC, GCC, ELAC and LATTC we have made great strides however, we would like to expand to all students.

Budget Allocation Year: 2018-2019
Total Project Budget: \$251,037.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Arts, Media, & Entertainment

Participating Partners

Los Angeles County Office of Education • Los Angeles Mission College • Glendale Community College • Los Angeles County Department of Probation • Los Angeles County Metropolitan Transportation Authority

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	To provide opportunities for pupils to gain knowledge and understanding on how to access pre-apprenticeships, internships, industry certifications, and WBL opportunities and for industry to provide input to the career technical education programs and curriculum. To expose students as much as possible to all aspects of Career Technical Education.	
Needed Exposure	Summary of Strategies	Provide opportunities for students otherwise considered impossible based on their situation in being incarcerated in a juvenile court school and/or their lack of resources, support and role models in their neighborhoods.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Support Services • Transition Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Spotlight Life Skills	Summary of Strategies	LACOE has a strong belief that enhancing life skills will have a positive impact on the juveniles in our court schools. Even to the smallest degree, any additional services that can be provided to juveniles in need will have some level of success.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE • Support Services

PATHWAY IMPROVEMENT STRATEGIES

Supporting CTE Instructors as Best as Possible	Summary of Strategies	Teaching is a challenging job and even more so for educators working in confined environments: juvenile detention facilities, residential treatment centers, group homes and mental health facilities, among others. It is imperative that they have access to support networks, resources, and professional development opportunities.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Support Services • Transition Services

		Strong Workforce Program Metrics
		STATEMENT OF WORK
	Engagement Events	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Transition Ready	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Teacher Support	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



Residential and Commercial Construction

Pathway Improvement Scope: Los Angeles County Office of Education’s Juvenile Court Schools provides specialized instruction and educational services each day to some 900 incarcerated and at-risk youth. Sites include juvenile hall, probation camps and treatment centers. Career Technical Education is included. Our main goal is to expose as many students to post-secondary opportunities. Working with LAMC, GCC, ELAC and LATTC we have made great strides however, we would like to expand to all students.

Budget Allocation Year: 2018-2019
Total Project Budget: \$326,297.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Building & Construction Trades

Los Angeles Co. Office of Education

Participating Partners

Los Angeles County Office of Education • Los Angeles Mission College • YouthBuild Charter School of California • Tri-Community County Community School • Glendale Community College • Los Angeles County Department of Probation • Los Angeles County Metropolitan Transportation Authority •

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	To provide opportunities for pupils to gain knowledge and understanding on how to access pre-apprenticeships, internships, industry certifications, and WBL opportunities and for industry to provide input to the career technical education programs and curriculum. To expose students as much as possible to all aspects of Career Technical Education.
Summary of Strategies	Provide opportunities for students otherwise considered impossible based on their situation in being incarcerated in a juvenile court school and/or their lack of resources, support and role models in their neighborhoods.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Support Services • Transition Services • Work-based Learning
Needed Exposure	

PATHWAY IMPROVEMENT STRATEGIES

Spotlight Life Skills	Summary of Strategies	LACOE has a strong belief that enhancing life skills will have a positive impact on the juveniles in our court schools. Even to the smallest degree, any additional services that can be provided to juveniles in need will have some level of success.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Soft Skills Contextualized in CTE • Support Services • Transition Services

PATHWAY IMPROVEMENT STRATEGIES

Supporting CTE Instructors as Best as Possible	Summary of Strategies	LACOE has a strong belief that enhancing life skills will have a positive impact on the juveniles in our court schools. Even to the smallest degree, any additional services that can be provided to juveniles in need will have some level of success.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Soft Skills Contextualized in CTE • Support Services • Transition Services

		Strong Workforce Program Metrics
		STATEMENT OF WORK
	Engagement Events	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Transition Ready	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Teacher Support	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



LA’s Promise Charter High #1

SLATE-Z Strong Workforce Pathway Connections

Pathway Improvement Scope: Capitalizing on existing partnerships, LAPCHS will develop a collaborative regional approach to align K-14 pathways for student success by strengthening career pathways across SLATE-Z, a federally designated Promise Zone and collective impact partnership with the mission to revitalize South LA. LAPCHS will partner with 9 local high schools (CRCD Academy, Crenshaw, Dorsey, Fremont, Maya Angelou, Manual, Orthopedic, Santee, & West Adams) and LA Trade-Tech.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$2,197,027.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Building & Construction Trades • Business & Finance • Health Science & Medical Technology</p>
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Participating Partners

LA’s Promise Charter High #1 • Coalition for Responsible Community Development (CRCD Academy) • Crenshaw High School STEAM Magnet • Dr. Maya Angelou Community High School • John C. Fremont High School • Manual Arts High School • Orthopedic Hospital Medical Magnet High School • Santee Education Complex • Susan Miller Dorsey High School • West Adams Preparatory High School • Los Angeles Trade-Technical College • Los Angeles Unified School District • LA Promise Fund • Los Angeles Area Chamber of Commerce • Center for a Competitive Workforce • SLATE-Z •

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>Program strategies are informed by the LA County Strong Workforce Regional Plan and the “College-to-Career Pathways: Getting from Here to There on the Roadmap for a Stronger California Economy” report commissioned by The Board of Governors Task Force on Workforce, Job Creation and a Strong Economy. The program uses a collaborative approach to align pathways, workforce, employment, and student services across schools, colleges, and industries in South LA.</p>
Summary of Strategies	<p>We plan to construct a Career Pathway Improvement Team to lead the Strong Workforce initiative across SLATE-Z. The team, composed of a Director, three Pathways Coordinators, and a Data Manager, will drive pathway improvement in the region, leveraging partners across SLATE-Z to advance program objectives.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services

STATEMENT OF WORK	Engagement Events	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Transition Ready	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)
	Teacher Support	<ul style="list-style-type: none"> • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12)



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



Los Angeles Unified School District

Continuation Students Explore Careers and Pursue Industry Certification

Pathway Improvement Scope: Students from Tri-C and City of Angels Continuation Schools may choose to be in this pilot program. They will attend their school & attend LA Trade Tech or Abram Friedman Occupational Center in pursuit of an industry recognized certificate. They will choose from four priority or two emerging sectors after touring both schools and talking with students, faculty and industry professionals. They will also be provided with industry speakers and job shadowing in their chosen pathway field.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$870,124.00 Project Performance Period: 7/1/2018 – 12/31/2020</p>
<p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Energy, Environment, & Utilities • Health Science & Medical Technology • Information & Communication Technologies • Manufacturing & Product Development • Transportation</p>

Participating Partners

Los Angeles Unified School District • City of Angels Independent Studies School • Central High School/Tri-C CDS • Los Angeles Trade-Technical College • Los Angeles Unified School District ROCP • Abram Friedman Occupational Center • artworksLA • Coalition for Responsible Community Development • Managed Career Solutions, Inc. • Natural Energy Reduction Designs • Exploring the Arts • County of Los Angeles Workforce Development, Aging and Community Services

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	Teachers will be provided professional development to support their students in choosing and enrolling into a CTE pathway. Students enrolled in programs will have the opportunity to complete industry related certifications and gain access to industry collaborates for possible on the Job Training and Work-based learning. Students will strengthen their career pathway by receiving stackable certifications, 3rd party industry certifications, and employability skills.
CTE Pathway Orientation and Identification	
Summary of Strategies	Continuation and Independent Study students will have exposure to 9 Industry Sectors identified as having growth potential through EDD data for next ten years. Students will visit post-secondary campuses that offer these CTE pathways in the community they live.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance

PATHWAY IMPROVEMENT

<p>CTE Pathway PD for Secondary Teachers</p>	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> Professional Development for Teachers or Faculty Members
	<p>Summary of Strategies</p>	<p>Independent Study and Continuation faculty will experience professional development training in post-secondary career choices existing nearby post-secondary institutions that their students can access. They will begin fidelity in implementing Career Zone and Naviance software platforms with their students and integrating content into current classes (i.e. Life Skills AB)</p>

PATHWAYS IMPROVEMENT

<p>Post-Secondary Articulation</p>	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> Dual Enrollment and/or College Credit
	<p>Summary of Strategies</p>	<p>LAUSD and LATCC will be articulation planning for college credit for CTE courses that students complete while in this program. While in this program, students will have instruction and access to CTE personnel as well as job shadowing and internship experiences.</p>

PATHWAY IMPROVEMENT

<p>CTE Culmination and Transition Activities</p>	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> Industry-recognized Credential or Certificate Transition Services
	<p>Summary of Strategies</p>	<p>Students will be provided with certification test preparation courses, materials, and the actual certification test. Fees and logistics for courses and testing will be provided.</p>

Statement of Work		Strong Workforce Program Metrics
		Students Identify and Enroll in CTE Pathway Classes
CTE Professional Development of Faculty	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) 	
Post-Secondary Articulation Agreements	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) 	



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



Los Angeles Unified School District

Creating Optimum Opportunities for Success after High School

Pathway Improvement Scope: Most students in our district cannot envision themselves in a career, doing work they like, and earning a living wage. Experiences are essential for them to understand they belong in that setting. With this grant, coordinators will assist pathways in developing WBL experiences, including internships. Many students attend college without direction. Through this grant, college courses will be provided so students can understand they belong in college, and can earn a certificate or degree.

Budget Allocation Year: 2018-2019
Total Project Budget: \$870,124.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Arts, Media, & Entertainment

Participating Partners

Los Angeles Unified School District • Bell Senior High School • Belmont High School • Carson Senior High School • Cesar E Chavez Learning Academy – Arts/Theatre/Entertainment Magnet • Grover Cleveland Charter High School • Miguel Contreras Learning Complex – LA School of Global Studies • Ramon C Cortines School of Visual & Performing Arts • Susan Miller Dorsey Senior High School • Foshay Learning Center • John C Fremont Senior High School • Oliver Wendell Holmes Middle School • LAUSD/USA Media Arts/Engineering Magnet • Legacy Senior High Sci Tech Engineering Arts Math • Legacy Senior High Visual and Performing Arts • John Marshall Senior High School • Nathaniel Narbonne Senior High School • Florence Nightingale Middle School • Daniel Pearl Senior High Journalism & Communications Magnet • Reseda Charter High School • RFK Comm Schools – Los Angeles High School of the Arts • RFK Comm Schools – School for Visual Arts and Humanities • San Pedro Senior High School • Sonia Sotomayor Arts & Science Academies • South Gate Senior High School • Robert Luis Stevenson College & Career Prep • Sun Valley Senior High School • Esteban Torres High School – East Los Angeles Performing Arts Magnet • Van Nuys Senior High School • Venice Senior High School • West Adams Preparatory Senior High School • Diego Rivera Learning Complex Communication and Technology • East Los Angeles College • Los Angeles City College • Los Angeles Southwest College • Los Angeles Trade-Technical College • Los Angeles Valley College • Santa Monica College • County of Los Angeles Workforce Development, Aging and Community Service • Arts, Media and Entertainment Sector Lead, Jack Mitchell, CDE • EXP

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	One goal of this application, aligned to the LA Regional plan, assists pathways in developing and/or increasing a continuum of work-based learning opportunities. There will be a strong focus on paid internships that are aligned to the AME industry sector. A second goal of this grant, also aligned to the LA Regional Plan, is strengthening career pathways and programs of study in partnership with both AME middle school pathways and community college that have pathways in AME.				
Developing A Continuum of Work-Based Learning (WBL) Experiences	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Summary of Strategies</td> <td>Through the CCPT grant, the LAUSD Linked Learning/CTE office will work with AME pathways to create a robust continuum of work-based learning experiences for students, including industry-aligned paid internships.</td> </tr> <tr> <td style="text-align: center;">Activities of Proposed Strategies</td> <td> <ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Work-based Learning </td> </tr> </table>	Summary of Strategies	Through the CCPT grant, the LAUSD Linked Learning/CTE office will work with AME pathways to create a robust continuum of work-based learning experiences for students, including industry-aligned paid internships.	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Work-based Learning
Summary of Strategies	Through the CCPT grant, the LAUSD Linked Learning/CTE office will work with AME pathways to create a robust continuum of work-based learning experiences for students, including industry-aligned paid internships.				
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Work-based Learning 				

PATHWAY IMPROVEMENT

<p>Preparing for the Internship and for Work</p>	<p>Summary of Strategies</p>	<p>Independent Study and Continuation faculty will experience professional development training in post-secondary career choices existing nearby post-secondary institutions that their students can access. They will begin fidelity in implementing Career Zone and Naviance software platforms with their students and integrating content into current classes (i.e. Life Skills AB)</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Work-Based Learning

PATHWAYS IMPROVEMENT

<p>Introducing and Engaging Students in Community College</p>	<p>Summary of Strategies</p>	<p>Students are introduced to community college through planned visits.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Transition Services

PATHWAY IMPROVEMENT

<p>Students Continue the Pathway Journey with College Classes Aimed at Certification and/or a Degree</p>	<p>Summary of Strategies</p>	<p>Students will be provided with certification test preparation courses, materials, and the actual certification test. Fees and logistics for courses and testing will be provided.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate • Transition Services

Statement of Work		Strong Workforce Program Metrics	
		Perform a Gap Analysis on Work-Based Learning Opportunities and Industry Partnerships at Pathways	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12)
Recruit AME Partnerships with AME Pathways	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		
Bridging High School Pathways with Community College	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		
Students Experience Community Colleges	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		



Linked Learning Summer Bridge to Industry and Community College

LEAD INSTITUTION



Los Angeles Unified School District

Pathway Improvement Scope: Thirty LAUSD Linked Learning high schools orient students to their career pathways through transition year summer bridge programs. The SWP grant will be used to implement three cohorts of 9th and 10th grade summer bridge with the goal to create a true pipeline to career. Adding the community college partnership will introduce post-secondary to LAUSD students at a younger age in hopes to increase the number of students enrolling in and completing career-aligned certificates by HS graduation.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$1,833,517.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Agriculture & Natural Resources • Arts, Media, & Entertainment • Business & Finance • Engineering & Architecture • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies • Marketing, Sales, & Service • Public Services</p>
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Participating Partners

Los Angeles Unified School District • STEM Academy Bernstein • Business and Tourism at Miguel Contreras • Los Angeles School of Global Studies • Carson High School • Responsible Indigenous Social Entrepreneurship School of Augustus Hawkins • Community Health Advocates School of Augustus Hawkins • Critical Design and Gaming School at Augustus Hawkins • Reseda Charter High School • Cleveland Charter High School • Hollywood High School • Los Angeles School of the Arts • West Adams Preparatory High School • Roosevelt High School • STEM Boyle Heights School of Visual Arts and Humanities • Huntington Park Institute of Applied Medicine • University Pathways Public Service • Technology Preparatory Academy at Chavez • Bell High School • Sutter Middle School • Hollenbeck Middle School • Social Justice Leadership Academy at Esteban Torres • University Pathways Medical • Orthopaedic Magnet High School • Manual Arts Senior High School • Muir Middle School • Sotomayor Academy of Arts and Sciences Magnet • Fremont High School • Nightingale Middle School • Mulholland Middle School • Chatsworth Charter High School • East Los Angeles Performing Arts Magnet • East Los Angeles College • Los Angeles City College • Los Angeles Harbor College • Los Angeles Mission College • Los Angeles Pierce College • Los Angeles Southwest College • Los Angeles Trade-Technical College • Los Angeles Valley College • West Los Angeles College • Center for Powerful Public Schools • Project ECHO • Kaiser Permanente

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	The LA Regional Plan priorities are: 1) sustained industry engagement through participation in collaborative efforts, 2) increasing work-based learning opportunities and 3) strengthening career pathways and programs of study with k-12 school districts aligned to high demand labor markets. LAUSD Linked Learning will develop CTE-aligned summer bridge to increase student access to industry engagement, early WBL opportunities, and support services that will engage students in high demand LL pathways.	
Cross-cutting Industry Bridge Programs for LAUSD Linked Learning Pathways	Summary of Strategies	There is a growing demand for entry-level employment in the areas of small business and healthcare (200,000+ jobs over the next 5 years). Using SWP, LAUSD Linked Learning will create robust summer bridge opportunities introducing students to industry/career pathways (k- 16) through interdisciplinary projects (PBL) rooted in strong work-based learning experiences. Embracing the entrepreneurial spirit of LAs growing creative economy, LAUSD will build on the work of CCPT in two crosscutting industry sectors, health care and small business, which intersect with the additional sectors listed in this grant proposal. Using SWP, LAUSD LL will address the need to engage students in their career pathway early, through middle/high school articulation events, and the implementation of hands-on summer bridge programs, simultaneously giving industry and community college collaborates a greater ability to provide support and mentorship to students. This strategy will support the development of career pathways and programs of study with k-12 school districts.
	Activities of Proposed	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses • Soft Skills Contextualized in CTE • Support Services • Transition Services

PATHWAY IMPROVEMENT

<p>Reflecting on Data to Improve Pathway Enrollment and Completion</p>	<p>Summary of Strategies</p>	<p>Understanding the impact of the SWP grant, through data, will give us the ability to understand how the bridge impacts student retention in the CTE pathway selection process. By comparing students who attend summer bridge to those who enrolled in the same school but did not attend summer bridge, we will track the number of students enrolled in summer bridge programs to determine long-term community college enrollment/impact.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses

PATHWAYS IMPROVEMENT

<p>Meaningful Connections to Community College and Industry</p>	<p>Summary of Strategies</p>	<p>While the summer bridge orients students to project-based learning and career, the K-12 Strong Workforce Program Grant will help bridge the academic opportunities to community college and industry. This strategy highlights the importance of building in work-based learning and post-secondary awareness in the context of students' learning; thus, bringing their learning to life.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate • Transition Services • Work-Based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Training Core Content Teachers with CTE Faculty to Contextualize Learning</p>	<p>Summary of Strategies</p>	<p>Through a 3-day training experience CTE and core content teachers will be trained in summer bridge support systems, curriculum, and community college programs, which align to the schools pathway/program of study. Through this process, LAUSD teachers will be able to collaborate with CTE and community college staff to learn how to use summer bridge to contextualize student learning and support the students' identities as a member of a broader career pathway.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT STRATEGIES

<p>Building on Existing Partnerships to Explore Industry Mentorship Programs</p>	<p>Summary of Strategies</p>	<p>Certified LAUSD Linked Learning Pathways create summer bridge opportunities beyond the 8th to 9th grade year to include a 10th/11th grade bridge to industry. In this strategy, we will work with current school and industry partners to prove that this model can be scaled. This strategy will begin with a focus in the health care sector (patient care and biotechnology pathways) in hopes to support students through industry-recognized credentials, certificates or on-the-job/internship training for the sector with the highest demand. SWP will allow LAUSD to expand Thrive to additional health care pathways in Year 1 and explore the model to create similar programs across a wide range of high needs sectors.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Industry-recognized Credential or Certificate • Soft Skills Contextualized in CTE

<p>STATEMENT OF WORK</p>	<p>Meetings with Industry, Non-profit and Community College Summer Bridge Teams</p>	<p>Strong Workforce Program Metrics</p> <ul style="list-style-type: none"> • Enrolled in a California Community College within one year of leaving secondary school (K12) • Enrolled in another form of job training (other than California Community College) (K12)
	<p>Review and Develop Summer Bridge Curriculum with Training for Teachers</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12)
	<p>Implement Summer Bridge Programs</p>	<ul style="list-style-type: none"> • Enrolled in another form of job training (other than California Community College) (K12)
	<p>Collect Data and Analyze Trends</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in another form of job training (other than California Community College) (K12)
	<p>Pilot Summer Bridge Expansion into 10th Grade</p>	<ul style="list-style-type: none"> • Enrolled in another form of job training (other than California Community College) (K12)

Lynwood USD/Compton College CTE Pathway Development

LEAD INSTITUTION



Lynwood Unified School District

Pathway Improvement Scope: Lynwood USD and Compton College envision the development of high quality CTE programs through the following improvements: 1) increase amount of content/CTE professional development 2) increase the amount of dual and concurrent enrollment of CTE courses 3) increase the amount of industry certificate programs and completion 4) improve LUSD equipment/facilities to host CTE prog. The following programs were identified: Welding, HVAC, Administrative Justice, Child Develop, Sign Language, Marketing.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$80,051.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Building & Construction Trades • Business & Finance • Education, Child Development, & Family Services • Energy, Environment, & Utilities • Manufacturing & Product Development • Marketing, Sales, & Service • Public Services</p>

Participating Partners

Lynwood Unified School District • Lynwood High School • Marco A. Firebaugh High School • Vista Continuation High School • Pathway High School – Independent Studies, Lynwood Unified School District • Compton College

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	By increasing the amount of access and opportunities for high school students to be introduced to career pathways through this application, we aim to bring back consistent communication between Career Pathways at Compton College and CTE programs at Lynwood USD. By adding introduction courses to the listed pathways at our high school campuses, students will have a better connection to the college and can begin to take additional coursework at the postsecondary site.
Summary of Strategies	Through our collaboration with Compton College Career Pathways and Workforce team, we will develop a timeline, action plans to help CTE teachers at Lynwood USD align programs to Compton College. Additionally, we will continue to connect with Compton College CTE advisory partners and instructors to continue to develop and provide exposure to students of current programs at the postsecondary level.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning
Increase Connection and Collaboration of CTE Programs between Lynwood USD and Compton	

PATHWAY IMPROVEMENT

<p>Increase the Number of Concurrent and Dual Enrollment Courses Offered at both LUSD and Compton CC</p>	<p>Summary of Strategies</p>	<p>By increasing the amount of CTE courses to students taught by Compton College instructors, we will be able to expose students to current CTE programs at the community college. This will enhance both Lynwood USD by increasing the number of students enrolled in college level coursework as well as completing CTE coursework. Additionally, it will connect students to pathways beginning in their high school years to move forward toward attaining Associate Degrees or Certificates in programs of their interest.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Soft Skills Contextualized in CTE • Transition Services • Work-based Learning

PATHWAYS IMPROVEMENT

<p>Increase Opportunities for Dual Enrollment</p>	<p>Summary of Strategies</p>	<p>Lynwood USD CTE teachers in Welding, Film & Video Production, and our Sign Language instructor will work with Compton College staff to align curriculum towards providing dual enrollment to students during their regular schedule.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Work-based Learning

PATHWAY IMPROVEMENT

<p>Improve Facilities and Equipment at Lynwood USD to Align to Compton CC CTE Programs</p>	<p>Summary of Strategies</p>	<p>In order to complement the increased amount of concurrent enrollment opportunities provided by Compton College CTE staff, Lynwood USD would like to improve its equipment and facilities to host courses at Lynwood USD. Funding from this grant would be used to improve our abilities to host courses after school or during the regular day schedule.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Placement Services • Support Services • Work-based Learning

Statement of Work	Establish Ongoing Meetings with Compton College CTE Staff and Advisories	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Transferred to a four-year institution after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO)
	Providing Extra Duty and Substitutes for CTE Staff at Lynwood USD to Meet with Compton College Staff	<ul style="list-style-type: none"> Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Entered registered apprenticeship after participation in high school preapprenticeship program (K12)
	Provide Concurrent Enrollment Courses to High School Students at Lynwood USD	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Attained a California Community College certificate/degree or journey level status (CCCCO)
Plan for Upgrades of Current Facilities and Purchase of Equipment for CTE Programs	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	

Pathways to Success

LEAD INSTITUTION



Norwalk-La Mirada Unified

Pathway Improvement Scope: This project includes enhancing and expanding career pathways, increasing CTE program participation and completion, and strengthening partnerships. Current partnerships include, but not limited to, local city governments, Norwalk Education Alliance, chambers of commerce, surrounding community colleges and universities, Southeast Los Angeles Workforce Development Board, ALLIn Linked Learning Regional Hub of Excellence, and local businesses.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$870,123.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Agriculture & Natural Resources • Arts, Media, & Entertainment • Business & Finance • Education, Child Development, & Family Services • Engineering & Architecture • Fashion & Interior Design • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies • Manufacturing & Product Development • Marketing, Sales, & Service • Public Services • Transportation</p>

Participating Partners

John Glenn High School • La Mirada High School • Norwalk High School • Waite Middle School • Corvallis Middle School • Los Alisos Middle School • Hutchinson Middle School • Benton Middle School • Los Coyotes Middle School • Cerritos College • Cypress College • Norwalk Education Alliance • SELACO Workforce Development Board

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	This project directly aligns with the identified sectors in the Los Angeles Region Plan. The California Center for Jobs & the Economy profile indicates the number of jobs and annual wages, which provides additional information to affirm the selection of the sectors and pathways for this project.
	College Credit / Articulation	
	Summary of Strategies	NLMUSD will pursue articulation agreements with community colleges. All capstone courses in career pathways will be aligned to a community college degree and/or certificate program, providing students the opportunity to earn college credit. This requires maintaining and expanding the number of articulation agreements with the partner community colleges and establishing new partnerships for new program alignment. Additionally, providing time for faculty/staff collaboration and planning will be necessary.
Activities of Proposed Strategies		<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT STRATEGIES

Industry Certification	Summary of Strategies	Provide industry certifications within each pathway.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate

PATHWAY IMPROVEMENT STRATEGIES

Work-Based Learning	Summary of Strategies	Expand work-based learning opportunities for students.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Placement Services • Transition Services • Work-based Learning



California Community Colleges



Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

Professional Development	Summary of Strategies	Teams of pathway teachers will collaborate within career themes. This includes vertical articulation middle school to college.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Industry Sector Skills Analysis • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

CTE Classrooms	Summary of Strategies	Provide a state of the art learning environment with equipment and materials necessary for pathway programs.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate

PATHWAY IMPROVEMENT STRATEGIES

Work-Based Learning Specialist	Summary of Strategies	Establish a structure and systems for supporting students with transitions and placements.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Placement Services • Soft Skills Contextualized in CTE • Transition Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Support Services/CTE Counselor	Summary of Strategies	Systematize support services for career exploration, guidance and leadership development for students.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE • Support Services • Transition Services

STATEMENT OF WORK		Strong Workforce Program Metrics	
		College Credit	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12)
Industry Certification	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		
Work-Based Learning Experience	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) 		
Professional Development / Training	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) 		
CTE Classrooms	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) 		
Work-Based Learning Specialist	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 		
Support Services/CTE Counselor	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) 		

LEAD INSTITUTION



Options for Youth San Gabriel

Pathways to Success – Los Angeles

Pathway Improvement Scope: Options For Youth – San Gabriel is the lead LEA on this application and planning to work with Opportunities for Learning – Duarte and Opportunities for Learning – Baldwin Park Charter schools. The LEAs will be working with East Los Angeles College, El Camino College, Long Beach City College, LA Trade-Tech College, Los Angeles Valley College, LA Mission College, LA Southwest College and El Camion-Compton College.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$870,124.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Agriculture & Natural Resources • Arts, Media, & Entertainment • Business & Finance • Education, Child Development, & Family Services • Engineering & Architecture • Fashion & Interior Design • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies • Manufacturing & Product Development • Marketing, Sales, & Service • Public Services • Transportation</p>

Participating Partners

Opportunities for Learning – Baldwin Park • Opportunities for Learning – Duarte • Compton College • East Los Angeles College • El Camino College • Los Angeles Trade-Technical College • Los Angeles Valley College • Los Angeles Southwest College • Los Angeles Mission College • Long Beach City College • Mt. San Antonio College • Pasadena City College • West Los Angeles College • Rio Hondo College • Goodwill Southern California • Southeast Los Angeles County Workforce Development Board • Foothill Workforce Development Board • Pacific Gateway Workforce Innovation Network • Los Angeles County Department of Workforce Development, Aging and Community Services • TELACU Education Technology • San Gabriel Valley Conservation Corps • National Tooling & Machining Association – Los Angeles Chapter • National Tooling and Machining Association – San Fernando Valley Chapter • The National Institute for Metalworking Skills • San Gabriel Valley Economic Partnership • Santa Clarita Valley Economic Development Corporation • Managed Career Solutions, Inc. • Community Career Development • Pathways College • Pathways Management Group – Workforce and Career Development • The City of Los Angeles Economic and Workforce Development Department • Los Angeles Area Chamber of Commerce • State of California Department of Industrial Relations – Division of Apprenticeship Standards • Baldwin Park Unified School District • Duarte Unified School District • San Gabriel Unified School District • Los Angeles Economic Development Corporation

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	The Pathways to Success program will prepare students to enter priority sectors industries identified in the Los Angeles Strong Workforce Program Regional Plan, namely Advanced Manufacturing and Advanced Technology; Advanced Transportation and Renewable Energy; Energy, Construction and Utilities; Health Care; and Life Sciences and Biotechnology. Clear pathways will be developed with multiple on-ramps, stackable credentials, and supportive, wrap-around services will ensure student success.
	Summary of Strategies	OFY CTE programs will build and strengthen partnerships with community colleges and educators to develop employer demand-driven tailored training. Pathways to Success will give students the opportunity to dual enroll with partner colleges, receive training and education, gain work experience, and be placed with partner employers.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Support Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Career Guidance	Summary of Strategies	<p>Pathways to Success will address academic, social, and work readiness skills to prepare students for job placement. The program will put students on the pathway to entry-level employment in high demand, high wage jobs, through either direct placement or continuing postsecondary education.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Soft Skills Contextualized in CTE • Support Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Apprenticeship and Pre-Apprenticeship Academies/Advanced CTE	Summary of Strategies	<p>Pathways to Success will implement pre-apprenticeship academies to prepare students for registered apprenticeship programs. Each pre-apprenticeship will be linked with at least one registered apprenticeship sponsor.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Soft Skills Contextualized in CTE • Support Services • Work-based Learning

STATEMENT OF WORK	Career Guidance – Strategy 1	Strong Workforce Program Metrics
	Dual Enrollment and/or College Credit – Strategy 2	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
	Industry-Recognized Credential or Certificate – Strategy 1	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Completed 9+ CTE units in first year of California Community College (CCCCO) Attained a California Community College certificate/degree or journey level status (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO)



California Community Colleges



Strong WorkForce

STATEMENT OF WORK		Strong Workforce Program Metrics
		Work-Based Learning – Strategy 1
Support Services – Strategy 1	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a California Community College certificate/degree or journey level status (CCCCO) 	
Career Guidance – Strategy 2	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 	
Dual Enrollment and/or College Credit – Strategy 2	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Enrolled in another form of job training (other than California Community College) (K12) Completed 9+ CTE units in first year of California Community College Attained a California Community College certificate/degree or journey level status (CCCCO) Transferred to a four-year institution after exiting California Community College (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) 	

STATEMENT OF WORK	Industry-Recognized Credential or Certificate – Strategy 2	Strong Workforce Program Metrics
	Work-Based Learning – Strategy 2	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO)
	Soft Skills Contextualized in CTE – Strategy 2	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO)

STATEMENT OF WORK	Support Services – Strategy 2	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Attained a California Community College certificate/degree or journey level status (CCCCO)
	Career Guidance – Strategy 3	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Transferred to a four-year institution after exiting California Community College (CCCCO) • Employed in a job closely related to field of study after exiting California Community College (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO)
Dual Enrollment and/or College Credit – Strategy 3	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCC) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Transferred to a four-year institution after exiting California Community College (CCCCO) • Employed in a job closely related to field of study after exiting CCC • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO) 	

STATEMENT OF WORK		Strong Workforce Program Metrics
		Industry-Recognized Credential or Certificate – Strategy 3
Integrated Academic and Career Based Courses – Strategy 3	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Transferred to a four-year institution after exiting California Community College (CCCCO) • Employed in a job closely related to field of study after exiting California Community College (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO) 	

STATEMENT OF WORK	Placement Services – Strategy 3	Strong Workforce Program Metrics
	Soft Skills Contextualized in CTE – Strategy 3	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Transferred to a four-year institution after exiting California Community College (CCCCO) • Employed in a job closely related to field of study after exiting California Community College (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO)



STATEMENT OF WORK	Support Services – Strategy 3	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Transferred to a four-year institution after exiting California Community College (CCCCO) • Employed in a job closely related to field of study after exiting California Community College (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO)
	Work-Based Learning – Strategy 3	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) • Transferred to a four-year institution after exiting California Community College (CCCCO) • Employed in a job closely related to field of study after exiting California Community College (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO)



Expanding Work-Based Learning

LEAD INSTITUTION



Pasadena Unified School District

Pathway Improvement Scope: Students in all pathways will have expanded opportunities to participate in a wide range of experiences in the work-based learning continuum, i.e., career awareness, career exploration, career preparation, and career training. Students will connect to professionals in various business, industry, non-profit, and government sectors through the efforts of two established "Pathway Industry Connectors" - the Pasadena Chamber of Commerce and Light Bringer Project.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$815,647.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Building & Construction Trade • Business & Finance • Engineering & Architecture • Health Science & Medical Technology • Information & Communication Technologies • Manufacturing & Product Development • Public Services</p>

Participating Partners

Pasadena Unified School District • John Muir High School • Rose City High School • Marshall Fundamental • Blair High School • CIS Academy • Eliot Middle School • Wilson Middle School • McKinley • Sierra Madre Middle School • Washington Middle School • Blair Middle School • Pasadena City College • Pasadena Chamber of Commerce • Lightbringer Project • Armory Center for the Arts • Pasadena Educational Foundation • AEG Worldwide • Pasadena Service Federal Credit Union • Foothill Workforce Development Board • 301 Organics • Side Street Projects •

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>The goals for continuing and expanding the work-based learning opportunities in our pathways is directly in alignment with the Los Angeles Regional Plan, which calls for an expansion of work-based learning opportunities for CTE students, including internships. The goals are to maintain and increase opportunities along the work-based learning continuum, including leveraging the work of PUSD and its community partners to offer pathway students more internship opportunities.</p>
Maintain Partnerships with Pathway Industry Connectors	<p>Summary of Strategies</p> <p>Pathway Industry Connectors will bring multiple and varied opportunities for pathway students to engage with local industry professionals in high-growth, high-wage fields. These will include guest speakers, field study, job shadowing, mentorship experiences, and compensated internships. Pathway Industry Connectors will work closely with school site staff to connect work-based learning activities to pathway content and academic standards.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

Increased Pathway Diversity	Summary of Strategies	Increase level of diversity within the work-based learning experiences for students, including: a) the diversity of the careers represented in order to align with a wider range of student interests; b) the diversity of individual professionals who are engaging with the students in work-based learning; and c) the diversity of representation within professions, e.g., women and people of color in engineering.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAYS IMPROVEMENT

College and Career Exploration	Summary of Strategies	We will provide industry-standard learning spaces, tools, equipment and materials to prepare students for entry-level employment that reflects the real-world skills, knowledge and training they will need to acquire employment and do a job successfully. Furthermore, we will integrate learning across disciplines, as reflective of real-world work environments, which increasingly require students to adapt and apply knowledge from a variety of disciplines, think critically, problem-solve, communicate, and collaborate effectively within a team.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Support Services

PATHWAY IMPROVEMENT

Robust Advisory Boards	Summary of Strategies	Increase participation by local professionals in industry and district-level advisory boards. Pathway Industry Connectors (PICs) will help expand the network of industry professionals who engage with high school level work-based learning activities, including membership in advisory boards. Current advisory board members will expand their roles and their understanding of the needs of high-school students by participating in regional, state, and national conferences and associations.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • N/A

STATEMENT OF WORK	Internships	Strong Workforce Program Metrics
	Quality Work-Based Learning Activities	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Alignment of Work-Based Learning	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Pathway Themed Weeks	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Advisory Board Meetings	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)

LEAD INSTITUTION



Pomona Unified School District

Hospitality, Tourism, and Recreation

Pathway Improvement Scope: The scope is to improve the Hospitality, Tourism and Recreation pathway that starts with the support of industry and other business professionals and teacher professional develop to bring in ideas and modifications that are needed to see students succeed. Modifying the classroom to implement modules in the pathway and adding stations within the classroom to address all students, including foster and special populations, gives them the opportunity to enter into the workforce with experience.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$256,251.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Hospitality, Tourism, & Recreation</p>
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Participating Partners

Pomona Unified School District • Diamond Ranch High School • Village Academy High School • Gary High School • Park West High School • Mt. San Antonio Community College District/College • Managed Career Solutions MCS, Pomona Job Center of America • San Antonio ROP • Pomona Chamber of Commerce • The Learning Center (Fairplex, Pomona) • Sysco Foods

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	The goals and priorities is to have a high quality Hospitality, Tourism, and Recreation program at Pomona Unified School District for all students. By using the four guided pathways, clarify the path, enter the path, stay on the path, and ensuring the learning is the driver for the program. Opportunities for students will be able to participate in an after school, extended day course, work-based learning, internships, Industry-recognized certifications, and post-secondary.	
High Quality Hospitality, Tourism, and Recreation Offering all Student Success	Summary of Strategies	Career Technical Education teachers work closely with all students to update skills for career readiness for a future workforce that has entry-level skills that guide them into postsecondary or right into the workforce and be successful. One strategy is to continue to update Career Technical Educational teachers to make sure they are meeting the outcomes of the 11 Elements of a High Quality Program that serves all students of all populations, with a focus on homeless, special needs and foster youth and continue to obtain professional development, externships and enhancement in the program for teachers while working with advisory committee members. Meeting a classroom of high quality input students will be guided into certifications in soft skills in all the CTE courses to receive needed skills asked for from industry.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Implementing Professional Development Focusing on High Quality CTE Classrooms</p>	<p>Summary of Strategies</p> <p>Another strategy would be to enhance the pathway by sending teachers to quality Career Technical Educational training through professional development. Then those teachers would be given extra assignments to work with addressing student needs in choosing careers and placement into a work site and follow up upon and after graduation. These teachers will connect students to industry to build relationships to have students enter into the industry partner’s facility for job training/shadowing. Teachers will work more one on one with students as they enter into the facility and connect with them on a regular basis. The teacher specialist will work with the teachers to help implement lessons, career paths, and articulations for students. The teacher specialist also will work with teachers to meeting the certification needs that students can earn from the pathway such as servsafe/ or servsafe management certification.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Professional Development for Teachers or Faculty Members • Support Services • Transition Services • Work-based Learning

PATHWAYS IMPROVEMENT STRATEGIES

<p>Strategy with Partnerships</p>	<p>Summary of Strategies</p> <p>Another strategy is to continue building more relationships with industry and growing the partnerships that will meet the students’ needs as they are learning the Hospitality, Tourism and Recreation pathway. PUSD’s career and technical education program will continue to connect with the different unions related to this industry;to work on ongoing meaningful industry and labor partnerships including the following; written agreements, contracts, memo of understanding for career exploration for all students and possible job placements.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Transition Services • Work-based Learning



California Community Colleges



Strong WorkForce

PATHWAY IMPROVEMENT

Strategy Update Learning Environment	Summary of Strategies	Another strategy is to update classroom and or infrastructure to align industry career readiness as a model showing industry in the classroom for students as a visual so teachers can create that hands-on experience before entering employment. Give students the tools needed to be successful. Without the proper atmosphere and tools of the trade, it is impossible to meet what the students need in Hospitality, Tourism and Recreation. Students who learn in a classroom that meets industry standards can be more comfortable stepping into industry because they have the skills through their classroom training. Industry approved furniture for students to work with and incorporating more industry marketing materials to catch the student’s eye and see the classroom as an industry part of their education will hopefully keep them in the program.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT

Embedding Technology	Summary of Strategies	Another strategy is connecting technology used in industry to the Hospitality, Tourism and Recreation classrooms updating and enhancing all classrooms. Training with updated technology and enhanced equipment can support our students when entering into the industry with skills that they received in training. The K-12 Strong Workforce Program will give the program the ability to address the needs of students to have more access for certifications, and the connections for more students for articulations, and A-G Courses at a high quality level. Technology will help them integrate and academic and career based experience while exploring this sector.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Transition Services • Work-based Learning



California Community Colleges



Strong WorkForce

STATEMENT OF WORK		Strong Workforce Program Metrics
		Work with Foster Youth and Special Population Students to Support Increase of Pathway Completers
Teacher Support through Professional Development	<ul style="list-style-type: none"> Graduated high school (K12) 	
Industry, Advisory and Other Stakeholder Partners	<ul style="list-style-type: none"> Entered registered apprenticeship after participation in high school preapprenticeship program (K12) 	



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



Port of Los Angeles High School

Port of Los Angeles High School CTE Pathway Improvement

Pathway Improvement Scope: POLAHS’ Pathway Improvement plan involves five strategies that are aligned with the Los Angeles Strong Workforce Program Regional Plan and POLAHS LCAP, including CTE program expansion; career exploration; professional development; and postsecondary articulation. POLAHS will collaborate with agencies such as Los Angeles Harbor College; El Camino College; CSU Dominguez Hills; Port of Los Angeles; Los Angeles Maritime Institute; Geoff Captain Studios; and MGI Construction.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$65,259.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Building & Construction Trade • Manufacturing & Product Development • Transportation</p>
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Participating Partners

Port of Los Angeles High School • El Camino College • Los Angeles Harbor College

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	All strategies in POLAHS’ application are informed by, aligned with, and expand upon the Regional Plan goals and priorities, including increasing opportunities for work-based learning; attending to the need for teacher professional development; addressing the needs of business and industry in identified priority and emerging sectors, and ensuring curriculum alignment; and maximizing industry engagement through advisory boards.	
Increasing CTE Program Participation; Addressing Industry Needs	Summary of Strategies	<p>POLAHS will increase the number of students participating in CTE program pathways, addressing the needs of local business and industry in priority and emerging sectors. Aligned with Regional Goal: Addressing the needs of business and industry in identified priority and emerging sectors; and supporting regional marketing, curriculum alignment, streamlined regional processes and regional labor market data collection, and analysis for data-informed decision-making.</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Industry-recognized Credential or Certificate • Placement Services • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Transition Services • Work-based Learning
	Activities of Proposed Strategies	

PATHWAY IMPROVEMENT

<p>Increased Student Opportunities for Career Exploration</p>	<p>Summary of Strategies</p> <p>POLAHS will increase student opportunities for career exploration. Aligned with Regional Goal: Increasing opportunities for work-based learning along the continuum through industry partnerships.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Placement Services • Professional Development for Teachers or Faculty Members • Support Services • Transition Services • Work-based Learning

PATHWAYS IMPROVEMENT

<p>Expanded Industry Skill Alignment; CTE Faculty and Staff Professional Development</p>	<p>Summary of Strategies</p> <p>POLAHS will expand alignment with dynamic industry skills and knowledge through CTE faculty and staff professional development. Aligned with Regional Goal: Attending to the need for new CTE faculty recruitment (teacher pipeline) and professional development and externships for current faculty to ensure alignment with dynamic industry skills and knowledge.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT

<p>Strengthening CTE Pathways through Postsecondary Partnerships</p>	<p>Summary of Strategies</p> <p>POLAHS will strengthen career pathways and programs of study in partnership with postsecondary institutions. Expanded upon Regional Goal: Strengthening career pathways and programs of study in partnership with K-12 school districts, adult education providers and labor/registered apprenticeships. POLAHS expanded upon this goal in Strategy #4 to include postsecondary institutions.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Support Services • Transition Services

PATHWAY IMPROVEMENT

Aligning Pathway Technology with Industry Standards	Summary of Strategies	POLAHS will upgrade and/or purchase pathway technology to align curriculum and activities with industry standards. Informed by Regional Plan: Addressing the needs of business and industry in identified priority and emerging sectors; and supporting regional marketing, curriculum alignment, streamlined regional processes and regional labor market data collection, and analysis for data-informed decision-making. Informed POLAHS Strategy #5, pathway technology for curriculum alignment to business and industry.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry-recognized Credential or Certificate • Soft Skills Contextualized in CTE • Support Services • Work-based Learning

STATEMENT OF WORK	Strong Workforce Program Metrics	
	New CTE Pathway in Welding	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12) • Enrolled in a California Community College within one year of leaving secondary school (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Employed in a job closely related to field of study after exiting California Community College (CCCCO) • Median annual earnings of students after exiting California Community College (CCCCO) • Attained a living wage after exiting California Community College (CCCCO)
	POLAHS will pursue Linked Learning Certification	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Pathways Clubs for Work-Based Learning	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)

STATEMENT OF WORK	CTE Faculty and Staff Professional	Strong Workforce Program Metrics
		<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Postsecondary Articulation	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Completed 9+ CTE units in first year of California Community College (CCCCO) Attained a California Community College certificate/degree or journey level status (CCCCO) Transferred to a four-year institution after exiting California Community College (CCCCO) Employed in a job closely related to field of study after exiting California Community College (CCCCO) Median annual earnings of students after exiting California Community College (CCCCO) Attained a living wage after exiting California Community College (CCCCO)
	Technology and Curriculum Aligned with Industry Standards	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12)
	Career Support Services	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) Entered registered apprenticeship after participation in high school preapprenticeship program (K12) Enrolled in another form of job training (other than California Community College) (K12) Attained a living wage after exiting California Community College (CCCCO)
Industry Partnerships and Work-Based Learning Showcase	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 	

Improving Career Pathways for all Students

LEAD INSTITUTION



Rowland Unified School District

Pathway Improvement Scope: The Improving Career Pathways for all Students will be an opportunity for to improve, upgrade and expand the existing Career Pathways for our district 9-12 students by providing work-based learning opportunities that connect classroom learning with real-world applications; develop additional pathway transition opportunities from high school to post-secondary education and provide professional development opportunities for teachers, faculty and other support staff.

Budget Allocation Year: 2018-2019

Total Project Budget: \$542,620.00

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

CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Engineering & Architecture • Health Science & Medical Technology

Community College Industry Sector Crosswalk: Arts, Media, & Entertainment • Building & Construction Trades • Business & Finance • Education, Child Development, & Family Services • Engineering & Architecture • Health Science & Medical Technology • Hospitality, Tourism, & Recreation • Information & Communication Technologies/Digital Media • Manufacturing & Product Development • Life Sciences/Biotechnology • Marketing, Sales, & Service • Public Services • Transportation

Participating Partners

Rowland Unified School District • Nogales High School • John A. Rowland High School • Santana High School • Mt. San Antonio Community College District • Rio Hondo Community College District • 4 Archival Print • All Pro Medical Group • Amie Chen RE/MAX • Almas Closet • Anna Dance Studio • Anaheim Precision • Association of Rowland Educators • Automotive Youth Educational System • BOWGTS Graphics • Brea Chamber of Commerce • California Restaurant Association • Chaffey Federal Credit Union • City of Hope • City of Walnut • Collins Aerospace • Concourse Diagnostic & Surgery Center • Creative Design Studio • Dr. Garen Vartanian, DC • Dropcloth Studios • Ecomarine Consulting, LLC. • El Descanso • Elite Electric • Eyedeal • Fairway Children's Group • Fairway Chiropractic • FIDM • First Way Insurance & Finance • Oscar Carlos • Hayward Pool Products, Inc. • Heart for Education • Hillcrest Congregational Church • IMI Critical Engineering • Industry Manufacturer's Council • Industry Security Services • IQ Laser Vision • Jersey Mike's Subs • Kaiser Permanente • Kiddy Academy • Kinder Care Learning Center • Korbin Bailey Amper • Ko zak & Associates • LA Design Group • La Posada Inn • LA Sheriff Station – Industry • LAPD Southern Division • LA Sheriff Station – Walnut • Ledesma & Meyer Construction • Liu's Institute of Child Development • Longo Lexus • Manning Medical Pharmacy • Mesa Associates, Inc. • National Investments • Office of Congressman Ed Royce • Office of Congresswoman Napolitano • Options Surround Care • Osmani Bailon • Padcom Design & Construction • Portos Bakery • Powell Camera • Puente Hills Toyota • Reinbold Gallery Photography • S&M Kustomz • Schools First FCU • Scosi Orthopedics • Roderick Crawford • San Gabriel Valley Economic Partnership • Shiribi, Inc. • Smugmug • Space X • Star Dental • The Law Office of L. Dominic Chacon • Ultimate Printing • United Technical Institute • Urgent Care Medical Center of Rowland Heights • US Department of Labor • Vital Health • Viva Photo Studio • Walnut United Methodist Church • Walnut Valley Animal Hospital • Walnut Valley Water District • Weck Laboratories, Inc. • West Covina Smiles • Walnut Valley Water District/Chinese Institute of Engineering • Starbucks • Harley Davidson • O'Reilly Auto



California Community Colleges



Strong WorkForce

PATHWAY IMPROVEMENT STRATEGIES

Work-Based Learning Strategies	Goals & Priorities	Our SWP plan is fully aligned with the 2017 Los Angeles Regional Consortia Plan. As indicated in the Statement of Need, our CTE programs are aligned to and will identify strategies to >Maximize Industry Engagement >Strengthen our Career Pathways >Expand Work Based Learning >Provide for CTE Teacher Professional Development >Address Business and Industry Needs >Enhance and Create Curriculum Alignment >Use Data Collection and Analysis for Decision-Making.
	Summary of Strategies	Increase work-based learning to provide a full range of career-based activities for students beginning in the middle school and increasing over time to high school. The four-level sequence of experiences varies in purpose and level of intensity: >Career Awareness – teach students about the various fields available for post-secondary and career development. Experiences include workplace tours, guest speakers and career fairs >Career Exploration – engaged students in job shadowing, workplace tours, and mentorship programs, which provide opportunities for more in-depth engagement in activities that have an impact beyond the classroom and create a platform for multiple options after high school. >Career Preparation – through practical experience, that develops knowledge and skills necessary for success in careers and postsecondary education, students will develop integrated projects with professionals, community partners, industry student organizations, service learning or social enterprises with partners. >Career Training – train student for employment and/or postsecondary education. Experiences would include Internships, apprenticeship, clinical, on-the-job training or work experience.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Articulation and Student Support Services	Summary of Strategies	Increase the pathway Program of Study opportunities from high school to post-secondary and Industry education programs. >Articulation agreement/CTE A-G Course Approval – students will have additional opportunities to articulate with community colleges and/or the CTE Classes that are UC A-G approved >Industry partners – opportunities will be developed to articulate with key industry partners (industry, trade or labor associations). >Enrollment Agreements – develop opportunities for students to guarantee enroll in colleges and/or universities who meet certain criteria within the career pathway. >Dual Enrollment – provide community college career pathway courses available for high school students. >Counseling and Student Support – develop shared counseling criteria between secondary and post-secondary and to create a common activity framework for pathway students.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Support Services • Transition Services

PATHWAY IMPROVEMENT STRATEGIES

CTE Professional Development	Summary of Strategies	Provide professional development opportunities for teachers, faculty and other staff to learn how to effectively connect their academic work to the needs and expectations of the workforce and postsecondary demands. >Externships for teachers to work directly with employers gain an appreciation for the business viewpoint and practice work skills that are required in the industry as well as water new information on all aspects of industry. >Training opportunities for secondary counselors to develop shared counseling criteria and to create a common activity framework for CTE pathway students.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Work-based Learning

Data Collection for CTE Decision Making	Summary of Strategies	Review CTE student data to determine program effectiveness and student success and how the data translates to the College and Career Readiness Indicators (CCI).
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or • Placement Services



STATEMENT OF WORK		Strong Workforce Program Metrics	
		Work Place Learning Strategies	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12)
Articulation and Student Support Services	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) 		
CTE Professional Development	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) 		
Data Collection for CTE Decision Making	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Graduated high school (K12) 		



LEAD INSTITUTION



Santa Monica-Malibu Unified School District

Design, Visual, and Media Arts

Pathway Improvement Scope: SMMUSD's application is informed by, aligns with, and expands upon the LA/OC RC's regional plan by incorporating input from LAEDC and the Los Angeles Area Chamber of Commerce emphasizing the high priority industry sector of digital/media arts. SMMUSD will conduct K-14 curricular alignment and pathway mapping for improving program viability, develop student leadership, increase dual enrollment and increase work-based learning opportunities across the WBL spectrum.

Budget Allocation Year: 2018-2019
Total Project Budget: \$21,588.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Arts, Media, & Entertainment

Participating Partners

Santa Monica-Malibu Unified School District • Santa Monica High School • Malibu High School • Santa Monica College

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	ICT/Digital Media is identified by the Doing What Matters Initiative and is included in the LA Regional SWP Plan as an emerging sector (Supporting Document pg 25). We are aligned with the Strategic Priorities for the LA Region (pg24). We will continue to pursue labor market data collection and analysis for data-informed decision making, along with collaboration with all partners, to ensure the goals and priorities of the Plan and regional needs continue to be a priority.
Summary of Strategies	SMMUSD will align existing K-12 digital media/arts pathway course content to Santa Monica College's DMA requirements. This will include early college credit opportunities, embedding industry-valued certifications, WBL opportunities across the WBL spectrum, and input from SMMUSD's regional industry advisory council and deputy sector navigators.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Develop Student Leadership	Summary of Strategies	<p>SMMUSD will develop students' leadership skills through one of the six California officially recognized Career and Technical Education Student Organizations (CTSOs). Funds will be used for student registration, advisor stipends, guest speaker stipends/honorariums, competitions, travel fees, and any other element to develop students' leadership skills. The goal would be to provide students with the future ready / soft skills to obtain employment and / or matriculate into post-secondary educational institutions.</p>
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Increase Dual Enrollment Opportunities	Summary of Strategies	<p>SMMUSD will maximize students' academic opportunities by establishing dual enrollment status for courses within the Digital/Media Arts pathway. Dual enrollment benefits students by offering an opportunity for early college credit while yet in high school. Students earning early college credit often grow in their sense of self-efficacy as it relates to college going and college completing. SMMUSD expects this strategy to boost college and career readiness rates among all students.</p>
	Summary of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT

<p>Establish DMA Career Pathways Districtwide</p>	<p>Summary of Strategies</p>	<p>Currently, the only CTE programs that exist at SMMUSD are located at Santa Monica High School. However, SMMUSD will explore the process of converting our other like sequences that exist at another district high school into CTE DMA pathways. Conversions of those programs will require horizontal mapping and necessary coding to pivot from a non-CTE program to a CTE program. This approach will be vital to ensure that the curriculum offerings are comparable to provide the same high-quality CTE from school to school.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Professional Development for Teachers or Faculty Members • Support Services

<p>STATEMENT OF WORK</p>	<p>Career Guidance and Exploration</p>	<p>Strong Workforce Program Metrics</p> <ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
	<p>Industry Sector Skills Analysis</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	<p>Integrated Academic and Career Based Courses</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	<p>Professional Development for Teachers or Faculty Members</p>	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)

STATEMENT OF WORK		Strong Workforce Program Metrics
		Work-Based Learning
Dual Enrollment and/or College Credit	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) 	
Industry-Recognized Credential or Certificate	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) 	
Support Services	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 	
Soft Skills Contextualized in CTE	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) 	



SIATech SAS: Health, ICT, Transportation

LEAD INSTITUTION



SIATech Academy South

Pathway Improvement Scope: The SIATech Academy South schools will be supporting Health, ICT, and Transportation pathways to serve our Opportunity Youth, aged 16-24 from low socioeconomic backgrounds who are disconnected from work and school. Our improvement project includes counseling support, CTE certificated HS staff, Career Exploration, Work-based learning, college co-enrollment opportunities, and Coordinated PD for all staff. Partners are LA Trade Tech College, East Los Angeles College, and Rio Hondo College.

Budget Allocation Year: 2018-2019

Total Project Budget: \$247,876.00

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

CDE Targeted Industry Sectors: Health Science & Medical Technology • Information & Communication Technologies • Transportation

Participating Partners

SIATech Academy South • Rio Hondo College • Rio Hondo College Fitness Specialist Certificate Advisory • East Los Angeles College • Los Angeles Trade-Technical College • Los Angeles Job Corps Center • Aragundi Chiropractic, Health and Fitness Center

PATHWAY IMPROVEMENT STRATEGIES

<p>Goals & Priorities</p>	<p>SIATech seeks to increase college access and success for its graduates, improve their employment outcomes to lift them out of poverty, and reduce equity and achievement gaps – all goals of the NFN Consortium Regional Plan. Our proposal includes increased classroom support crucial to students with great need (95% dropout and 100% low income) and few resources, as well as program enhancements to improve academic outcomes, enabling them to meet the needs of employers and earn a living wage.</p>				
<p>“Trauma to Transformation” Trauma Informed Career and College Pathways Systems for Opportunity Youth</p>	<table border="1"> <tr> <td data-bbox="380 1031 448 1394"> <p>Summary of Strategies</p> </td> <td data-bbox="448 1031 1521 1394"> <p>SIATech’s K12 SWP Pathway Program will provide enhanced student services and Professional Development for all staff supported by the Trauma Informed Systems (TIS) research and recommendations of Dr. Amy Lansing, PhD. Of UCSD. Academic programs and career pathway completion will be complemented by the best instructional practices inherent in TIS. SIATech transformed Opportunity Youth will matriculate to college and advanced Career Technical Education with a strengthened sense of self, a high school diploma, college and career-ready skills and a plan for their future that includes access to high skill, high pay jobs and a family supporting living wage that is too often out of reach for an economically disadvantaged Opportunity Youth population.</p> </td> </tr> <tr> <td data-bbox="380 1394 448 1900"> <p>Activities of Proposed Strategies</p> </td> <td data-bbox="448 1394 1521 1900"> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Work-based Learning </td> </tr> </table>	<p>Summary of Strategies</p>	<p>SIATech’s K12 SWP Pathway Program will provide enhanced student services and Professional Development for all staff supported by the Trauma Informed Systems (TIS) research and recommendations of Dr. Amy Lansing, PhD. Of UCSD. Academic programs and career pathway completion will be complemented by the best instructional practices inherent in TIS. SIATech transformed Opportunity Youth will matriculate to college and advanced Career Technical Education with a strengthened sense of self, a high school diploma, college and career-ready skills and a plan for their future that includes access to high skill, high pay jobs and a family supporting living wage that is too often out of reach for an economically disadvantaged Opportunity Youth population.</p>	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Work-based Learning
<p>Summary of Strategies</p>	<p>SIATech’s K12 SWP Pathway Program will provide enhanced student services and Professional Development for all staff supported by the Trauma Informed Systems (TIS) research and recommendations of Dr. Amy Lansing, PhD. Of UCSD. Academic programs and career pathway completion will be complemented by the best instructional practices inherent in TIS. SIATech transformed Opportunity Youth will matriculate to college and advanced Career Technical Education with a strengthened sense of self, a high school diploma, college and career-ready skills and a plan for their future that includes access to high skill, high pay jobs and a family supporting living wage that is too often out of reach for an economically disadvantaged Opportunity Youth population.</p>				
<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services • Work-based Learning 				

PATHWAY IMPROVEMENT STRATEGIES

<p>Socially Integrative Advisory Teams Reaching Achievement through Creatively Keyed Systems-SIATracks</p>	<p>Summary of Strategies</p>	<p>A key component of the SIATEch K12 SWP Pathway Program educational system is the Socially Integrative Advisory Teams Reaching Achievement through Creatively Keyed Systems (SIATracks) instructional model. The instructional model was created using a combination of teaching expertise and sound research practices, and integrates direct instruction, differentiated instruction, concept attainment/development, problem-based learning, social interaction, and inductive strategy based teaching in a needs-based, flexible, student-centered learning environment. The instructional model has five core components: Daily Instruction Kick-Starters, Learning Labs, Cohort Social Learning (CSL), Individual Learning Plans (ILP), and Advisory System.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Support Services

PATHWAY IMPROVEMENT STRATEGIES

<p>Enhance, Improve and Expand CTE Pathways for High School and College Success</p>	<p>Summary of Strategies</p>	<p>This strategy recognizes the importance of a solid connection to post-secondary education for our students, most of whom would be first generation college students, and enhances existing pathways to more firmly link the high school experience to an easily accessible community college program leading to in demand, living wage jobs. The expansion of the pathways to include more frequent and robust hands-on work based learning experiences improves the chances that students will stay in school and earn a diploma, and learn skills crucial to success in college and career.</p>
	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Transition Services • Work-based Learning

STATEMENT OF WORK		Strong Workforce Program Metrics	
		Implement Comprehensive Student Intake and Career Counseling	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12)
Develop CTE Curriculum	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 		
Develop Programs for Student Access/Exposure to College	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 		
Develop Programs for Student Access/Exposure to the Workplace	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study (K12) Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) Graduated high school (K12) Enrolled in a California Community College within one year of leaving secondary school (K12) 		



California Community Colleges



Strong WorkForce

LEAD INSTITUTION



South Pasadena Unified School District

STEM Pathways

Pathway Improvement Scope: We are interested in enhancing our science, technology, engineering and math (STEM) pathways at our middle school and high school, especially in recognition of the high demand and high wage occupations that will result for our students. We will work in partnership with our local community college, Pasadena City College, to articulate these STEM courses and will work with regional businesses to offer internship opportunities for our students in these STEM fields.

Budget Allocation Year: 2018-2019
Total Project Budget: \$139,220.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Engineering & Architecture • Health Science & Medical Technology • Information & Communication Technologies

Participating Partners

South Pasadena Unified School District • South Pasadena High School • South Pasadena Middle School • Pasadena City College • South Pasadena Educational Foundation

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	<p>The Career Technical Education Regional Consortia plan states, "in addition to job growth in STEM fields, the Information, Communications & Technology (ICT) cluster—which includes software development, gaming, virtual reality, design and marketing—is booming in Los Angeles. " We want to capitalize on this boom by improving our STEM pathways of computer science, biomedicine, and engineering.</p>
Engineering Pathway and Lab	<p>Summary of Strategies</p> <p>Our first strategy is to create an engineering pathway and to convert a science lab into an engineering lab at our one high school. We currently have a STEM pathway at our middle school that includes engineering coursework. Our middle school STEM pathway was designed to inspire students to pursue high school courses in biomedicine, computer science, and engineering. However, fiscal restrictions and space limitations have prevented us from launching our engineering pathway as we have already done with biomedicine and computer science. We now have a room that can be converted into a state-of-the-art engineering lab at the high school.</p>
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Integrated Academic and Career Based Courses

PATHWAY IMPROVEMENT

Articulation Agreements	Summary of Strategies	Our second strategy is to collaborate with our local community college, Pasadena City College, to articulate the courses in all three of our STEM Pathways: biomedicine, computer science and engineering.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit

PATHWAY IMPROVEMENT

Internship Programs	Summary of Strategies	Our third strategy is to work with our regional businesses to offer internship opportunities for our students in our three STEM fields: biomedicine, computer science and engineering. We currently have a robust internship program with over 30 regional businesses with whom we collaborates, but our STEM offerings are very limited. We are currently pursuing STEM-related partnerships with Huntington Hospital, Keck Medicine of USC, the Oak Crest Institute of Science, and the Pasadena Bio Collaborative Incubator to enhance our STEM internship offerings.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Work-Based Learning

PATHWAY IMPROVEMENT

CTE Teachers	Summary of Strategies	Our current STEM courses are taught by single subject credentialed teachers and in some cases, their industry experience is limited. All of our STEM teachers will work together to develop a plan to infuse their coursework with more exposure to industry practices and more information about college/career options for students. We are also looking to enhance our engineering and biomedicine pathways by hiring CTE teachers who will work with the single subject teachers to enhance career exploration for students in STEM courses.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Industry Sector Skills Analysis • Professional Development for Teachers or Faculty Members

PATHWAY IMPROVEMENT

STEM Equipment	Activities of Proposed Strategies	<ul style="list-style-type: none"> Industry Sector Skills Analysis
	Summary of Strategies	All of our STEM students need equipment that is the industry standard in order to be college and career ready and in order to create projects that solve timely real-world problems.

STATEMENT OF WORK	Engineering Pathway and Lab	<p style="text-align: center;">Strong Workforce Program Metrics</p> <ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	Articulation	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	STEM Internship Offerings	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	CTE Teacher and CTE Model Curriculum Standards	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)
	STEM Equipment	<ul style="list-style-type: none"> Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12)

Advanced Automotive/Transportation

Pathway Improvement Scope: Working together with RHCC, WUHSD, ERUSD, and industry partners to create a leading edge economic development program, TCROP will increase the number of students in the auto program and those receiving articulation credits. We will improve the 9-14+ vertical alignment and increase the number of students transitioning to RHCC Bachelor's Degree program and into the workforce. LMI projects an 8.6% increase in average annual openings, making this the driving force for this pathway improvement choice.

LEAD INSTITUTION



Tri-Cities ROP
Prepares Students for College AND Careers

Tri-Cities ROP

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$1,131,970.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Engineering & Architecture • Health Science & Medical Technology</p> <p>Community College Industry Sector Crosswalk: Transportation</p>

Participating Partners

Regional Occupation Center/Program (ROC/P) • Whittier Union High School District • Whittier Union High • El Rancho Unified School District • Rio Hondo College • Ochoa Prep Academy • Salazar Continuation High School • California High School • Santa Fe High School • Pioneer High School • La Serna High School • Frontier Continuation High School • Napa of Whittier-Hector Gandara, General Manager • Snap On Industrial-Emilio Rodriguez • America's Job Center of California (SASSFA) • Ron's Auto Body and Paint • Southland Motor Car Dealers Association • Greater Los Angeles New Car Dealers Association • Tri-Cities ROP Educational Foundation • LA Metro • City of Whittier • Santa Fe Springs Chamber of Commerce • Whittier Area Chamber of Commerce

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	Advanced Transportation & Renewable Energy was identified by the Doing What Matters Initiative and is included in the LA Regional SWP Plan as a priority sector (Supporting Document pg 25). We are aligned with the Strategic Priorities for the LA Region (pg 24). We will pursue labor market data collection and analysis for data-informed decision making, along with collaboration with all partners, to ensure the goals and priorities of the Plan and regional needs continue to be a priority.
	Faculty Professional Development	<p>In order to ensure students are mastering the competences required for certification and competency attainment and to increase student-learning outcomes, high school faculty will be provided the opportunity for professional development, training, and externships. All faculty is from industry and have industry experience and expertise, but they may be unfamiliar with the rapid changes in their field and with new technology and equipment. They may also need additional instructional support for classroom management. As we continue our articulation process, faculty will need knowledge of specific skills in order to meet the standards and competencies of the high school and college course outlines. Professional development will be provided to meet these needs.</p> <ul style="list-style-type: none"> • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE
	Activities of Proposed Strategies	

PATHWAY IMPROVEMENT STRATEGIES

<p>Increase Automotive Pathway Students that Transition to Postsecondary & Receive Articulation Credit</p>	<p>Summary of Strategies</p> <p>Increase the pathway Program of Study opportunities from high school to post-secondary and Industry education programs. >Articulation agreement/CTE A-G Course Approval – students will have additional opportunities to articulate with community colleges and/or the CTE Classes that are UC A-G approved >Industry partners – opportunities will be developed to articulate with key industry partners (industry, trade or labor associations). >Enrollment Agreements – develop opportunities for students to guarantee enroll in colleges and/or universities who meet certain criteria within the career pathway. >Dual Enrollment – provide community college career pathway courses available for high school students. >Counseling and Student Support – develop shared counseling criteria between secondary and post-secondary and to create a common activity framework for pathway students.</p>
	<p>Activities of Proposed Activities</p> <ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Integrated Academic and Career Based Courses • Support Services • Transition Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Implement Dual Enrollment and Increase Articulation</p>	<p>Summary of Strategies</p> <p>Instructors will be given release time and additional training to align their curriculum with the college faculty and to create dynamic relationships fostering trust and creating dialog in order to increase articulation agreements and early college credit for students. We will pursue dual enrollment course opportunities allowing students the opportunity to gain both high school and college credit in a college course while still in high school.</p>
	<p>Activities of Proposed Activities</p> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Professional Development for Teachers or Faculty Members • Support Services



Expand Student Support Services	Summary of Strategies	Review CTE student data to determine program effectiveness and student success and how the data translates to the College and Career Readiness Indicators (CCI).
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Placement Services • Support Services • Transition Services • Work-based Learning

STATEMENT OF WORK	Career Pathway Development Update and Expansion	Strong Workforce Program Metrics
	Provide Professional Development for Faculty and Staff	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
	CTE Counseling and Support Services, Including Tutoring	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
	Career Readiness, Job Development, and Placement, and Work-Based Learning Opportunities	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)

Health and Medical Sciences Pathway Student Transitions and Employment Successes

LEAD INSTITUTION



Tri-Cities ROP
Prepares Students for College AND Careers

Tri-Cities ROP

Pathway Improvement Scope: To respond to employer needs, avoid duplication of efforts, and expand our partnership with Rio Hondo College and our SWF Region, we will further assist our Nurse Asst. and Dental students transition to Rio Hondo's LVN program and to the workforce. We will expand student support services in order to increase student success in our programs. Time and resources have been our barriers. Partners include the local community colleges, clinical training sites, America's Job Center, and parents.

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$1,862,776.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Health Science & Medical Technology</p>

Participating Partners

Tri-Cities ROP • Tri-Cities ROP Educational Foundation • Whittier Union High School District • Whittier Union High • El Rancho Unified School District • El Rancho High School • Ochoa Prep Academy • Rio Hondo College • Salazar Continuation High School • South Whittier Elementary • California High School • Pioneer High School • La Serna High School • Frontier Continuation High School • Santa Fe High School • Santa Fe Springs Chamber of Commerce • PIH Health • America's Job Center of California • Orchard Post Acute Care • El Rancho Adult School • El Rancho Vista Healthcare Center • Frank M.A. Vidjak, DDS, MSED, FICD Prosthodontist • Sky Dental • City of Whittier • Whittier Area Chamber of Commerce • Rio Hondo Region Adult Education Consortium

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	Health Careers was identified by the Doing What Matters Initiative and is included in the LA Regional SWP Plan as a priority sector (Supporting Document pg 25). We are aligned with the Strategic Priorities for the LA Region (pg 24). We will continue to pursue labor market data collection and analysis for data-informed decision making along with collaboration with all partners to ensure the goals and priorities of the Plan. Regional needs will remain a priority.
Facilitate Industry Certifications for Students	
Summary of Strategies	Provide students with study sessions (including skills training), testing facilities and transportation, and fee assistance to ensure follow through once the class is completed. Currently, students must provide their own fees, transportation, and testing registration, which does not set them up for success. In many cases, students do not complete the process due to multiple barriers that prevent them from completing.
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Support Services

PATHWAY IMPROVEMENT STRATEGIES

<p>Increase Students that Transition from Secondary to Postsecondary and Articulation Credit</p>	<table border="1"> <tr> <td data-bbox="370 123 440 468"> <p>Summary of Strategies</p> </td> <td data-bbox="440 123 1526 468"> <p>Instructors will be given release time and additional training to align their curriculum with the college faculty. This will create dynamic relationships, fostering trust and creating dialog in order to increase articulation agreements and early college credit for students. We will pursue dual enrollment course opportunities allowing students the opportunity to gain college and high school credit in a college course while still in high school.</p> </td> </tr> <tr> <td data-bbox="370 468 440 957"> <p>Activities of Proposed Strategies</p> </td> <td data-bbox="440 468 1526 957"> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Placement Services • Professional Development for Teachers or Faculty Members • Transition Services </td> </tr> </table>	<p>Summary of Strategies</p>	<p>Instructors will be given release time and additional training to align their curriculum with the college faculty. This will create dynamic relationships, fostering trust and creating dialog in order to increase articulation agreements and early college credit for students. We will pursue dual enrollment course opportunities allowing students the opportunity to gain college and high school credit in a college course while still in high school.</p>	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Placement Services • Professional Development for Teachers or Faculty Members • Transition Services
<p>Summary of Strategies</p>	<p>Instructors will be given release time and additional training to align their curriculum with the college faculty. This will create dynamic relationships, fostering trust and creating dialog in order to increase articulation agreements and early college credit for students. We will pursue dual enrollment course opportunities allowing students the opportunity to gain college and high school credit in a college course while still in high school.</p>				
<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry-recognized Credential or Certificate • Placement Services • Professional Development for Teachers or Faculty Members • Transition Services 				

PATHWAY IMPROVEMENT STRATEGIES

<p>Faculty and Staff Professional Development</p>	<table border="1"> <tr> <td data-bbox="370 1026 440 1446"> <p>Summary of Strategies</p> </td> <td data-bbox="440 1026 1526 1446"> <p>In order to ensure students are mastering the competences required for certification and competency attainment and to increase student-learning outcomes, high school faculty will be provided the opportunity for professional development, training and externships. In addition, they may need additional instructional support for classroom management. As we continue our articulation process, faculty will need knowledge of specific skills in order to meet the standards and competencies of the high school and college course outlines. Professional development will be provided to meet these needs.</p> </td> </tr> <tr> <td data-bbox="370 1446 440 1860"> <p>Activities of Proposed Strategies</p> </td> <td data-bbox="440 1446 1526 1860"> <ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Support Services </td> </tr> </table>	<p>Summary of Strategies</p>	<p>In order to ensure students are mastering the competences required for certification and competency attainment and to increase student-learning outcomes, high school faculty will be provided the opportunity for professional development, training and externships. In addition, they may need additional instructional support for classroom management. As we continue our articulation process, faculty will need knowledge of specific skills in order to meet the standards and competencies of the high school and college course outlines. Professional development will be provided to meet these needs.</p>	<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Support Services
<p>Summary of Strategies</p>	<p>In order to ensure students are mastering the competences required for certification and competency attainment and to increase student-learning outcomes, high school faculty will be provided the opportunity for professional development, training and externships. In addition, they may need additional instructional support for classroom management. As we continue our articulation process, faculty will need knowledge of specific skills in order to meet the standards and competencies of the high school and college course outlines. Professional development will be provided to meet these needs.</p>				
<p>Activities of Proposed Strategies</p>	<ul style="list-style-type: none"> • Professional Development for Teachers or Faculty Members • Support Services 				

PATHWAY IMPROVEMENT

Expand Student Support Services	Summary of Strategies	Student support is essential to both student and CTE program success. All schools provide additional support services to students from special populations; however, College AND Career support to those interested in CTE can and must be improved. The Pathway Improvement Plan will allow us to offer these services by hiring a counselor specifically for CTE pathways, hiring a Student Services Assistant for direct CTE student support, and exploring the feasibility of offering bus transportation for CTE students.
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Placement Services • Transition Services • Work-based Learning

STATEMENT OF WORK	Strong Workforce Program Metrics	
	Industry Certification Support	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
	CTE Counseling and Student Support Services, Including Tutoring	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
	Provide Professional Development for Faculty and Staff	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study that include: early college credit, work-based learning, or third-party certification (K12) • Graduated high school (K12)
Increase Pathway Sections	<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) 	

Information and Communication Technologies Digital Media Pathway Expansion and Improvement

LEAD INSTITUTION



Tri-Cities ROP
Prepares Students for College AND Careers

Tri-Cities ROP

Pathway Improvement Scope: In 2017, the Digital Media sector accounted for the largest share of employment in LA County’s creative industries. Digital media industry employment in the Los Angeles area is expected to grow by nearly 7 percent, adding more than 14,000 new jobs by 2021. We plan to enhance and expand our Digital Design pathways in Whittier USD, improve the 8-14 vertical alignment and increase the number of students earning articulation credit with Rio Hondo CC and transitioning to the workforce.

Budget Allocation Year: 2018-2019
Total Project Budget: \$745,138.00
Project Performance Period: 7/1/2018 – 12/31/2020

CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Information & Communication Technologies • Manufacturing & Product Development • Marketing, Sales, & Service

Participating Partners

Whittier Union High School District • El Rancho Unified School District • Rio Hondo Community College District • East Whittier City Elementary • Hillview Middle School • Granada Middle School • El Rancho Unified • El Rancho High School • Whittier Union High • Christys Editorial • LA Metro – IT Department • America’s Job Center of California • Tri-Cities ROP Educational Foundation • Millennium Alarm Systems • City of Whittier • Santa Fe Springs Chamber of Commerce • Whittier Area Chamber of Commerce

PATHWAY IMPROVEMENT STRATEGIES

Goals & Priorities	ICT/Digital Media is identified by the Doing What Matters Initiative and is included in the LA Regional SWP Plan as an emerging sector (Supporting Document pg. 25). We are aligned with the Strategic Priorities for the LA Region (pg24). We will continue to pursue labor market data collection and analysis for data-informed decision making, along with collaboration with all partners, to ensure the goals and priorities of the Plan and regional needs continue to be a priority.				
Faculty Professional Development	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center; vertical-align: middle;">Summary of Strategies</td> <td>Digital Design high school instructor(s) will attend advanced training opportunities in the field and will create partnerships with industry professionals to expand work based learning projects. All faculty is from industry and have industry experience and expertise, but they may be unfamiliar with the rapid changes in their field and with new technology and equipment. As we continue our articulation process, faculty will need knowledge of specific skills in order to meet the standards and competencies of the high school and college course outlines. Professional development will be provided to meet these needs and substitutes will be provided (matching funds).</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Activities of Proposed Strategies</td> <td> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning </td> </tr> </table>	Summary of Strategies	Digital Design high school instructor(s) will attend advanced training opportunities in the field and will create partnerships with industry professionals to expand work based learning projects. All faculty is from industry and have industry experience and expertise, but they may be unfamiliar with the rapid changes in their field and with new technology and equipment. As we continue our articulation process, faculty will need knowledge of specific skills in order to meet the standards and competencies of the high school and college course outlines. Professional development will be provided to meet these needs and substitutes will be provided (matching funds).	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning
Summary of Strategies	Digital Design high school instructor(s) will attend advanced training opportunities in the field and will create partnerships with industry professionals to expand work based learning projects. All faculty is from industry and have industry experience and expertise, but they may be unfamiliar with the rapid changes in their field and with new technology and equipment. As we continue our articulation process, faculty will need knowledge of specific skills in order to meet the standards and competencies of the high school and college course outlines. Professional development will be provided to meet these needs and substitutes will be provided (matching funds).				
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning 				

PATHWAY IMPROVEMENT STRATEGIES

<p>Increase the Number of Students who Transition to Post-Secondary in ICT and Earn Articulation Credit</p>	<p>Summary of Strategies</p> <p>Provide additional students with a well-integrated sequence of courses that offer high-quality curriculum and instruction aligned with California CTE Model Curriculum standards by adding after school and/or summer school classes in ICT/Digital Design. Work with RHCCD faculty to increase the number of articulation agreement and the number of students receiving credit. We will provide support services, including counseling and support staff, that support student’s successful transition to post-secondary and/or employment.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Dual Enrollment and/or College Credit • Placement Services • Support Services • Transition Services • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

<p>Expand Student Support Services</p>	<p>Summary of Strategies</p> <p>Ongoing support is essential to student and CTE program success. All schools provide additional support services to students from special populations but College AND Career support to those interested in CTE can and must be improved. The Pathway Improvement Plan will allow us to offer these services by hiring a Counselor specifically for CTE pathways, hiring a Student Services Assistant for direct CTE student support, having a dedicated College and Career Pathway Advisor assigned to the pathway, offering tutoring and exploring the feasibility of offering bus transportation for CTE students.</p>
	<p>Activities of Proposed Strategies</p> <ul style="list-style-type: none"> • Career Exploration Strategy • Placement Services • Support Services • Transition Services

PATHWAY IMPROVEMENT

Middle School Outreach	
Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance
Summary of Strategies	Facilitate the development, implementation, and sharing of CTE programs, services, and provide workshops that include career exploration to our feeder middle schools, starting with East Whittier Middle School, by providing a dedicated College and Career Pathway Advisor to serve our feeder schools.

STATEMENT OF WORK		Strong Workforce Program Metrics
CTE Marketing, Outreach and Recruitment		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
CTE Counseling and Student Support Services, Including Tutoring		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
Provide Professional Development for Faculty and Staff		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)
Career Readiness, Job Development / Placement, and Work-Based		<ul style="list-style-type: none"> • Completed 2+CTE courses in high school in the same program of study (K12) • Graduated high school (K12)



LA-19 Vaughn K-14 College-Career Pathways Project

Pathway Improvement Scope: Build and enhance existing College-Career pathway programs in the critical industry sectors of Engineering, Health Science and Medical Technology, and Arts, Media and Entertainment.

LEAD INSTITUTION

Vaughn Next Century Learning Center

<p>Budget Allocation Year: 2018-2019 Total Project Budget: \$710,032.00 Project Performance Period: 7/1/2018 – 12/31/2020</p> <p>CDE Targeted Industry Sectors: Arts, Media, & Entertainment • Engineering & Architecture • Health Science & Medical Technology</p>

Participating Partners

Alliance Piera Barbaglia Shaheen Health Services Academy • Vaughn Next Century Learning Center • East Los Angeles College • Los Angeles Mission College • Kaiser Permanente • UCLA Health • Providence Health and Services • Jet Propulsion Laboratory • Space X • Gentle Giant Studios • Amgen • American Red Cross • Marvel

PATHWAY IMPROVEMENT STRATEGIES	Goals & Priorities	Of the seven key industries recommended for focus by the L.A. Regional Plan, Vaughn and Alliance PBS HSA programs are aligned to five. The plan calls for a focus on Bioscience and Medical Devices, as well as Health Services, which aligns with Vaughn/Alliance Biomedical Science pathways. Vaughn’s Engineering Technology pathway aligns to the Aerospace and Defense and Advanced Transportation focus areas, and Vaughn’s Digital Media Arts pathway aligns to Entertainment and Digital Media.
	TK-14 Program Alignment	Summary of Strategies
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Soft Skills Contextualized in CTE • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Equity and Access for All Students	Summary of Strategies	Equity and Access for All Students: Vaughn vigorously promotes open access policies to promote student engagement across all college-career pathway programs, ensuring that all students have the opportunity to engage in the critical fields of Engineering, Biomedical Science, or Digital Media Arts should they so choose. Both Vaughn and Alliance engage in clear student engagement and support activities through work based learning staff, on-site counselors, and by actively recruiting and leveraging community partnerships.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance • Integrated Academic and Career Based Courses • Work-based Learning

PATHWAY IMPROVEMENT STRATEGIES

Curriculum Alignment and Integration	Summary of Strategies	Curriculum Alignment and Integration: Both Vaughn and Alliance have aligned a clear sequence of courses designed to promote the acquisition of industry certification, post-secondary units of study, and job related skills and knowledge that will prepare students for life beyond high school. Using the Project Lead the Way curriculum for both Engineering and Biomedical Science, Vaughn and Alliance students engage in a four-year pathway that culminates in a Capstone learning experience, featuring both internship, work based learning opportunities, interaction and relationship building with industry professionals, and rigorous in and out of classroom learning experiences.
	Activities of Proposed Activities	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Integrated Academic and Career Based Courses • Professional Development for Teachers or Faculty Members • Support Services • Work-based Learning

Industry Certification and Work-Based Learning Experiences	Summary of Strategies	Vaughn NCLC and Alliance PBS HSA will support students in their pursuit of industry-recognized certification and will work to provide all students with authentic work-based learning experiences relevant to the identified pathway programs (Engineering, Arts, Media and Entertainment, and Health Sciences and Medical Technology).
	Activities of Proposed Strategies	<ul style="list-style-type: none"> • Career Exploration and Guidance • Dual Enrollment and/or College Credit • Industry Sector Skills Analysis • Industry-recognized Credential or Certificate • Integrated Academic and Career Based Courses • Placement Services • Soft Skills Contextualized in CTE • Work-based Learning

STATEMENT OF WORK	Strong Workforce Program Metrics	
	Increase the number and percentage of CTE Pathway Completers	<ul style="list-style-type: none"> • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Attained a California Community College certificate/degree or journey level status (CCCCO)
	Addressing Post-Secondary Transition	<ul style="list-style-type: none"> • Enrolled in a California Community College within one year of leaving secondary school (K12) • Entered registered apprenticeship after participation in high school preapprenticeship program (K12) • Enrolled in another form of job training (other than California Community College) (K12) • Attained a California Community College certificate/degree or journey level status (CCCCO)
Industry and Post-Secondary Certification	<ul style="list-style-type: none"> • Enrolled in another form of job training (other than California Community College) (K12) • Completed 9+ CTE units in first year of California Community College (CCCCO) • Attained a California Community College certificate/degree or journey level status (CCCCO) 	

CALIFORNIA COMMUNITY COLLEGES

LAOCRC

los angeles | orange county | regional consortium

Los Angeles Orange County Regional Consortium

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