

# Central Mother Lode Regional Consortium



**Career  
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## Central/Mother Lode Regional Consortium Strong Workforce Programs Regional Plan Year-to-Date Progress Update 2020

*Economic Growth through Workforce Talent  
Mission • Goals • Strategies • Investments*

For more information about the Central/Mother Lode Regional Consortium,  
visit <http://crconsortium.com/> and <https://finditbeit.org/>

January 31, 2020

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# I. Regional Introduction

*Our collaborative, the Central/Mother Lode Regional Consortium (CRC), leads, facilitates, and supports regional workforce initiatives for its member colleges and key stakeholders.*

*Through professional development, curriculum development, and collaborative communication and implementation, we collectively provide education and training to create a highly skilled workforce, especially in priority industry sectors.*

On behalf of the Central Valley and Mother Lode regions of California, we want to express our appreciation to the policymakers and the state legislature for the significant investment in California's workforce training to ensure that our community colleges focus on the regional economies we serve and the industry sectors that drive our workforce. This investment has allowed our 14 colleges and our region's K-12 local education agencies (LEAs) to strengthen and expand existing programs and initiate new workforce programs to meet the labor market gap. Our region and others in the state have built infrastructure, processes, and relationships; and are well on the way to ensuring that California remains a thriving economy where every Californian has affordable, high-quality educational opportunities to contribute to our economy and sustain their families.

Our partnerships with local economic development agencies, workforce boards, LEAs, stakeholders and industry proactively address areas that may prevent Californians from receiving the education needed to become productive members of our thriving economy and develop collective solutions. Since the inception of the Strong Workforce Program, intentional planning and deliberate collaboration has led to informed investments by our local colleges and our regional collaborative efforts. Funding has been used to create a student-focused infrastructure that has earned positive outcomes that align with the goals of Strong Workforce and the SVision for Success. Since 2015, the CRC region has experienced a 3% growth in FTEs, course retention increase by 1%, course success increase by 2%, and the median change in earnings is up by 3%. Most importantly, the region increased the number of certificates and degrees awarded by 12%, over halfway toward the Vision for Success goal; and there has been a 6% increase in the certificates and degrees awarded to disadvantaged students.

The following highlights help to outline just a few of the accomplishments the region has been able to achieve in a relatively short time.

## Investments

- Built the infrastructure and systems needed to align K-12, community colleges, and university investments with industry need.
- Engaged employers, economic development corporations and workforce investment boards, adult education, K12, industry and community stakeholders to leverage resources with community colleges investment to create collective impact.
- Based on regional planning and activities on evaluating regional data and the initiating scalable effective best practices.
- Dovetailed regional planning and activities with Industry Sector, LMI-driven SWP K12 & SWP Regional Proposals, Projects, Programming, Pathway Improvements and Pathways to Achieve Positive Outcomes and in alignment with VFS's Core Commitment for Student Success, Student Success Metrics and CRC Strategic Pillars.
- Aligning high school pathways with community college and university career pathways with the school districts and community colleges across the CRC region.

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### **CRC Community College Districts & Colleges**

#### **Kern CCD**

Bakersfield College  
Cerro Coso College  
Porterville College

#### **Merced CCD**

Merced College

#### **San Joaquin Delta CCD**

San Joaquin Delta  
College

#### **Sequoias CCD**

College of the Sequoias

#### **State Center CCD**

Clovis Community  
College

Fresno City College

Reedley College

#### **West Hills CCD**

West Hills Coalinga

West Hills Lemoore

#### **West Kern CCD**

Taft College

#### **Yosemite CCD**

Columbia College

Modesto Junior College

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## **Outcomes**

- Created More and Better CTE offerings designed to strengthen student success, completion and job procurement.
- Focused the region on inclusive economic development such that every individual has the ability and capacity to move from poverty into high-skill, high-wage, high-demand jobs.
- Obtained regional employer commitments to leverage and expand the impact of Strong Workforce dollars by industry commitments to share workforce demographics and projections and support work-based learning for students
- Leveraged Central Valley Higher Education Consortium (CVHEC) initiatives of Central Valley Promise, Reverse Transfer, 15 to Finish, Co-Requisite Remediation, Central Valley Mathematics Pathway, Multiple Measures, and Guided Pathways.
- Established 43 new regional projects ranging from Apprenticeship development to Work Based Learning-Internship Development programs to Teacher Prep Pipeline development.
- Awarded 30 K12 SWP grants to strengthen the K12 to Community College Career Pathway Pipeline.
- Leveraged regional marketing dollars and local marketing efforts to draw attention to career education opportunities.
- Since the inception of SWP unemployment rate has gone down almost 2% in every one of the region's 15 counties.

While it has only been a little over three years since this effort began, the impacts of this state investment are just becoming more clearly actualized. We encourage strong support of ongoing Strong Workforce funding to regions across the state. Sustained growth toward the Vision for Success 2020 goals and beyond will take a long-term commitment to building a sustainable, student-focused infrastructure.

This annual update is focused on providing an overview of the Strong Workforce Program funded projects for both our community colleges and our K12 LEAs. For more information regarding regional and sector-based labor market data, or to learn more about the CRC and region's community colleges, please go to our websites: [crconsortium.com](http://crconsortium.com) and [FindItBelt.org](http://FindItBelt.org). As the LMI data prepared for last year's plan update has not substantially changed, it has been provided as a document link. To access last year's plan update: [Central/Mother Lode Regional Consortium Strong Workforce Program Regional Plan-Update 2019, 1/2019.](#)



## II. Central/Mother Lode Regional Consortium Overview

### A. Organization

At over 46,000 square miles, the Central/Mother Lode Region is one of the largest geographic regions in California. The fifteen counties that make up the Central/Mother Lode Region (Alpine, Amador, Calaveras, Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, San Joaquin, Stanislaus, Tulare and Tuolumne Counties) have a combined population of almost 4.5 million residents. If the Central/Mother Lode Region were a state, it would be the 23rd largest by area and the 27th largest by population<sup>1</sup>.

Within the CRC there are eight community college districts comprised of 14 community colleges (soon to be 15, Madera Community College). The CRC serves as a regional framework to communicate, coordinate, collaborate, promote and plan career and technical education and workforce and economic development in the Central/Mother Lode Region.

Bakersfield College	Cerro Coso College	Clovis Community College	College of the Sequoias	Columbia College	Fresno City College	Merced College
Modesto Junior College	Porterville College	Reedley College	San Joaquin Delta College	Taft College	West Hills College Coalinga	West Hills College Lemoore

In addition to the region's community colleges, there are 15 county offices of education, over 230 public school districts, 11 regional occupational centers/programs, and more than 150 charter schools. For the purposes of K-12 Strong Workforce, local educational agencies (LEAs) generate more than 386,000 average daily attendance of students in grades 7-12.

CRC is home to four public universities – University of California, Merced; California State University, Bakersfield; California State University, Fresno and California State University, Stanislaus.

Additional stakeholders include the region's 10 Workforce Development agencies (Alpine, Fresno, Kern-Inyo-Mono, Kings, Madera, Merced, Mother Lode, San Joaquin, Stanislaus and Tulare); nine Adult Education Consortia (Capital, Delta Sierra, Kern, Merced Gateway, Sequoias, Stanislaus Mother Lode, State Center, West Hills and West Kern); and multiple, regional and local Economic Councils, Partnerships, Chambers of Commerce and Industry.





## B. Governance

The CRC's Governance Structure has four layers.

### Regional Community College CEOs:

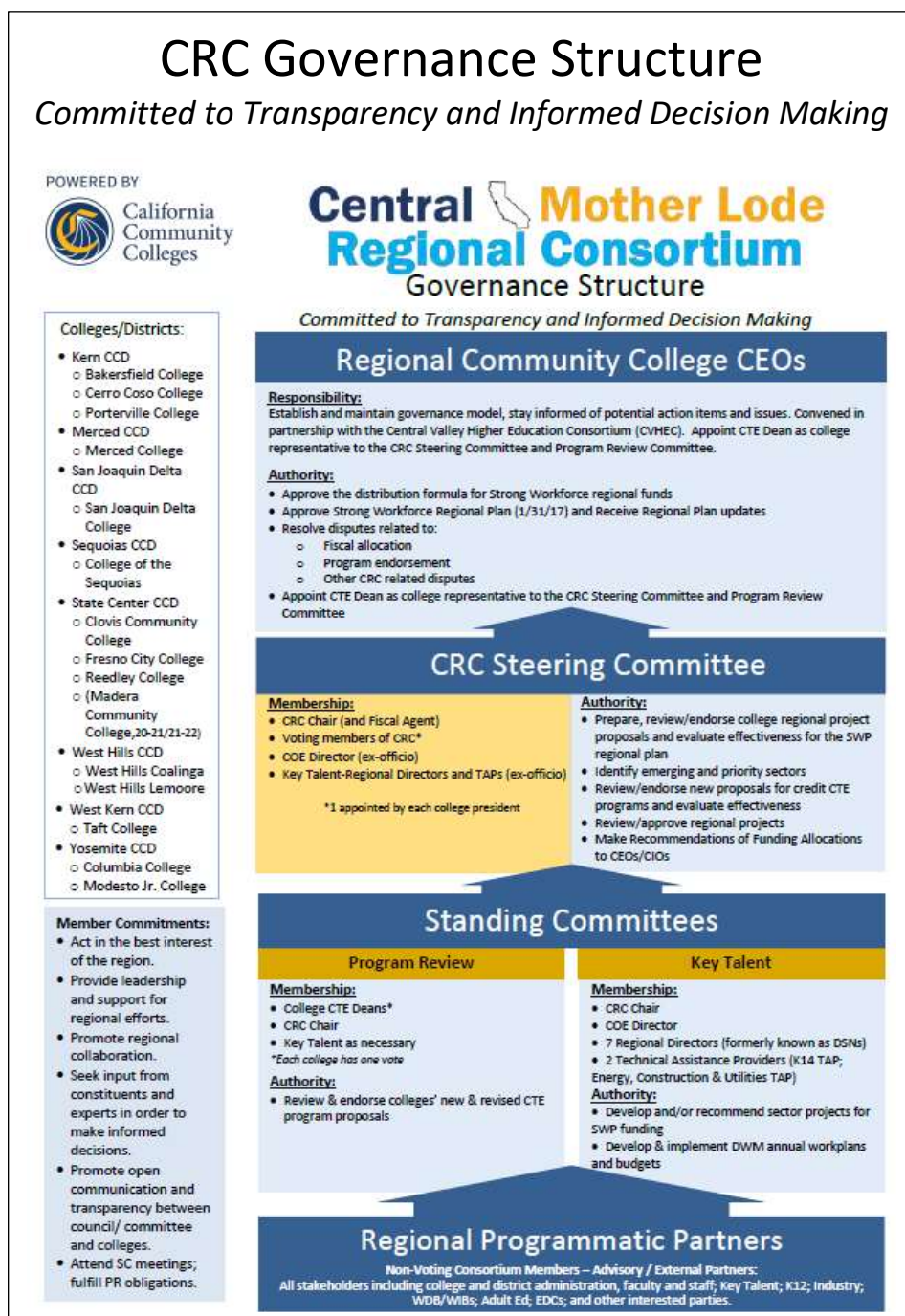
Community college presidents, also referred to as CEOs, approve the distribution formula for Strong Workforce regional funds and regional plans; have the final approval of regional plans; resolve disputes; and appoint a CTE Dean as a college representative to the CRC Steering Committee and Program Review Committee. The CEOs are convened in partnership with the Central Valley Higher Education Consortium (CVHEC) on an annual basis, and as needed.

Decision making and day-to-day responsibility is delegated to the following:

### CRC Steering Committee:

The voting members of the Steering Committee (SC) are the 14 CEO-appointed CTE Deans. The ex-officio members include the CRC Regional Chair, Center of Excellence Director, Key Talent (i.e. Regional Directors/RDs and Technical Assistance Providers/TAPs). The SC reviews and approves regional project proposals, annual SWP plans and project budgets; making funding and region-wide projects recommendations to the CEOs; developing and championing regional projects; evaluates SWP project performance; and approves the region's priority and emerging sectors for Doing What Matters.

Appointed SC members are also committed to act in the best interest of the region; provide leadership and support for regional efforts; promote regional collaboration; seek input from constituents and experts in order to make informed decisions; promote open communication and transparency between the committee, colleges and stakeholders; attend SC meetings; and act as a liaison to their college leadership, faculty and staff.



In addition, the SC along with Programmatic Partners establishes the CRC's Strategic Pillars and Strategic Priorities for the investment of regional SWP funds.

The Steering Committee meets face-to-face six times per year; as well as electronically or virtually as needed.

2019-20 STEERING COMMITTEE	
CRC Steering Committee CTE Deans	
Bakersfield College	Anthony Cordova
Cerro Coso College	Maura Murabito
Clovis Community College	Robbie Kunkel
College of the Sequoias	Thad Russell
Columbia College	Brian Sanders, VPI
Fresno City College	Becky Barabe
Merced College	Bryan Tasse
Modesto Junior College	Pedro Mendez
Porterville College	Joseph Cascio
Reedley College	David Clark
San Joaquin Delta College	Salvador Vargas
Taft College	Jessica Grimes
West Hills College Coalinga	Jamail Carter
West Hills College Lemoore	Kris Costa

#### CRC Office:

Day-to-day operation of the organization is managed by the CRC Chair, CRC Project Specialist, and various support staff.

#### Workgroups and Committees:

Currently, there are three standing committees and various SWP regional workgroups. The standing committees are:

1. **Program Review:** Primary responsibility is to review and recommend new CTE program proposals to the Chancellor's Office. There is one voting member from each of the region's 14 colleges. Programs are reviewed on a rolling basis as they are submitted.
2. **Ad-Hoc Marketing Committee:** Meets regularly with the region's marketing consultant to provide direction and input on the internal and external marketing campaign.
3. **Key Talent:** Comprised of individuals holding full-time positions, funded by either state grants or regional SWP projects, to provide services, coordination or project management on a regional basis. Key Talent meet twice a month; attend the SC meetings; meet annually for work plan collaboration; and formally and informally for additional regional projects.
4. **K-12 Selection Committee:** As legislatively outlined, the Selection Committee membership is to be comprised of: Current or former K–12 career technical education teachers and administrators; Charter school representatives; Career guidance counselors; Representatives of industries that are prioritized by the consortium; at least one community college faculty or administrator; and, other K–12 education stakeholders, or other stakeholders, as determined by the consortium. The CRC K-12 Strong Workforce Selection Committee has 18 members from the entire region. They are responsible for reviewing and scoring all K12 grant proposal; and making all the decisions relating to the distribution of fiscal resources for the K-12 component of SWP.

#### Programmatic Partners:

All stakeholders including college and district administration, K12, faculty and staff; Key Talent; Industry; WDB/WIBs; Adult Ed; EDCs; and other interested parties.



### III. Mission

Educators play a key role in economic vitality and prosperity by preparing residents for positions and careers that pay a living wage. CRC stakeholder partners are committed to working together to provide the region with workforce development programs that address real needs and contribute to economic prosperity.

The CRC's Strategic Pillars (Communication and Leadership; Curriculum, Programs and Pathways; CTE Student Support Services; Research and Data; and Regional Planning) provide the regional compass which directs the emphasis on the following strategic priorities is essential to accomplish our Strong Workforce mission:

- Assist colleges in achieving the **Vision for Success (VFS)**
- Support the pillars of **Guided Pathways**
- Implement the recommendations of the **Board of Governor's Taskforce on Workforce**
- Leverage key talent funded through the California Community College Chancellor's Office (CCCCO) and the region's **Strong Workforce Program** to support the region's priority, emerging and auxiliary sector
- Promote the region's **K12 Strong Workforce Program** to Support K-14 Pathways
- Seek active employer engagement
- Facilitate progression from secondary to post-secondary education and transition into employment
- Focus on achieving measurable outcomes (metrics)

#### VISION FOR SUCCESS

The success of California's broader system of higher education and workforce development stands or falls with the community colleges.

To meet California's needs, the California Community College (CCC) system will strive to achieve the following **GOALS by 2022**:

- 1) Increase the number of students who obtain associates degrees, credentials, certificates, or specific skill sets that prepare them for in-demand jobs.
- 2) Increase the number of students who transfer.
- 3) Decrease the number of units students accumulate as they pursue their educational goals.
- 4) Increase the percent of exiting CTE students employed in their field of study.
- 5) Reduce equity gaps.
- 6) Reduce regional achievement gaps.



**CORE COMMITMENTS** for Student Success to achieve the VFS GOALS:

- 1) Focus relentlessly on students' end goals.
- 2) Always design and decide with the student in mind.
- 3) Pair high expectations with high support.
- 4) Foster the use of data, inquiry, and evidence.
- 5) Take ownership of goals and performance.
- 6) Enable action and thoughtful innovation.
- 7) Lead the work of partnering across systems.

#### TASKFORCE ON WORKFORCE

Far too many Californians Do not possess the right skills and education to obtain a good job. Employers in key industries have difficulty filling job openings because the workers with the skills and aptitudes required are in short supply. The Board of Governor's Taskforce on Workforce made 25 recommendations categorized around these themes:

Student Success  
Career Pathways  
Workforce and Data  
Outcomes  
Curriculum  
CTE Faculty  
Regional Coordination  
Funding

#### GUIDED PATHWAYS

FOUR PILLARS OF GUIDED PATHWAYS



The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns, which promote better enrollment decisions and prepare students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The pillars of Guided Pathways are:

Clarify the Path  
Enter the Path  
Stay on the Path  
Ensure Learning

## IV. Goals, Strategies and Recommended Tactics

The emphasis that CRC places on strategic priorities is underscored with **intentional planning** and **deliberate collaboration** to prepare students to enter the workforce educated for tomorrow's jobs in pathways supported by labor market data in the CRC's industry sectors that offer living wage and higher paying, middle-skill jobs. Regional actions are dovetailed with Industry Sector, LMI-driven SWP K12 & SWP Regional Proposals, Projects, Programming, Pathway Improvements and Pathways to Achieve Positive Outcomes and in alignment with VFS's Core Commitment for Student Success, Student Success Metrics and CRC Strategic Pillars:

- Targeted Areas Addressing Supply & Demand Gaps
- Better and Living Wage Jobs
- Equity
- More and Better CTE
- Intersection with Guided Pathways & Other Initiatives
- Work Based Learning
- Experiential Learning: Internships & Externships
- CTE Instructor Pipeline
- Pathway Aligned Dual-enrollment

The following five pillars (or goals) support the broad strategic priorities of the CRC Strong Workforce mission:

### A. Regional Leadership & Communication

- Cultivate and develop regional leadership and support structures that improve outcomes in the region's priority sectors.
- Focus relentlessly on students' end goals.
- Pair high expectations with high support.
- Take ownership of goals and performance.
- Lead the work of partnering.

### B. Regional Planning AND C. Curriculum, Programs and Pathways

- **Intentional planning** and **deliberate collaboration** to prepare students to enter the workforce educated for tomorrow's jobs in pathways supported by labor market data in the CRC's industry sectors that offer living wage and higher paying, middle-skill jobs.
- Champion design and decisions with the student in mind.
  - Equity
  - More and Better CTE
- Enable action and thoughtful innovation.
- Industry Sector, LMI-driven SWP K12 & SWP Regional Proposals, Projects, Programming, Pathway Improvements and Pathways are aligned to achieve positive outcomes (fueled by SWP funding and LMI data)
- Targeted Areas Addressing Supply & Demand Gaps
- **Build and Clarify the Path**
  - Design well-articulated career education pathways that increase the likelihood of students achieving economic prosperity.
  - Ensure Better and Living Wage Jobs
  - Intersection with Guided Pathways & Other Initiatives
  - Work Based Learning
  - Identify opportunities for pathway Aligned Dual-enrollment
- Experiential Learning: Internships & Externships
- CTE Instructor Pipeline

#### D. CTE Student Support Services

- **Enter the Path** - Ensure that potential students are aware of career education pathways through effective career exploration, communication and outreach.
- **Stay on the Path and Ensure Learning** - Facilitate student progression and completion in career education pathways
- **Employment Preparation and Transition to Work** Provide diverse opportunities that prepare students for a seamless transition into careers or career advancement.
  - Work Based Learning
  - Experiential Learning: Internships & Externships

#### E. Research and Data

- Foster the use of data, inquiry, and evidence.
- Ensure that targets are being met
- Ensure new and improved programs (More & Better CTE) are supported by LMI and move the metrics necessary to achieve Vision for Success.
- Ensure targeted areas address supply & demand gaps.
- Seek out best practices, communities of practice and opportunities for leverage for student success.

### V. Sector Priorities

#### CENTRAL VALLEY

##### PRIORITY INDUSTRIES:

- Advanced Manufacturing
- Agriculture, Water & Environmental Technologies
- Health
- Retail, Hospitality and Tourism
- Business and Entrepreneurship

##### EMERGING INDUSTRIES:

- Energy, Construction and Utilities
- Global Trade

#### MOTHER LODGE

##### PRIORITY INDUSTRIES:

- Retail, Hospitality and Tourism
- Business and Entrepreneurship
- Information & Communication Technologies (ICT)/ Digital Media

##### EMERGING INDUSTRIES:

- Health
- Advance Manufacturing

Additionally, while not identified as priority sectors or supported by CCCCCO funded regional directors, the region recognizes auxiliary sectors/career clusters, which are: 1) economic priorities sub-regionally, 2) are in high demand, and/or 3) offer employment that pays a living wage. These are:

1. Life Sciences/Biotech
2. Advanced Transportation and Logistics
3. Public Safety
4. Education

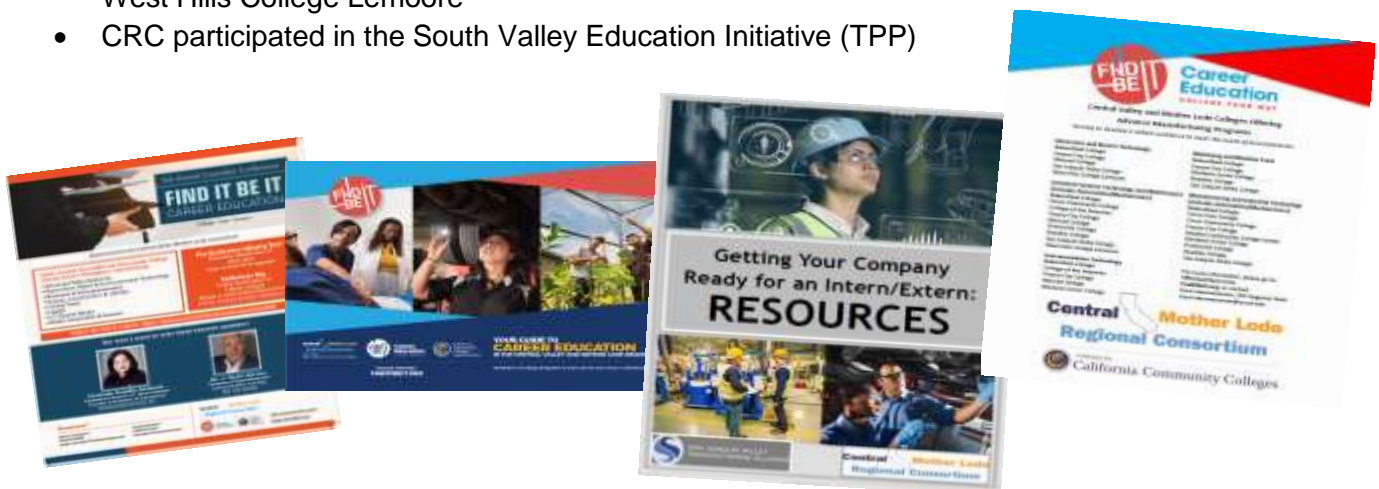
## VI. Collaboration and Engagement Highlights

Open to all stakeholders, Steering Committee meetings are held at least six times a year. Meetings are face-to-face and meeting locations rotate throughout the region; and, on occasion, are convened via a Zoom conference call. Meeting notices are published in the e-newsletter. In addition to the SC meetings, the CRC holds an annual conference in June where key stakeholders, including CEO and SC leadership, community college partners, key talent, Adult Education, K-12, Workforce Development and other partners, discuss CTE and workforce related topics, as well as provide input on the Strong Workforce Regional Plan and projects. The primary goal of SWP community college and K12 regional engagement and planning is to involve stakeholders in discussion and assessment of regional labor market gaps and to develop strategies to address those gaps. Ongoing dialogue between partners and continuous assessment of the regional labor market and SWP metrics informs the development of projects in which regional SWP funds are invested.

Integrated into this updated plan are regional strategies that ensure alignment of pathways between K-12 and community college and on into employment. In collaboration with the CCCCCO, CRC also convened two K-12 Engagement Meetings and intends to convene similar meetings in the future.

A sampling of the additional collaborative efforts the CRC has engaged in over the past year include the following (please note that this list is not meant to be inclusive, nor does it included the numerous Regional Director led stakeholder engagements):

- CRC/San Joaquin Valley Manufacturing Alliance/Fresno Business Council cohosted Internship/Externship Workshop for employers. Another workshop is being planned for the southern part of the region.
- CRC sponsorship of the San Joaquin Valley Manufacturing Association Summit
- CRC sponsorship of the 3rd Annual South Valley Industrial Summit
- CRC CCCAOE Breakout Session Presentations
- CRC's Fifth Annual Counselor Conference and Industry tour
- CRC sponsored New World of Work trainings throughout the region
- Participation in the Tulare-Kings College and Career Collaborative Counselor Conference
- K14 CTE Pathways Regional Engagement Meetings for K12 and Community Colleges
- Teacher Preparation Pipeline (TPP) communities of practice convenings by project lead college, West Hills College Lemoore
- CRC participated in the South Valley Education Initiative (TPP)



## VII. Major Initiatives

Community colleges are strategically positioned to become essential catalysts to California's economic recovery and job creation efforts at the local, regional and state levels. To that end, the region is involved in a variety of state and federal community college grants and initiatives that support the workforce mission of the Central/Mother Lode Regional Consortium, including the following:

- AB 705 (Student Success Act)
- Basic Skills Initiative (BSI)
- CTE Transitions
- EOPS / CARE / NextUp
- Perkins
- Guided Pathways
- Student Success and Support Program (SSSP)
- Strong Workforce
- Vision for Success

Additionally, members of the consortium regularly engage a variety of external stakeholders and initiatives whose work aligns with or complements the broad strategic priorities of the CRC and the Strong Workforce Program. An assessment of major initiatives related to education, jobs and the economy are identified below in Exhibit 1: Regional Stakeholder Networks and Initiatives. This is not an exhaustive list and will be updated to include additional initiatives, as applicable. The region will continue to engage with these initiatives and others to leverage resources and expand regional capacity to do "more" and "better" CTE and to achieve the VFS.

**Exhibit 1: Regional Stakeholder Networks and Initiatives**

Regional Stakeholder Networks and Initiatives	K-Adult	Community College	University	Community	WDD	Employers
Adult Education	✓	✓				
AJCC (America's Job Centers of California)					✓	
Apprenticeship and Pre-apprenticeship Grants	✓	✓				✓
CCPT (Leads: Kern, West Hills, Yosemite CCDs, Tulare COE; Visalia, Fresno, Clovis, Tehachapi USDs; Wonderful)	✓	✓	✓	✓	✓	✓
California Conservation Corp Partnership		✓		✓		
California Endowment Building Healthy Communities	✓	✓		✓		
California Healthcare Workforce Academy		✓	✓			✓
California Partnership for the San Joaquin Valley	✓	✓	✓	✓	✓	✓
CTE Incentive Grants (CTEIG)	✓					
CTE Innovation	✓					
CalWORKS		✓			✓	
Central Valley AgPLUS Food and Beverage Manufacturing Consortium		✓	✓	✓		✓
Central Valley Community Foundation (CVCF) (frmly Fresno Reg. Foundation)				✓	✓	
Central Valley Higher Education Consortium (CVHEC)		✓	✓			
CVHEC: Central Valley Goal 2025-Lumina Foundation		✓	✓	✓		
CVHEC: Complete College America-College Futures Foundation		✓	✓	✓		
Chambers of Commerce				✓		
Community Based Organizations				✓		
Cradle to Career	✓	✓	✓	✓	✓	✓
CyberPatriot Program	✓					
DRIVE Initiative	✓	✓	✓	✓	✓	✓
Get Focused-Stay Focused						
Priority /Emerging Sectors	✓	✓	✓	✓	✓	✓
Regional Consortium		✓				
South Valley Education Initiative		✓	✓	✓		✓
K12 SWP	✓	✓		✓	✓	



## VIII. Strong Workforce Program – CRC Community Colleges

### *More & Better CTE*

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At the recommendation of the California Community College Board of Governors, the Governor and Legislature approved the Strong Workforce Program, adding a new annual recurring investment of \$200 million to spur career technical education (CTE) in the nation's largest workforce development system of 114 colleges.

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

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

This new ongoing funding is structured as a 60 percent Local Share allocation for each community college district and a 40 percent Regional Share determined by a regional consortium of colleges to focus on the state's seven macro-economic regions. Both the Local and Regional Share require local stakeholders to collaborate, including industry and local workforce development boards. As much as possible, this program builds upon existing regional partnerships formed in conjunction with the federal Workforce Innovation and Opportunity Act, state Adult Education Block Grant, and K12 public school CTE programs.

## A. Performance Metrics

Analogous to the CRC's Goals aligned with the Vision for Success, CCCC Workforces and Economic Development, Student Success and Guided Pathways are the performance metrics SWP projects are held accountable and are summarized in the graphic below:

CHANCELLOR'S VISION FOR SUCCESS VISION FOR SUCCESS PERFORMANCE METRICS	SWP WORKFORCE PERFORMANCE METRICS (community college & K12)
<ul style="list-style-type: none"><li>▪ Increase by at least 20 percent the number of students acquiring degrees and certificates</li><li>▪ Increase by 35 percent the number of transfers to four-year institutions</li><li>▪ Decrease the average number of units accumulated by students earning associate degrees</li><li>▪ Increase the employment of CTE students</li><li>▪ Reduce equity gaps across all of the above measures</li><li>▪ Reduce achievement gaps across all of the above measures</li></ul>	<ul style="list-style-type: none"><li>▪ Expanded program offerings Completion of CTE courses in a single program of study</li><li>▪ High school graduation and enrollment in a California community college</li><li>▪ Earning apprenticeship, certification, or degree</li><li>▪ Transfers to a four-year institution</li><li>▪ Transition to employment and improved earnings</li><li>▪ Career pathway related to field of study</li><li>▪ Living wage attainment</li></ul>

**Please see Regional Launchboard Data in [Appendix B: REVISED METHODOLOGY - Strong Workforce Metrics from Launchboard](#) and [Appendix C: HISTORICAL Strong Workforce Metrics, provided in January 2019 Plan Update \(pre Launchboard overhaul-Fall 2019\)](#)**

## B. Community College SWP Funded Projects, Rounds 1 through 3

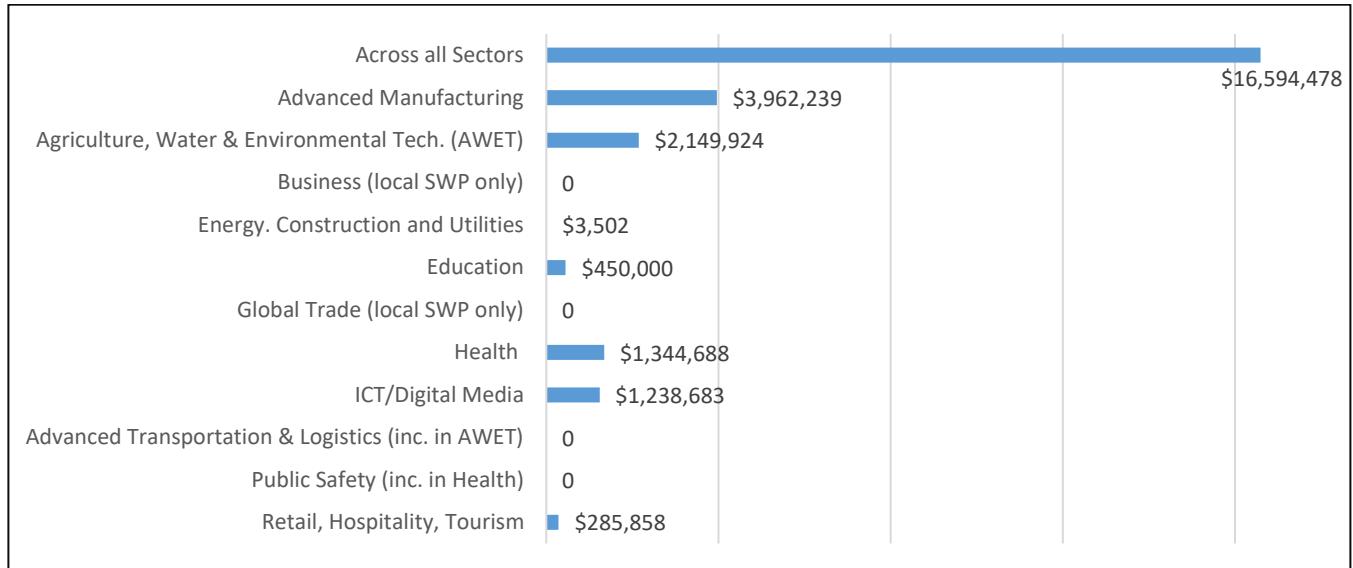
The Central/Mother Lode Region invested its regional share of over \$26M Strong Workforce funds from Round 1 through Round 3 across 42 regional projects. All 14 community colleges are participating in 11 Region-Wide Projects; and anywhere from two to thirteen community colleges are participating in 31 Regional Opt-in Projects. Regional Round 4 investments are awaiting the announcement from the CCCCCO of the Round 4 Incentive Funding amounts for the regions.



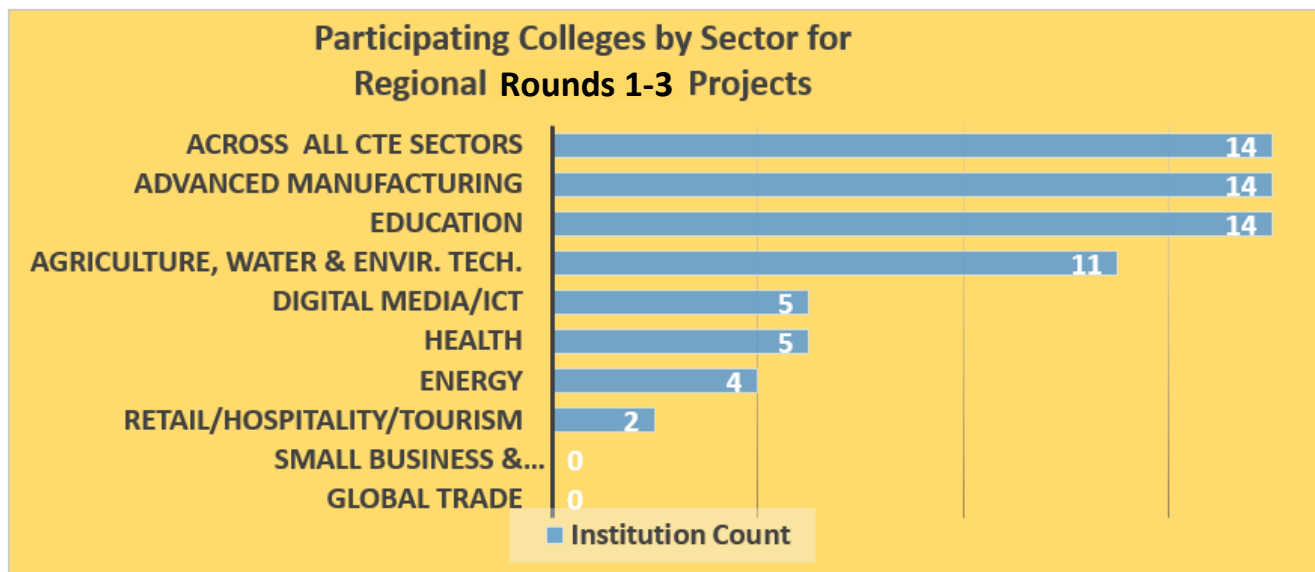
CRC Strong Workforce Allocation		
Program	SW1	
Year 1	Local	\$11,669,071
	Regional	\$7,779,382
	<b>SW1 Total</b>	<b>\$19,448,453</b>
Program	SW2	
Year 2	Local	\$15,324,884
	Regional	\$10,216,503
	<b>SW2 Total</b>	<b>\$25,541,387</b>
Program	SW3	
Year 3	Local	\$15,732,238
	Regional	\$10,514,963
	<b>SW3 Total</b>	<b>\$26,247,201</b>
Program	<b>SW4 Base Funding Only</b>	
Year 4 (BASE	Local	\$15,194,622
only;	Regional	\$10,129,748
INCENTIVE	<b>SW4 Base Funding Only Total</b>	<b>\$25,324,370</b>
tbd)		
	<b>SWP Total to Date</b>	<b>\$96,561,411</b>

## C. CRC SWP Regional Project Investments Infographics

**Exhibit 2: CRC Regional SWP Investments by Sector, Rounds 1-3**



**Exhibit 3: CRC Regional SWP Investments by Sector and College, Rounds 1-3**



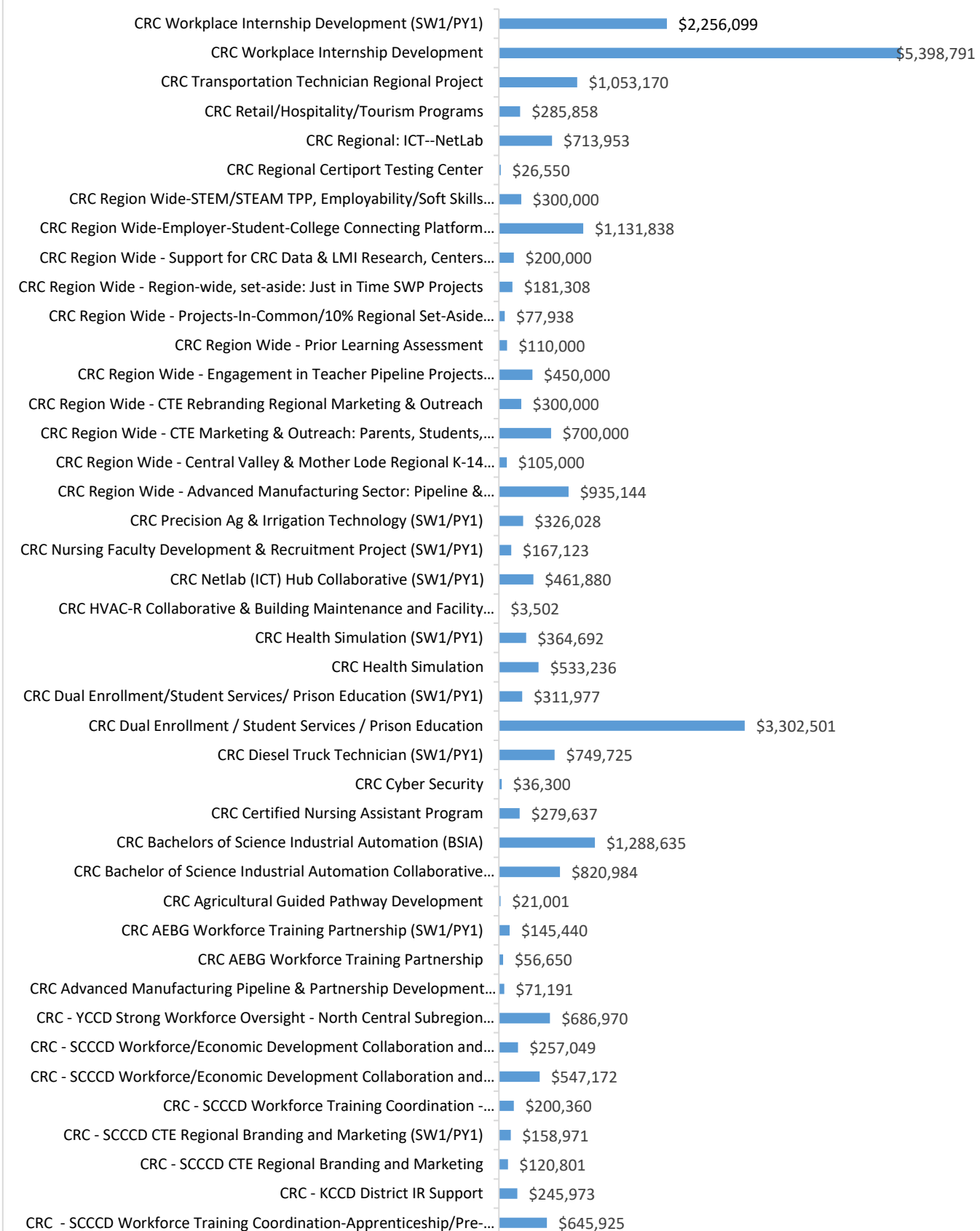
**Exhibit 4: CRC Strong Workforce Regional Project Investments At-A-Glance  
(Sector, Job Openings, Salary Range, Regional Investment, Number of Projects,  
Programs, Percentage of Overall Investment), Rounds 1-3**

Sectors	CRC Annual Job Openings by Sector (Source: COE)	Hourly Salary Range	Regional Investments	No. of Projects	CTE Programs (Project Titles)	Investments % to Total
Across all Sectors			\$16,594,478	21	Workplace Internship Development; Dual Enrollment / Student Services / Prison Education; AEBG Workforce Training Partnership; Central Valley & Mother Lode Regional K-14 Counselor Conferences ('18, '19, '20); CTE Marketing & Outreach: Parents, Students, Stakeholders; CTE Rebranding Regional Marketing & Outreach; Prior Learning Assessment; Projects-In-Common/10% Regional Set-Aside beyond Marketing; Region-wide, set-aside: Just in Time SWP Projects; Support for CRC Data & LMI Research, Centers of Excellence; Employer-Student-College Connecting Platform Devt & CTE Faculty/Staff Prof Devt; STEM/STEAM TPP, Employability/Soft Skills (NWoW; Hi-Touch Health); Early Career; KCCD District IR Support; SCCC Regional Branding and Marketing; SCCC Workforce/Economic Development Collaboration and Coordination; YCCD Strong Workforce Oversight – North Subregion Colleges	63.8%
Advanced Manufacturing	5,179	\$20-\$47	\$3,962,239	6	SCCCD Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship; Advanced Manufacturing Pipeline & Partnership Development; Bachelor of Science Industrial Automation; Region Wide – Advanced Manufacturing Sector: Pipeline & Partnership Development	15.2%
Agriculture, Water and Environmental Technologies	7,081	\$16-\$32	\$2,149,924	4	Agricultural Guided Pathway Development; Precision Ag & Irrigation Technology; Diesel Truck Technician; Transportation Technician Regional Project	8.3%
Business	19,940	\$17-\$44	Investment made in Local SWP	0		



<b>Energy. Construction and Utilities</b>	<b>14,125</b>	<b>\$19- \$41</b>	<b>\$3,502</b>	<b>1</b>	HVAC-R Collaborative & Building Maintenance and Facility Services Technician	<b>&gt;1%</b>
<b>Education</b>	<b>7,157</b>	<b>\$15- \$35</b>	<b>\$450,000</b>	<b>1</b>	Engagement in Teacher Pipeline Projects	<b>1.7%</b>
<b>Global Trade</b>	<b>4,193</b>	<b>\$25- \$44</b>	<b>Investment made in Local SWP</b>	<b>0</b>		
<b>Health</b>	<b>13,507</b>	<b>\$15- \$45</b>	<b>\$1,344,688</b>	<b>4</b>	Certified Nursing Assistant Program; Health Simulation; Nursing Faculty Development & Recruitment Project	<b>5.2%</b>
<b>Information &amp; Communicatio n Technologies (ICT)/Digital Media</b>	<b>1,462</b>	<b>\$18- \$39</b>	<b>\$1,238,683</b>	<b>4</b>	Cyber Security; Netlab (ICT) Hub Collaborative; Regional Certiport Testing Center; Regional: ICT-- Netlab	<b>4.8%</b>
<b>Advanced Transportation &amp; Logistics</b>	<b>9,084</b>	<b>\$15- \$47</b>	<b>See AWET</b>	<b>0</b>	Included in AWET	
<b>Public Safety</b>	<b>4,155</b>	<b>\$15- \$43</b>	<b>See Health</b>	<b>0</b>	Included in Health	
<b>Retail, Hospitality, Tourism, Recreation and Entertainment</b>	<b>16,004</b>	<b>\$15- \$29</b>	<b>\$285,858</b>	<b>1</b>	Retail/Hospitality/Tourism Programs	<b>1.1%</b>
<b>Investments Totals</b>			<b>\$26,029,372</b>	<b>42</b>		<b>100%</b>

## Exhibit 5: Regional SWP Investments by Projects, Rounds 1-3



## IX. CRC SWP Regional Progress Highlights, Rounds 1-3 Projects - *Return on investment being actualized (as of June 2019)*

### Across All Sectors

P01 CRC Workplace Internship Development		Funding:
P01B CRC Workplace Internship Development (SW1/PY1)		\$5,398,791
		\$2,256,099
Primary Contact-Project Lead	E-mail	
Autumn Gardia, Merced College	autumn.gardia@mccd.edu	
Participating Colleges		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Merced CCD		
Project Description		
<p>The Workplace Internship Development Regional Project focusses on students attending community college, with a goal of earning a certificate or associate degree aimed at technical training, with a desire to enter directly into the workforce upon successful completion of their CTE program. Each Workplace Internship Development partnering college will provide services to assist in internship/job placement that is an integral part of the colleges Career Center/CTE WBL point of contact.</p> <p><b>Merced College</b> is the lead institution on this regional Workplace Internship Development Project designed to provide guidance to students in obtaining internship and job placement, as well as providing training for students in job readiness and interviewing tactics. This project addresses the need to increase the number of program completers on jobs by the 2nd and 4th quarters after completing a CTE degree or certificate. Each Workplace Internship Development Office should employ a Manager/Job Developer, and secretarial support staff. The duties of the office would include: 1. Developing Industry Partnerships; 2. Facilitating CTE program completer Internships; 3. Business mentor development; 4. Graduate employment follow-up data collection; 5. Employability training for potential interns (Resume writing, letter of application writing, mock interview training, employment application completion, etc.); 6. Coordination with Career Counseling upon student placement in CTE programs; 7. Coordinating services with entities such as EDD, WIB to promote enrollment of the un or under employed. At the local level, Merced College used SWP funds for funding for a full-time Director and CTE Counselor for Career Center. The college focuses on guided pathways with paid internships available when students complete their program. Staff recruited over twenty industry-specific partners for the following pathways: Welding, Industrial Electronics, Computer Networking, Automotive, CAD, Ag Mechanics/Diesel, and Administrative Office Management (new). The Career Center helps with resume prep and interviewing and holds career fairs. Jobspeakr is used for career matching and placement. The project needs a part-time assistant. There is no funding for the regional project without SWP. (The college career center will be maintained, but no CTE coordinator).</p> <p><b>Taft College</b> used SWP funding for salaries and supplies including a Career Development Counselor tasked with tracking and posting internship opportunities. Faculty provides work-experience classes which offer credit. In addition, students receive counseling on job search techniques and there are career exploration tests offered to help students determine their career interests.</p> <p>At <b>Bakersfield College</b>, SWP funding was used to build staff and expand the program. Three new job development specialists were hired and a storage center on campus was converted to a Student</p>		

Resource Lab. Supplies and equipment purchased for lab. The lab is open from 8:30am to 5:30pm. Activities include career exploration and preparation i.e. resumes and interviewing. There is a focus on guided pathways. Coaching pathway teams (5 total) lead students on pathways to jobs and learning transferable skills. Bakersfield College CTE supports over 10 pathways with over 60 programs. Year One is complete. Moving forward, the college will need to hire a Career Ed Technician to research LMI information, maintain online platforms, and keep employer and student profiles up to date. Student engagement is a challenge – for example, teaching students why having a good resume is important. The staff has identified the need for more presentations to students and one-on-ones. The CTE Completion team consists of an Ed Advisor who helps students with their coursework plan, and a Job Developer who assists students with career plans. This model has been successful for the college and requires collaboration with industry partners to place students into internships and jobs. A key partnership activity is the Kern County Career EXPO for middle- and high school students. Nearly 150 employers participate.

**Cerro Coso College**, like each Workplace Internship Development partnering college, provides services to assist in internships and job placement for CTE students. SWP funding was used to hire a Job Development Specialist and Community Education Liaisons. The Job Development Specialist position was changed to reflect coordination with the Cerro Coso College Career Center. All positions were reconfigured for more accountability and structure. Activities included creation of an Internship binder, providing a resource for students. The college also Implemented Jobspeaker software for student/employer matching and expanded business partnerships to increase internship possibilities.

For **College of the Sequoias**, this is a high priority, strategic project with the objective being utilizing all possible resources to "get jobs for students." SWP funding was used for staffing (Career Services Director; Admin Assistant; and Coordinators) as well as for supplies and office equipment for the Career Center. The center supports six FTEs at three campuses. The goals of this project are to support Internships and Work Based Learning (WBL) opportunities and to make sure students are prepared academically as well as career-wise. Real word experiences are stressed. Activities include assistance with resume preparation, interviewing, and the overall job application process. The college deals with many "first time workers" and the goal is to take students from "farmworker to career." The college has instituted numerous activities to reach students according to their needs – including small group workshops, one-on-one meetings, employment labs, meetings with faculty, and strategic interventions for students facing barriers to work.

Several large group industry-related events have been held, including:

"Entre to Employment," where up to 100 students join local employers for a formal sit-down dinner;  
"Coffee & Careers," a less-formal meeting of students and employers with an emphasis on specific pathways;

An all-day career conference with the County Office of Education. Over 250 students attended.

Highlights included breakout sessions on how to interview, free headshots for resumes, mock interviews, and assistance on how to complete a resume.

Classroom visits for career center workshops. The college promotes "Don't Cancel Class" where instructors who will be absent are encouraged to bring in career center reps for a workshop instead of cancelling the class.

**Columbia College** CTE supports career exploration, preparation, internships, and career assistance, in all areas of work-based learning. SWP funds support the College's Career/Transfer Center. Specifically, a Program Director, Program Technician, and Student Advisors. Additional funding was used for outreach & recruitment materials and supplies, software fees, travel, and professional development. The SWP funding led to significant outcomes for this project, including:

Nearly 400 student appointments for career exploration.

Two job fairs with almost 60 local employers and over 350 job seekers. Approximately 30% received job offers with another 20% pending.

Over 60 career-related presentations focusing on career options (pathways leading to employment); career exploration (job hunting, resumes, mock interviews.); and job placement (identifying employers with openings and placing students.)

An on-campus Interview Clothing Closet for student use.

Career Center personnel are responsible for establishing and maintaining the business partnerships which result in job placement throughout the region. Ongoing funding is needed to keep the Career / Transfer Center operating at capacity.

**Modesto Junior College** used SWP funds for the positions of Career Services Director and Program Specialists to provide career exploration and preparation to students. In addition, funds were used for Career Services Center materials - outreach brochures, copies, ink, paper, etc.

The college's focus is on developing internships working with the local Workforce Development Board (WIB); One of the innovative programs at the college places students for six months in internships based on their program of study and interest; These are on-campus positions. Ex. Student Ambassadors and Administrative Student Interns;

The career service center provides ongoing training, particularly in 'soft-skills.' Monthly workshops are held - each with a different employment training focus.

MJC is conservative with the use of SWP funding. There is a project proposal process for faculty which includes metrics such as LMI, Completions, and sustainability figures. A committee ranks each project and it is decided which ones to implement. Future funding for this project is a major consideration.

The Job, Entrepreneur, and Career (JEC) Center at **Porterville College** provides personalized services and programs. For students who need help -- choosing a major, exploring careers, starting a business, or developing job search skills -- the JEC Center staff helps them to make the necessary preparations to achieve their goals and to ensure a successful transition from academic life to the working world. SWP funds were used to staff the center with a full-time project coordinator to provide career and employment related services to students. The coordinator's primary role is to support the CTE Program Manager to help provide job development services and job placement efforts.

Responsibilities include development of on-campus services and events that will expose students to employers and industry professionals related to their field of study. Activities have included:

- Industry Round tables and Advisory Board meetings, including recruiting industry partners;
- Implementing work-based learning software and tools;
- Placing students in Internship opportunities;
- Conducting workshops on resume writing; interviewing; etc.;
- Presenting career exploration services to CTE classes for direct outreach to students;
- Hosting Career Fairs;
- Funds were also used for a Laptop Cart for outreach use, and for Professional Development.

One of the challenges for this project has been staffing. However, a full-time Program Coordinator has been hired and staff is moving forward with student career exploration activities. The JEC is now supported by the Student Services Division to be in alignment with counseling services. The JEC was originally established in 2014, however additional SWP funds are needed to expand and support center activities and outreach.

At **West Hills Coalinga**, SWP funds were used for salaries for a Workforce Learning Liaison and a CTE Coordinator, as well as travel and outreach materials. The college's goal was to increase paid Apprenticeships versus unpaid Internships.

A major activity was the Implementation of the Westside Works Program, an effective apprenticeship program. Employer activities for this program include:

1. Get Organizational Buy-In
2. Develop Your Ideal Apprentice Position
3. Recruit Your Apprentice



4. Hire and Onboard the Apprentice

5. Train Apprentice

As a result of the dedicated staff members and new program, student engagement with local employers has increased. However, transportation (getting students to jobs) is a challenge. Without SWP funding, only one position is sustainable through college funds.

The **West Hills Lemoore** Workforce Internship Networking (WIN) Center connects and supports the career pathways of all students and alumni by providing job listings, career workshops and events, career assessment, employer networking opportunities, internships and activities that result in the establishment of or advancement of personalized career goals. The WIN integrates the workforce into your education and brings business and industry into the classroom.

SWP funding was used for WIN Center staffing: the CTE Dean (1/2 time), Work Experience Faculty, a Workforce Learning Liaison and a CTE Coordinator. In addition, funds were used for travel for the Coordinator and Faculty, Meeting Expenses, and Outreach materials. This project supersedes CRC Workplace Internship Development (SW1/PY1) which has been closed.

<b>P02 CRC Dual Enrollment / Student Services / Prison Education</b>		Funding:
<b>P02B CRC Dual Enrollment / Student Services / Prison Education (SW1/PY1)</b>		\$3,302,501
Primary Contact-Project Lead	E-mail	
<b>Anthony Cordova, Bakersfield College</b>	anthony.cordova@bakersfieldcollege.edu	
Participating Colleges		
Bakersfield College, Cerro Coso Community College, Columbia College, Fresno City College, Merced College, Modesto Junior College, Taft College, West Hills College Coalinga		
Project Description		
<p>This is a regional opt-in project that seeks to build capacity at participating colleges and builds on the work done under the prior SWP1-R project of the same name. Participating colleges define, describe, and address institution-specific needs in order to support the further development of their respective dual enrollment programs.</p> <p><b>Columbia College</b> Strong Workforce funding supports a full-time Columbia College program specialist who is tasked with developing and supporting dual enrollment programs in the college service area. Representative programs include:</p> <ul style="list-style-type: none"><li>• Middle College, a partnership between Columbia College and Sonora High School, offers juniors and seniors in high school the opportunity to begin their college careers before graduation. Students are able to work toward an Associate's Degree, explore possible careers, or gain advanced technical training. Students take two periods of their choice at Sonora High School. They will fulfill the rest of their requirements and electives with college courses at Columbia College.</li><li>• The Early College Program, a partnership between Summerville High School and Columbia College which allows juniors and seniors to take college classes concurrently with their high school classes.</li></ul> <p>The College and Career Access Pathway (CCAP) Program is a partnership between Columbia College and local participating high schools. The goals are offering college courses on high school campuses during the regular school day also include: accelerated learning, building career pathways, and promoting accountability for student learning. The Columbia College Program Specialist supports all of the above programs and builds relationships with all high schools in the service area. Some of the high schools are not a part of a formal program as mentioned above, but independently encourage their students to take classes at the college. This K12 partnership is enhanced with the program specialist providing the needed outreach and information to the schools so that students can enroll in college courses. Additionally, the program specialist supports further expansion of Columbia College's</p>		

incarcerated student program (Prison Education) which currently serves students at six sites, including firefighting camps. The program has significantly expanded course offerings. Nine new classes will be offered this summer (2019), in the following areas: Hospitality, Business & Fire Training. Also, AA degrees are offered. In addition to the Program Specialist, SWP funds are used for: a percentage of the Dean's salary to oversee and develop the program; employee benefits; classified staff to support the program; outreach materials and supplies; equipment; professional development and travel.

**Bakersfield College** continues to be a leader statewide in collaborating with its feeder high schools to implement dual enrollment courses and maintains one of the largest dual enrollment programs in the state, serving over 10,000 high school students. In just a short amount of time, the program has grown from 200 students to where it is now. The college is the leader for this project sharing best practices and models.

SWP funding was used to hire a program manager responsible for maintaining and expanding the project, and launching an Early College program and added articulations (ex. welding). Early College allows juniors and seniors to take college classes concurrently with their high school courses.

The college has seen great enrollment results from K12 outreach to staff, students, and parents. CTE campus tours are offered and the college hosted a Dual Enrollment Symposium with McFarland High which saw nearly 400 parents attend.

**Cerro Coso College** maintains a Prison Education program that is receiving recognition state-wide. SWP funds were used to expand the program for two prisons Tehachapi State and California City. The project has hundreds of students and recently graduated 50. Project activities include working with prison faculty on materials and textbooks.

**Taft College** uses momentum points to help counsel students enrolled in 6 to 9 units and focuses on under enrolled programs such as Welding, Occupational Safety and Health, and Energy Technology. While some of the population is reticent to come on campus, counseling faculty work with the local high schools to register students into degree-applicable courses. However, most of the target population is looking at short-term career needs - annual certification to stay employed. Many are not interested in pathways or degrees. The college maintains a partnership (contract) with Westec (Westside Energy Services Training & Education Center) for training in Industrial Safety and has found better retention and completion at Westec. Prison education takes place at Taft Correctional Institution (a private prison) and Taft Modified Community Correctional Facility (a state prison). There is a business pathway offered for the prisons. Around 275 students enroll in the program (out of a prison population of 4000).

The dual enrollment program at **Fresno City College (FCC)** has grown significantly over the past three years but faces challenges in increasing courses offered and students enrolled due to time constraints and volume. SWP funding was used to hire a part-time staff to assist in the expansion of the dual enrollment program. The part-time staff, counseling and clerical is responsible for:

- Providing support to the program coordinator with responsibility for matriculation processes, data collection, and compliance with required paperwork.
- Working to enhance current pathways and coordinate with faculty at the college and high school to develop additional pathways.
- Working to provide information to local feeder high schools so that students and their parents can make more informed decisions about class and program selections.

The college has met the objective of increasing enrollment by 35% in CTE areas over the course of the past two years. In Spring 2016, FCC started with 4 pathways in Construction, Media, CADD, and Fire Technology with 7 high schools and 2 districts/ROPs. As of Spring 2019 FCC now has 33 pathways with 31 high schools and 11 districts/charters/ROPs; well exceeding our plans of 12 additional pathways (100%/100%). Fresno City College is currently working with a few foundations to leverage this project and allow it to expand. Due to the limited resources available throughout the campus, foundation funds

will help FCC expand dual enrollment efforts into offering General Education courses that will support certificate and degree completion. The current dual enrollment program designs pathways that allow students to at minimum complete a certificate of completion. Certificates will give students the opportunity to seek employment immediately after high school. Partnerships include high schools with approved technical facilities and local Regional Occupational Programs.

SWP funds were used by **Merced College** for a Dual Enrollment Coordinator (a consultant) and for supplies & textbooks for the prison program. As a result of this project, articulation agreements with all high schools were tripled in preparation for dual enrollment. Currently, the college is moving from articulation to high school students attending classes at Merced as part of dual enrollment.

The Merced Prison Education program is currently offered at two facilities and the college is adding a third site. Local funding was used for a program assistant for this project. Many of the students are pursuing a Business Degree and the additional materials purchased with SWP funds help to support the curriculum.

For **Modesto Junior College**, the focus of this project is enhancing and expanding Dual Enrollment only. Funds were used for:

- 1.) Staffing: Percentage of dean's salary to oversee and coordinate Dual Enrollment program; Program Specialist to develop dual enrollment partnerships with K-12 schools; coordinate enrollment, collect data; Classified staff salary to support dual enrollment.
- 2.) Enrollment, outreach, and support materials and supplies;
- 3.) Contract with Stanislaus County Office of Education for dedicated personnel to partner in developing dual enrollment capacity;
- 4.) Funding for individual high schools to assist in enrolling high school students;
- 5.) Travel and professional development.

The current status of the project is as follows:

- 'Get Focused Stay Focused' was introduced but has not been implemented because most of the high schools in the district have their own career exploration programs or use different software. Many use -NAVIANCE.

- Another challenge is increasing the number of participants. High schools want different programs - some want dual enrollment; some articulation or concurrent enrollment; others prefer to let students apply independently of any formal agreements. (There is concern about bad grades from college courses on student transcripts.)

Project partnership activities include the contract with Stanislaus County Office of Education to assist with dual enrollment activities and partnerships with LEAs for a two-week summer academy at MJC to acquaint high school students with courses and programs at MJC and assist them with enrollment;

At **West Hills Coalinga**, WP funding was used for a Dual Enrollment Coordinator to manage the project. Coordinator responsibilities include outreach to local high schools for dual and concurrent enrollment. New schools have been added, including Avenal, Coalinga, and Mendota High Schools. Funding was also used for outreach and office supplies and travel to local sites.

Challenges include the distances that much be driven to the schools and finding FTEs to make the drive which may be as much as one hour 3 days a week. It would also be helpful if the high school had block schedules. Bell schedules are different as each high school;

New Prison Ed programs have been added offering pathways such as Business and Culinary. There is now a Drug and Rehab Pathway at Pleasant Valley State Prison which leads to an AA. One of the challenges with the Prison Education program is frequent lock-downs; classes can't be offered when these occur, sometimes resulting in classes being cancelled for 4 to 6 weeks. (Normally at least one class a semester is offered on-site at the Prison yard.). This project supersedes CRC Dual Enrollment/Student Services/ Prison Education (SW1/PY1) which has been closed.

P03 CRC - YCCD Strong Workforce Oversight - North Central Subregion Colleges		Funding: \$686,970
Primary Contact-Project Lead	E-mail	
Jenni Abbott, Modesto Junior College	abbottj@mjc.edu	
Participating Colleges		
Columbia College, Modesto Junior College		
Project Description		
<p>The Strong Workforce Oversight project provides Individual college coordination and oversight of SW project implementation, budget and expenditures, and metrics reporting in the Stanislaus/Mother Lode region. Each partnering college implements administrative oversight to ensure college SW projects are effective and meet state metrics and budget guidelines. Partnering colleges communicate and share effective practices, processes, and structures. Specifically, funds were used for a percentage of a dean's salary to oversee the Strong Workforce program in two north sub-region colleges (MJC &amp; Columbia College) and a percentage of an Executive Secretary, a full-time Research Analyst, and a student worker to provide direct support of the north sub-region SW initiative. Activities involved coordinating local SWP funds and overseeing a research office to produce metrics related to the SW initiative (pathways, enrollments, etc.). Additional costs for office supplies, equipment (i.e. laptop and printer), software and travel and Professional Development. The biggest challenge is managing the budgets of other colleges. Also, there is a need for NOVA to be more aligned to each college's budget and activities. Overall, having a director who oversees SW for YCCD has led to an increase of enrollments by 14% for the first year. There will be continued oversight of SW activities and outcomes for YCCD.</p>		

<b>P04 CRC - SCCC Workforce/Economic Development Collaboration and Coordination</b>		<b>Funding:</b> \$547,172
<b>P04B CRC - SCCC Workforce/Economic Development Collaboration and Coordination (SW1/PY1)</b>		<b>Funding:</b> \$257,049
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Rozanne Hernandez, SCCC</b>	rozanne.hernandez@sccd.edu	
<b>Participating Colleges</b>		
Fresno City College, Reedley College, Clovis Community College, State Center CCD		
<b>Project Description</b>		
SCCCD, on behalf of its three colleges and three centers, used SWP funds to support workforce/economic development function at the district level which coordinates college efforts and develops/enhances collaboration among the colleges and within the business/industry sectors The current project supports the salary of the District Dean of Workforce and Adult Education and the Administrative support for that position. The position supports the State Center Community College District SWP activities on the local and regional level. The project supports any workforce/economic development activities for the district such as professional development, marketing and outreach and regional consortium collaboration with campuses on related projects. The plan has also supported efforts in data collection and labor market programs to assist the colleges in program review and deciding what regional plans to take part in. Since the project is ongoing, there is no percentage of it being complete. Spending targets include expending current funds by the end of this year (2019). At this time there are no partnerships with industry partners other than sitting on committees and alliances for college input. SCCC plans on developing internships in the coming year and may use this SWP project plan to support that. This project is sustainable because it supports the position that oversees the SWP Plans for the district, as well as completes all allocation distribution and reporting for the grant. This project supersedes CRC SCCC Workforce/Economic Development Collaboration and Coordination (SW1/PY1) which has been closed.		

P05 CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship		Funding
P05B CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship (SW1/PY1)		\$645,925
		\$200,360
Primary Contact-Project Lead	E-mail	
Dan Sousa, SCCC	dan.sousa@sccd.edu	
Participating Colleges		
Fresno City College, Reedley College, Clovis Community College, State Center CCD		
Project Description		
<p>SWP funds for the support of Pre-apprenticeship and Apprenticeship Program Manager positions that provide leadership of and coordination for apprenticeship program sponsors and district colleges. In addition, project funds Office Assistant III position which supports the overall project functions. The SCCC Apprenticeship Program has been very productive in continuing to grow, both in hours and the number of businesses/apprentices reported. Activities include meetings with Manufacturing and Food Processing companies to present on the benefits of an apprenticeship. This includes a recent presentation to a roundtable of HR Managers associated with the San Joaquin Valley Manufacturing Alliance, the largest association of manufacturing companies in the Fresno Region. The response to both pre-apprenticeship and apprenticeship projects was positive and many are on board to start participating in either the pre-apprenticeship or apprenticeship. The status of the project is in very good shape as it continues to grow. As an example, apprenticeship reported 2,339 training hours in 2013-14AY, for the 2018-19 AY, 86,000 training hours. This growth is due to the expansion of programs participating locally, but also due to new partnership developments with building trades. SCCC is now the Local Educational Agency (LEA) for the Northern California Laborers and with that came a significant <b>number</b> of apprentices and training hours. As to a percentage of completion, apprenticeship is never completed as it's always dynamic and potential for more participation and growth. However, from the initial start of SWP funding SCCC Apprenticeship is in a much better situation with an abundance of new funding and participation from local resources. The project is at 80% of stated goals. SCCC has taken advantage of the growth to attract new funding streams associated with pre-apprenticeship and apprenticeship. They have obtained the Employment Training Panel (ETP) which will allow combining the Related Supplemental Instruction funds with ETP funds. Thus, creating a much more sustainable source of funds for this project. Because of the success of the pre-apprenticeship program, SCCC recently received funding from the James Irvine Foundation. This particular funding will <b>aid</b> a new Maintenance Mechanic Pre-Apprenticeship Program. The newly developed pre-apprenticeship is part of a career pathway that ultimately will become part of the existing apprenticeship program. Part of the driving force of the project is expanding Business &amp; Industry partnerships. SCCC is working closely with manufacturing associations to expand both pre-apprenticeship and apprenticeship. This particular partnership will help connect the manufacturing and food processing companies in the region. In addition, SCCC has partnered with Fresno Economic Opportunities Commission Valley Apprenticeship Connections who will perform all of the recruitment, assessment, and preliminary training for the Irvine Foundation-funded pre-apprenticeship program. As a result of this project, SCCC has successfully increased Related Supplemental Instruction, ETP, and James Irvine Foundation funding. As the program grows, the funding allocated to SCCC Apprenticeship from these sources should continue to grow. This project supersedes CRC SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship (SW1/PY1) which has been closed.</p>		



P06 CRC AEBG Workforce Training Partnership		Funding:
P06B CRC AEBG Workforce Training Partnership (SW1/PY1)		\$145,440
		\$56,650
Primary Contact-Project Lead	E-mail	
Dr. Jessica Grimes	jgrimes@taftcollege.edu	
Participating Colleges		
Taft College, Clovis Community College		
Project Description		
<p>AEBG Workforce Training is a partnership between community colleges and their respective consortium for Adult programs to develop a collaborative approach to workforce skill-building. Drivers include a focus on understanding and meeting the needs and creating a measurable, operational plan for Access. Outcomes: #1. Strong Workforce data to capture employment successes and career advancement. #2. Certification completions; #3. Academic outcomes for students who go on to further education.</p> <p><b>Taft College</b> is the lead institution on this project designed to create a partnership between community colleges and their respective consortium for Adult Education BG programs to develop a collaborative approach to workforce skill-building. Taft College activities include data collection and metrics for the Adult Education Consortium to determine if enrollment and outcome metrics are being met. The college has an MOU with West Kern Learn (WKL), formerly West Kern Adult Education Network, to provide training leading to certificates, which can be earned short-term. There are also classes at the Taft Welding. One-week classes include Security, Food Preparation, and Forklift Safety. These classes are for non-high school graduates. The goal is to enroll them at the College. Taft College conducts orientations to help students who receive certificates on-board to Taft. The challenge is that most of the students who complete the short-term training want full-time work, so only 7 out of 20 might enroll. The area has a 24.5% unemployment rate, so some students express more of an interest in short-term training for minimum wage jobs rather than enrolling into a longer-term college program. The Welder's Helper certificate is a good example of this. The College works with WKL for 2 classes: Welder's Helper and Industrial Safety. There are approximately 20 students in each class. At least ten are hired by local employers within 30 days of completing the classes. With outreach and support from Taft staff, approximately 5 will enroll in the college. Literacy issues are also a challenge. The students need help with enrollment and FAFSA.</p> <p><b>Clovis College</b> uses Adult Ed as training for general employability. Career Success Certificates are being created in the following areas: Business Communications &amp; Presentations; MS Office; Keyboarding; Interviewing; Resume Preparation, etc. The college works in conjunction with the Fresno Workforce Connection. This project supersedes AEBG Workforce Training Partnership (SW1/PY1) which has been closed.</p>		

P07 CRC - SCCCD CTE Regional Branding and Marketing		Funding:
P07B CRC - SCCCD CTE Regional Branding and Marketing (SW1/PY1)		\$120,801
		\$158,971
Primary Contact-Project Lead	E-mail	
Rozanne Hernandez, SCCCDC	rozanne.hernandez@scccd.edu	
Participating Colleges		
Reedley College, Clovis Community College, State Center CCD		
Project Description		
<p>SCCCDC, on behalf of its colleges and centers used SWP funds to develop and execute a cohesive, professional branding and marketing of CTE programs and opportunities offered by the State Center Community College District colleges and centers. The project targets prospective students, employers, and community organizations. The State Center Community College District (SCCCDC) Branding Campaign focused on promoting Career Technical Education throughout the District and included highlighting CTE programs and CTE program completers, as well as CTE program employer partner. The SCCCDC Branding Campaign is in its final phase of implementation. All of the campaign’s creative design work has been completed. The final phase of implementation involves executing the actual campaign through various forms of social and multimedia placements, that include both traditional and digital. There are no challenges to completion and the campaign/project is over 90% complete. The campaign features business and employer partners that support CTE across the District. Some of these partners participate in work-exchange and internship programs with the colleges within our District. Prospective students and current students who may not have considered the benefits of pursuing CTE sources or attaining a CTE credential learn from the CTE student testimonials that are a major feature of the campaign. <b>Project collateral</b> was created to be “evergreen,” that is, without reference to specific dates or times and can be used for several years before requiring an update. This project supersedes CRC CTE Regional Branding and Marketing (SW1/PY1) which has been closed.</p>		

P08 CRC - KCCD District IR Support		Funding: \$245,973
Primary Contact-Project Lead	E-mail	
Trudy Gerald, Kern CCD	trudy.gerald@kccd.edu	
Participating Colleges		
Bakersfield College, Cerro Coso Community College, Porterville College, Kern CCD		
Project Description		
<p><b>KCCD</b>, on behalf of its three colleges and three centers, used SWP funds to support workforce/economic development function at the district level which will coordinate college efforts and develop/enhance collaboration among the colleges and within the business/industry sectors. The District recognized the need for extensive and technical institutional research to support all CTE programs; development of databases; data training for CTE faculty and administrators; collect, assemble and maintain databases related to student enrollment projections, follow-up studies, and analysis of program enrollment patterns; improvement of program review; data-driven decision making. The goals are better-coordinated programs among the colleges and employers; increase in partnerships with business &amp; industry; collaboration with businesses and community-based organizations; increase in CTE enrollments at the colleges. SWP Funds were used to hire an Institutional Research (IR) Analyst to meet these goals. The KCCD CTE IR Analyst provides overall support and data for the coordination, planning, organization implementation, evaluation, and policy development for district-wide workforce programs. A meeting was held with the three CTE Deans (Bakersfield; Porterville; Cerro Coso) to determine the types of data needed. The IR analyst will provide needed reporting to the deans on a monthly basis. After SWP funding, this IR Analyst will be sustained using General Fund and Adult Education funds.</p>		

<b>P09 CRC Region Wide - CTE Rebranding Regional Marketing &amp; Outreach</b>		<b>Funding:</b>
<b>P09B CRC Region Wide - CTE Marketing &amp; Outreach: Parents, Students, Stakeholders (SW1/PY1)</b>		<b>\$300,000</b>
		<b>\$700,000</b>
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Karri Hammerstrom, CRC</b>	karri.hammerstrom@scccd.edu	
<b>Participating Colleges</b>		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, State Center CCD, Central/Mother Lode		
<b>Project Description</b>		
<p>For the first SWP allocation, College CEOs and the CRC Steering Committee prioritized a Regional Marketing and Outreach project for the majority of the 10% set-aside. The project has been developing a multi-media, multi-pronged approach to marketing CTE programs regionally and will leverage regional efforts with statewide “projects in common” efforts related to branding and outreach to students and to employers. Complimentary, parallel statewide branding and outreach effort are also already underway. The CRC ad-hoc marketing committee with regional representation initially developed a Request-for-Proposal. The campaign has been divided into phases. In regards to the CCCC, they invested \$3M that regions statewide which have been leveraged by regions towards a statewide CTE Rebranding effort. Outreach to prospective students, families and employer/ stakeholders -for better understanding of higher education options. A CRC RFP was issued in late 2017 and successful contractor (Full Capacity Marketing) has executed regional rebranding effort and has leveraged CCCC’s re branding efforts as applicable. The finditbeit.org and the Your Guide to Career Education -Find It Be It Lookbook are examples of initial outcomes. Initial results of the campaign have included 557+leads generated. At the average of 16% conversion rate, the consortium should expect to see a 7% increase in applicants info Career Education programs in the coming year. Localized Strategies including Toolkits and Webinars were developed for each of the following:</p> <ul style="list-style-type: none"><li>• Fresno City College (Business Engagement, Co-branding, Advisory Committee Benefits vs. Features Webinar)</li><li>• Columbia College (Apprenticeship Initiative)</li><li>• Bakersfield College (videos)</li></ul> <p>Additional Activities include:</p> <ul style="list-style-type: none"><li>• 40+ new videos to demonstrate Strong Workforce investments (see <a href="#">YouTube FindItBelt</a>)</li><li>• New English advertising campaign</li><li>• New Spanish advertising</li><li>• New social media assets</li><li>• Find It. Be It. Parent page</li><li>• Employer Initiative</li><li>• TA for Brand Ambassadors</li></ul> <p>This project supersedes CRC Region Wide - CTE Marketing &amp; Outreach: Parents, Students, Stakeholders (SW1/PY1) which has been closed.</p>		

<b>P10 CRC Region Wide-STEM/STEAM TPP, Employability/Soft Skills (NWOW; Hi-Touch Health); Early Career</b>		<b>Funding:</b> \$300,000
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Karri Hammerstrom, CRC</b>	karri.hammerstrom@scccd.edu	
<b>Participating Colleges</b>		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San		

Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Central/Mother Lode
<b>Project Description</b>
Scale Regional STEM/STEAM Teacher Pipeline: To remedy the statewide teacher shortage and to bring more diversity into the STEM/STEAM teaching pipeline, every region needs to produce a fair share of this workforce need. Employability/Soft Skills: The New World of Work is a 21st Century Skills Program and Hi-Touch Health Program both emphasize curricular & employability skills to raise student workforce preparation. Early Career Exploration: H.S. Dual Enrollment & Get Focused/Stay Focused efforts.

<b>P11 CRC Region Wide - Support for CRC Data &amp; LMI Research, Centers of Excellence</b>		<b>Funding:</b> \$200,000
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Nora Seronello, CoE</b>	seronellon@yosemite.edu	
<b>Participating Colleges</b>		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Central/Mother Lode		
<b>Project Description</b>		
Data driven decision making is a priority for the CRC region. The CRC Center of Excellence (CoE) supports the SWP for the strategic study of the regional economies of California by providing customized data on high growth, emerging, and economically critical industries and occupations and their related workforce needs. Braiding of funding to support CoE efforts further aligns CRC regional data, as well as provides for a consistent source of information.		

<b>P12 CRC Region Wide - Central Valley &amp; Mother Lode Regional K-14 Counselor Conferences ('18, '19, '20)</b>		<b>Funding:</b> \$105,000
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Karri Hammerstrom, CRC</b>	<a href="mailto:Karri.hammerstrom@scccd.edu">Karri.hammerstrom@scccd.edu</a>	
<b>Participating Colleges</b>		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Central/Mother Lode		
<b>Project Description</b>		
K-14 Counselor Conferences for the years 2018 and 2019 for K-14 counselors aimed to provide attendees with information, connections and tools for them to prepare students for career readiness through career education at the community college level. Introducing the connection between high wage jobs with skills to be obtained at community colleges with stackable credentials, certificates and AA degrees.		

P13 CRC Region Wide-Employer-Student-College Connecting Platform Devt & CTE Faculty/Staff Prof Devt		Funding: \$1,131,838
Primary Contact-Project Lead	E-mail	
Karri Hammerstrom, CRC	karri.hammerstrom@scccd.edu	
Participating Colleges		

Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Central/Mother Lode

#### Project Description

Career Services Platform (i.e. Jobspeaker) to manage career services engagement with students; provide tracking, reporting & communication tools; provide employers tools to find, communicate and hire students; provide students tools to manage career portfolios and job searches. SWP funding was used for the procurement, licensing and technical support of Jobspeaker software. A regional software platform was developed to allow for real-time tracking for students, colleges, and employer. Training related to the software in addition to related WBL professional development such as CTE Leadership & Faculty convenings (i.e. in-service training; program-related conference modeled similar to CATA or mid-winter); supporting venues for faculty-to-faculty best practices; rotation of areas of focus. Priority goal(s) to identify best practices to increase program alignment, portability, and completers at each of the CRC 14 colleges, including WBL, job placement, etc. Jobspeaker is a skills-based, mobile and online collaboration between student jobseekers, colleges, and potential employers.

#### College Highlights include:

**Bakersfield College** – The Bakersfield Student Ambassador Program: Over 3400 students added via PEER-2-PEER efforts by student ambassadors; PEER-2-PEER student led training for on-boarding and on campus hiring;

**College of the Sequoias** – Marketing @ College of the Sequoias: 42 events held reaching out to students and employers over 55,000 times; Consistent social media efforts leading to increased participation from the student body for workshops, employer spotlights, career fairs and more

**Reedley College** – WBL @ Reedley: Captured 30 WBL faculty led experiences in the past 6 months; Led to 21 new employers in the database focused on WBL opportunities; College of the Sequoias – Marketing @ College of the Sequoias; 42 events held reaching out to students and employers over 55,000 times; Consistent social media efforts leading to increased participation from the student body for workshops, employer spotlights, career fairs and more

#### P14 CRC Region Wide - Engagement in Teacher Pipeline Projects (TPP)/Education Futures

Funding:  
\$450,000

#### Primary Contact-Project Lead

#### E-mail

**Kris Costa, West Hills College Lemoore**

kriscosta@whccd.edu

#### Participating Colleges

Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Central/Mother Lode

#### Project Description

The CRC has been effective in pursuing opportunities that will benefit the region, with a long history of regional collaboration. West Hills College Lemoore is the Teacher Pipeline Project program on behalf of the region and was the region's lead for the Ed Futures regional project too. This project supports all related advancement of TPP programs at every CRC college; and strives to provide a bridge between the AA Transfer-degreed students at CRC Community Colleges to the new teaching program being offered at four-year institutions, the CRC colleges, in alignment with the SWP goals and objectives, will support a robust Teacher Prep Pipeline Projects to support student success to "Grow Our Own" future teachers for a workforce that better represents the diversity found in 21st-century classrooms.

P15 CRC Region Wide - Prior Learning Assessment		Funding: \$110,000
Primary Contact-Project Lead	E-mail	
Dr. Justin Garcia, WHCCD	justingarcia@whccd.edu	
Participating Colleges		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Central/Mother Lode		
Project Description		
QuickPath PLA Program, faculty led/designed, allows colleges to offer course credit to students who can demonstrate prior learning. PLA expands beyond Challenge Exams & CLEP tests to include credit by portfolio assessment. Data shows that the use of PLA can help increase demand & completions & decrease the cost/time to degree. West Hills & Delta College received an Award for Innovation to lead devt. of the Program in the CRC Region, this SWP has been used to leveraged to for 100% reg. participation. However, more effective means to regionally implement PLA are to be evaluated.		

<b>P16 CRC Region Wide - Region-wide, set-aside: Just in Time SWP Projects</b>		<b>Funding:</b> \$181,308
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Karri Hammerstrom, CRC</b>	karri.hammerstrom@scccd.edu	
<b>Participating Colleges</b>		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, Central/Mother Lode		
<b>Project Description</b>		
To allow for flexibility to react quickly as SWP CTE projects and needs arise on behalf of the region. Such SWP CTE projects, yet to be defined, could include more marketing, assistance with faculty recruitment, regional studies, professional development, regional conferences, and creation of software platform to help with college CTE-related needs for More & Better CTE, etc.		

<b>P17 CRC Region Wide - Projects-In-Common/10% Regional Set-Aside beyond Marketing</b>		<b>Funding:</b> \$77,938
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Karri Hammerstrom, CRC</b>	karri.hammerstrom@scccd.edu	
<b>Participating Colleges</b>		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, State Center CCD, Central/Mother Lode		
<b>Project Description</b>		
The CRC Steering Committee has tentatively prioritized the following projects, in order, as funding allows, after the marketing priority: STEM/STEAM Teacher Pipeline, Employability/Soft Skills (New World of Work is a 21st Century Skills Program), and Early Career Exploration (Get Focused/Stay Focused).		



## Advanced Manufacturing

<b>P18 CRC Region Wide - Advanced Manufacturing Sector: Pipeline &amp; Partnership Development</b>		<b>Funding:</b> \$935,144
<b>P18B CRC Advanced Manufacturing Sector: Pipeline &amp; Partnership Development (SW1/PY1)</b>		\$71,191
<b>Primary Contact</b>	<b>E-mail</b>	
<b>Becky Barabe, Fresno City College</b>	becky.barabe@fresnocitycollege.edu	
<b>Participating Colleges</b>		
Bakersfield College, Cerro Coso Community College, College of the Sequoias, Columbia College, Fresno City College, Merced College, Modesto Junior College, Porterville College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore, Clovis Community College, State Center CCD, Central/Mother Lode		
<b>Project Description</b>		
<p>This regionwide Advanced Manufacturing Sector project, with regional opt-in options, provides discussion, partnership, recommendation, and industry projects that colleges can engage and invest in, providing professional development and industry connection opportunities to provide just-in-time delivery of cutting-edge technologies; career awareness events; tools, equipment, and/or facilities in order to accommodate industry demands; and regional and sub-regional discussions and convenings. Advanced Manufacturing is a priority sector for the Central/Mother Lode Region. This project focuses on faculty curriculum and industry certification discussions for regional alignment; sub-regional industry meetings with employers to discuss manufacturing events and projects, internship and/or apprenticeship opportunities, and/or incumbent worker training needs; and support annual Manufacturing Summit and Manufacturing Day events. Specific activities:</p> <p>Develop regional/sub-regional Manufacturing faculty and/or Industry convenings to discuss new program development, curriculum improvements &amp; industry certification alignment across the region, FCC provides up to 6 days of release time for faculty to attend regional/sub-regional discussions around curriculum, industry certifications, and/or industry events - This is ongoing and is funded from a variety of sources.</p> <p>Plan professional development opportunities for faculty, manufacturing events and projects, internship and/or apprenticeship opportunities - Brett Camacho, FCC's lead Welding instructor, has participated in two regional AWS Collaborative Meetings at College of the Sequoias; in addition, Frank Zendejas, FCC Electrical Systems Technology instructor, and Frank Anaya, FCC CTE Lab Technician, have attending EAN Services training to enhance technical skills. In addition, FCC faculty and staff/administrators have participated in the South Valley Industrial Summit in October 2017 and November 2018, as well as the Student Success Faculty Collaboration with CSU Fresno and CCCs in December 2018</p> <p>Collaborate on improving non-credit offerings for incumbent workers across the region to meet industry's short-term workforce development needs - Through James Irvine Foundation funding, FCC will be offering seven (7) cohorts of 9-week Manufacturing Mechanic Noncredit certificate program offerings start in Fall 2019</p> <p>Plan and support regional/sub-regional Manufacturing/Industrial Summits to build stronger relationships amongst colleges, industry, K-12, and other local and regional stakeholders - Sponsorship of the 2019 Valley Made Manufacturing Summit in Fresno with over 100 student participants and 15 faculty/counselors/administration as well as a booth sharing information regarding FCC's manufacturing-related programs with manufacturers and future students from high schools in the Fresno area.</p> <p>Plan Manufacturing Day events across all colleges to provide targeted career awareness to students, build stronger relationships with industry and feeder high schools (FTES growth for colleges CTE programs) - Through Perkins Transition funding, FCC hosted over 70 Fresno Unified School District dual enrollment pathway students from manufacturing-related areas in October 2017 and October</p>		

2018. In addition, FCC coordinated with Fresno County Superintendent of Schools to provide opportunities for over 50 FCC college students to attend a manufacturer site in October 2017 and October 2018.

Three (3) collaborative sub-regional meetings per year with workforce development partners such as the Workforce Development Boards (WDBs), industry associations such as the San Joaquin Valley Manufacturing Alliance and the Manufacturing Council of the Central Valley, and the California State Universities in the region (Stanislaus, Fresno, and Bakersfield) in order to advance manufacturing efforts in the region - FCC has been involve in the Manufacturing Internship Program (MIP) with the Fresno Regional Workforce Development Board in partnership with Valley ROP and Duncan Polytechnical High School to provide senior high school graduates with a summer internship experience in the manufacturing industry and then sponsored training for up to 18-months in a FCC manufacturing-related program (Summer 2018 and Summer 2019). In addition, FCC has participated in a number of SJVMA quarterly meetings and has served as an advisor to the development of the annual Manufacturing Summer since Spring 2017. Lastly, FCC has met with the Industrial Technology and Engineering programs at CSU Fresno to identify pathways to the 4-year university for manufacturing-related programs.

Advanced Mfg DSN will support the regional work by working closely with the Consortium Chair, Steering Committee members (CTE Deans), and faculty to plan, develop, and facilitate activities as determined and prioritized by the steering committee; will assist colleges in collecting and reporting all activity based participation data to the steering committee; and will assist colleges in exploring, developing, and implementing regional industry advisory for manufacturing programs as per the direction of the Steering Committee - FCC has worked with the Advanced Manufacturing DSN to provide a number of manufacturing-related faculty convenings in-person as well as through webinars on a variety of topics, including industrial automation and online educational resources, as well as providing connections to manufacturers, industry-recognized certification opportunities such as AWS and NIMS, 4-year university partners, and K-12 pathway partners

**Regional Opt-Ins include:**

1) Provide booth, sponsorship, registration, and/or travel expenses for participation in regional Manufacturing Summits; 2) Provide travel and substitute expenses for participation in regional faculty and/or staff convenings; manufacturing or CTE-related conferences; and local, regional, statewide, or national professional development opportunities; 3) Provide hosting, registration, travel, and/or career awareness materials for high school and/or college participants in Manufacturing Day events.

This project supersedes CRC Advanced Manufacturing Sector: Pipeline & Partnership Development (SW1/PY1) which has been closed.

<b>P19 CRC Bachelor of Science Industrial Automation (BSIA)</b>		<b>Funding:</b> \$1,288,635 \$820,984
<b>P19B CRC Bachelor of Science Industrial Automation Collaborative (SW1/PY1)</b>		
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Anthony Cordova, Bakersfield College</b>	anthony.cordova@bakersfieldcollege.edu	
<b>Participating Colleges</b>		
Bakersfield College, Fresno City College, San Joaquin Delta College, West Hills College Lemoore, Clovis Community College		
<b>Project Description</b>		
Continuation of the development of a regional collaborative group to align and articulate the lower division electronics courses required for admission to the Bachelor of Science degree in the Industrial Automation at Bakersfield College. The group will continue to meet regularly via conference calls and participate together in the IA Advisory Committee meetings for the Baccalaureate Degree. The San Joaquin Valley has a large base of production and logistics facilities serving industry sectors ranging		

from agricultural, manufacturing, transportation to energy. All of these industry sectors utilize automated processes requiring a workforce trained in mechatronics or industrial automation. The region's labor market data indicates demand for automation related positions outweighs supply in the region. The purpose of this project is the development of a regional collaborative group to align and articulate the lower division electronics courses required for admission to the Bachelor of Science degree in Industrial Automation at Bakersfield College.

Bakersfield College is the lead for this project. SWP funds were used to facilitate participation from other regional colleges. Articulation agreements were finalized with Clovis, Fresno, COS, Delta, Taft & Lemoore. Agreements are in process with Merced and Modesto. Courses aligned to support an Industrial Automation pathway at each college leading to transfer to the B.S. program at Bakersfield. Aligned curriculum also lead to new A.S. degrees in Industrial Automation. Pathways supported include HVAC (at Delano campus), Process Control, and other electronics courses. Funds were also used to purchase electronics trainers (simulators), facilitate regional meetings and for attendance at industry conferences (including ISA training to teach instructors on certifications).

The student outreach for this project has focused on homeless and out-of-school youth – getting the message out that the B.S. can be attained for less than \$10K and lead to \$60K/year jobs.

Business partnership activities included expanding the scope and membership of the Advisory Committee. New members have been brought on board including Phillips 66 (a global partner). The committee meets twice a year. Additional education partnerships include expanding articulation with Orange & LA County Community Colleges and articulation with K12 programs such as high school Robotics. Currently 7 articulations in place. The project partners with the local workforce development group, America's Job Center, for internship opportunities. Every Senior is required to engage in internships - paid or unpaid. Currently, there is 100% job placement. The first year of this pilot project is completed. Funds for this continuation project were used to purchase additional equipment and to provide faculty training. The project is set to sunset in 2024.

Fresno City College used SWP funds for the purchase of new automated machining equipment which was installed and implemented for hands-on student engagement. In addition, new curriculum and regional pathways were developed. FCC has worked with Bakersfield College to articulate courses in Electrical Systems Technology, Computer Aided Drafting & Design, and Applied Technology to BC's Industrial Automation (effective 2018-2019).

The project for articulation is now complete as of January 2019, but moving forward there will be some opportunities to explore 3 more courses what do not have an equivalency for the lower division courses per Bakersfield College (Computer Integrated Manufacturing - 3 units, Instrumentation and Process Control - 3 units, and Advanced Programmable Logic Controllers - 3 units.)

At Clovis College, SWP funds were used for heavy equipment such as PLCs, Robotic Arms, Computers, Conveyor Belts, Motors, and Automation Simulators. The goal was to replicate real-world Industrial Automation work sites and to prepare students for Bakersfield's BS degree. A full-time faculty member was hired. There were also site visits to Fresno State and Bakersfield College, as well as visits to equipment vendors in Kentucky and Ohio.

Delta College used SWP funds for:

- attendance at regional faculty member meetings to review curriculum and pathways;
- update of computer lab with equipment to reflect current industry standards
- Purchase of FANUC Robotic arms
- Purchase of new Conveyor belt
- (A Major Purchase) ROBOGUIDE Robot Simulation Software - recommended by Advisory Board. ROBOGUIDE is the leading offline programming product on the market for FANUC robots.

At Fresno City College, SWP funds were used for the purchase of new automated machining equipment which was installed and implemented for hands-on student engagement. In addition, new curriculum and regional pathways were developed. FCC has worked with Bakersfield College to articulate courses in Electrical Systems Technology, Computer Aided Drafting & Design, and Applied Technology to BC's Industrial Automation. The project for articulation is now complete, but moving forward there will be some opportunities to explore 3 more courses what do not have an equivalency for the lower division courses per Bakersfield College (Computer Integrated Manufacturing - 3 units, Instrumentation and Process Control - 3 units, and Advanced Programmable Logic Controllers - 3 units.)

This project supersedes CRC Bachelor of Science Industrial Automation Collaborative (SW1/PY1) which has been closed.

## Agriculture, Water & Environmental Technologies

<b>P20 CRC Transportation Technician Regional Project (a. Diesel Truck Technician; b. Automotive Technician)</b>		<b>Funding:</b>
<b>P20B Diesel Truck Technician (SW1/PY1)</b>		<b>\$1,053,170</b>
		<b>\$749,725</b>
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>David Clark, Reedley College</b>	<b>David.Clark@reedleyCollege.edu</b>	
<b>Participating Colleges</b>		
Bakersfield College Fresno City College Merced College Reedley College San Joaquin Delta College West Hills College Coalinga Merced CCD San Joaquin Delta CCD		
<b>Project Description</b>		
Create and/or strengthen programs to train entry level transportation technicians. These programs will include a certificate of completion and an associate of science degree with mandatory work place learning/work experience in cooperation with local industry partners.		

<b>P21 CRC Agricultural Guided Pathway Development</b>		<b>Funding:</b> \$21,001
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Jenni Abbott, Modesto Junior College</b>	abbottj@mjc.edu	
<b>Participating Colleges</b>		
Bakersfield College, Merced College, Modesto Junior College, Reedley College, San Joaquin Delta College		
<b>Project Description</b>		
This project develops and aligns guided pathways for the Agriculture, Water, and Environmental Technology sector in the Central Region to provide students with uniform, clear, and specific educational choices. Lead faculty from identified colleges develop a framework for program pathways, work within their own colleges to refine program recommendations, and re-confer with other colleges to align recommendations. Pathway development will provide clear maps to university transfer programs.		

<b>P22 CRC Precision Ag &amp; Irrigation Technology (SW1/PY1)</b>		<b>Funding:</b> \$326,028
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Louann Waldner, College of the Sequoias</b>	louannw@cos.edu	
<b>Participating Colleges</b>		
College of the Sequoias, Modesto Junior College		
<b>Project Description</b>		
Utilize curriculum and best practices of the CTE Enhancement Regional Agriculture/Irrigation Project to expand and enhance Precision Agriculture and Irrigation Technology courses in the south valley, specifically College of the Sequoias. Activities will include 1) collaborative meetings with industry partners, Fresno State University and other regional or state schools; 2) development of a Precision Agriculture Lab and Irrigation Technology Lab; 3) working collaboratively with regional community colleges in creating interest in high school students to this highly technical field of work; 4) ensure connectivity and transfer of courses to 4-year institutions.		

## Health

P24 CRC Health Simulation		Funding:
P24B CRC Health Simulation (SW1/PY1)		\$533,236
		\$364,692
Primary Contact-Project Lead	E-mail	
Anthony Cordova, Bakersfield College	anthony.cordova@bakersfieldcollege.edu	
Participating Colleges		
Bakersfield College, Porterville College, San Joaquin Delta College		
Project Description		
<p>The focus of the Regional Project is to provide continued support to the Central Valley Simulation Group (CVSG), a simulation users network group established in year one of SWP. <b>Bakersfield College</b> is the lead college on this project to fund the Central Valley Simulation Group users network focusing on regional collaboration and innovative practices. Funding was also used to purchase nursing simulators. Recently, the college hosted the grand opening of an Ambulance dedicated to EMT/CPR hands-on training using simulators. The Simulation Center is an accredited program with 60 to 80 students at a time.</p>		
<p><b>Delta College</b> used SWP funds for: Attendance at Simulation Users Network regional monthly meetings. (Professional development); Hired a Simulation Operations Specialist for lab support activities; Purchased simulation equipment, including SimMan; SimBaby, and other diverse mannequins; Pursued accreditation for the Simulation Center from the Society of Simulation and Healthcare. The project received provisional accreditation. The accreditation debriefing emphasized standardization of courses and training for hospitals and local schools.</p>		
<p>The <b>Delta College</b> Simulation Center is designed to reflect equipment and training for local medical institutions, including business partners - St. Joseph Hospital, Kaiser, and County Hospital. Additional partnerships have been created with local high schools that have health academies; Delta College developed and hosted the SWP Initiative Central Valley Simulation Group Conference which was attended by all partners – regional colleges and business and industry. Additional funding is needed for a Simulation Specialist position. This person provides much needed support for students using the equipment in the Simulation Center.</p>		
<p>At <b>Merced College</b>, funding was used to purchase nursing simulators for the college's Sonography program. Simulation parts included hip, female pelvis, and ultra-sound related simulators. The simulation equipment is used to replicate real-life environment at local medical ultrasound facilities. The project is complete. Additional SWP funding is needed to continue to equip lab with advanced simulators.</p>		
<p><b>Porterville</b> used the funds for new SIM Lab Equipment, allowing the institution to meet the educational need for hands-on training for students across multiple disciplines within the Allied Health department. The Simulation Center was updated with equipment to mirror what is used at local hospitals - such as the Sierra View Regional Medical Center.</p> <p>This project strengthened local healthcare partnerships by providing real life experiences for the students which improves employability and employer satisfaction. Because of this training, students are able to get clinical experience on-site with healthcare partners.</p> <p>The project needs additional funding to maintain and expand the Simulation Center to increase enrollments and program completers.</p> <p>This project supersedes CRC Health Simulation (SW1/PY1) which has been closed.</p>		



P25 CRC Certified Nursing Assistant Program (C.N.A.)		Funding: \$279,637
Primary Contact-Project Lead	E-mail	
Tonya Robinson, Modesto Junior College	robinsont@mjc.edu	
Participating Colleges		
Columbia College, Modesto Junior College		
Project Description		
Enhancement of the current Certified Nursing Assistant (CNA) program through a shared program director, instructional delivery, and development of clinical practicum opportunities. The program is a one-semester, 16-week certification program offering training in theory and clinical (skill) procedures. Students enter the practicum portion of the program and complete 100 hours in direct patient care. Modesto College, in conjunction with Columbia College, used SWP funds to hire a Program Director (shared by the colleges); This allows for expansion of the CNA programs at each college. The biggest challenge for sharing the Program Director, is the distance between the two colleges - significant travel time is required. With close to 50 long-term care, memory care and rehabilitation centers in the area the community in need of entry-level trained individuals who can take care of the older population. MJC has strong partnerships with these facilities, which aids in student placement		

P26 CRC Nursing Faculty Development & Recruitment Project (SW1/PY1)		Funding: \$167,123
Primary Contact-Project Lead	E-mail	
Stephanie Robinson, Fresno City College	stephanie.robinson@fresnocitycollege.edu	
Participating Colleges		
Bakersfield College, College of the Sequoias, Fresno City College, Merced College, West Hills College Coalinga, West Hills College Lemoore		
Project Description		
<p>Development of a regional marketing plan for nursing faculty recruitment • Development of a tri-fold brochure on “Becoming a Nurse Educator” • Purchasing the BRN’s mailing list for direct mail campaign to RN with MSN • Hiring of an Outreach Coordinator to increase awareness of nursing education opportunities at regional community colleges • Providing a Nurse Educators Training Course (online) Description: Many of the community colleges in the region have faculty positions posted/open for their Nursing Divisions for Instructors. These positions are very difficult to fill for a variety of reasons. This project will develop and implement a marketing and recruitment plan for hiring new nursing faculty. We will also be offering a training course on “Becoming a Nurse Educator” as well as hiring a part-time Recruitment Coordinator to conduct outreach to CSU’s and UC’s Masters of Nursing programs. Through these efforts regional community college faculty vacancies will be filled (including future vacancies due to retirements) while student nursing success will be improved by an increase in NCLEX-RN college pass rates.</p> <p><b>Bakersfield College</b> used SWP funding used to increase recruiting through use of the Bureau of Registered Nursing (BRN) mailing list, provide mentoring program for all new recruited faculty and marketing for “Becoming a Nurse Educator” (offered online by CSU Fresno). In addition, funding was used for professional development workshops for current nursing faculty. SWP funding is complete for this project. <b>Fresno City College</b>, SWP funding was used to increase recruiting through use of the Bureau of Registered Nursing (BRN) mailing list, to produce marketing and outreach materials (contracted out), and for the purchase of equipment for RN training – including simulator mannequins.</p> <p>This SWP project is complete, however a new related project -- the Central Valley Collaborative for Enrollment in RN Education -- supports "academic progression" for registered nurses to obtain a BSN.</p>		

Fresno City College (FCC) seeks to collaborate with K-12 partners and transfer universities to decrease time-to-completion for nursing students by ensuring strong K-16 curricular alignment. Increased work to connect FCC to private and non-profit BSN partners will help ensure that ADN graduates smoothly move on to a BSN or higher degree. Secondly, this project seeks to "build strong academic-practice partnerships" along the educational continuum incorporating the K-12 Healthcare Pathway, the FCC nursing program, and regional transfers to BSN programs.

## ICT/Digital Media

<b>P27 CRC Cyber Security</b>		<b>Funding:</b> \$36,300
Primary Contact-Project Lead	E-mail	
<b>Tim Woods, Fresno City College</b>	tim.woods@fresnocitycollege.edu	
Participating Colleges		
Fresno City College, Clovis Community College		
Project Description		
Exploration and development of cyber security courses, program, and certificates. Program to train students in cybersecurity skills, needed in multiple industries in the region. The project includes development of new curriculum for a new degree, development of a CyberPatriots program with local high schools, and summer academies.		

<b>P28 CRC Regional Certiport Testing Center</b>		<b>Funding:</b> \$26,550
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Becky Barabe, Fresno City College</b>	becky.barabe@fresnocitycollege.edu	
<b>Participating Colleges</b>		
Fresno City College, Clovis Community College		
<b>Project Description</b>		
The testing center helps certify students in the area of computer science, security, and other certifications. The goal of this project is to allow students to certify in Adobe software for industry recognition. FCC has increased the amount of Dual Enrolled students with access to this certification from 0 to over 70 test takers in only one semester (Spring 2019). This project has leveraged its dual enrollment K-12 partnerships with both FUSD and Valley ROP to allow high school students to complete Adobe industry certification as well as FCC's traditional college students. Students are taking advantage of multiple testing opportunities and becoming Design or Video “Specialists” to further enhance their industry skill set competencies. This certification process is only sustainable with committed grant or general college funding that FCC is working to secure for the long-term.		

<b>P29 CRC Regional: ICT--NetLab</b>		<b>Funding:</b>
<b>P29 CRC NetLab (ICT) Hub Collaboration (SW1/PY1)</b>		<b>\$713,953</b>
		<b>\$461,880</b>
Primary Contact-Project Lead	E-mail	
Sokun Somsack, San Joaquin Delta College	sokun.somsack@deltacollege.edu	
Participating Colleges		
Cerro Coso Community College, Fresno City College, San Joaquin Delta College, West Hills College Lemoore, Clovis Community College, San Joaquin Delta CCD		
Project Description		

Information Communication Technologies (ICT) is a continuous regional project for the Central Regional Consortium (CRC). CRC partners now have ability for students in ICT courses to access a virtual ICT laboratory. Some individual colleges lacked the equipment necessary for students to attain the appropriate higher-level skills necessary in ICT. This project has allowed faculty to use state-of-the-art technology that would otherwise be inaccessible to them. **Delta College** is the host site for the Regional Information Communication Technologies (ICT) Netlab which allows regional partners to support students in ICT courses with access to a virtual ICT laboratory. Some individual colleges lacked the equipment necessary for students to attain the appropriate higher-level skills necessary in ICT. This project has allowed faculty to use state-of-the-art technology that would otherwise be inaccessible to them. SWP funds were used to build and update the Netlab. Existing equipment was updated and new equipment was purchased. A major challenge is finding a qualified person for the trainer and support position. The position is only part-time. There is a need for a full-time systems administrator. Currently, the college uses a contractor as a trainer and for troubleshooting and systems support. **Cerro Coso College** used SWP funds for instructor training and to purchase licenses for utilizing the San Joaquin Delta College NetLab virtual servers. This project allowed faculty to use state-of-the-art technology that would otherwise be inaccessible to them and allowed students take classes in Cerro Coso's Cyber Security and CIS programs fully online. Cerro Coso participation concluded 6/30/19. **Lemoore** used SWP funding for access to the virtual network and training for faculty. A challenge is that recruitment and branding are needed so that students and faculty will know the benefits of the virtual lab. The college held a major event: 'Entre to Employment,' a dinner for students and nearly 50 industry partners in the Information Communication Technologies (ICT) sector. The pathways most represented were Administration of Justice and Cyber Security. This project supersedes CRC NetLab (ICT) Hub Collaboration (SW1/PY1) which has been closed.

## Energy, Construction & Utilities

<b>P30 CRC HVAC-R Collaborative &amp; Building Maintenance and Facility Services Technicians</b>		<b>Funding:</b> \$3,502
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Becky Barabe, Fresno City College</b>	becky.barabe@fresnocitycollege.edu	
<b>Participating Colleges</b>		
College of the Sequoias, Fresno City College, Merced College		
<b>Project Description</b>		
The CRC HVAC Collaborative is a community of practice among the six Central region colleges who either have or are starting HVAC programs. The collaborative met in person twice per year and by phone twice per year. At <b>Fresno City College</b> , SWP funding was used to purchase 24 mobile HVAC training carts and twelve measurement stations, which included a variety of raw materials required for assembly and instruction, small and large tools necessary to support learning objectives and outcomes. Digital control technology was also purchased for the purpose of supporting direct digital technology workstations, which also contribute toward learning objectives and outcomes. The project was initially leveraged with Proposition 39 mini-grant funding for development of instructional portability. Development of portability provided opportunity for development of lecture/lab, dual enrollment instruction. The HVAC program subsequently established an introductory course offering at Fresno High School, and is expecting to establish a second dual enrollment section at an adult school within the Motherlode region. With respect to workforce development, program effectiveness has improved considerably. As compared to the 2015-16 academic year, 2017-18 performance data via the FCC Data Dashboard, Office of Institutional Research, demonstrates that: 1) Enrollment increased by 66%; 2) GPA improved 30%; 3) retention increased by 2%; 4) success increased by 15%; 5) completions increased from 15 to 60, or 300%. The		

program has also began supporting work experience on a voluntary basis, and is regularly employing students via Federal Work Study grant opportunities. In total, the data demonstrates strong evidence that job-seekers are being exceptionally prepared for HVAC work opportunity by the program. This SWP project is complete, however purchased lab equipment is reused year-after-year, and is maintained via the program's instructional budget, and is therefore sustainable to the extent of industry relevance. Program faculty expect purchased equipment to become irrelevant in time as HVAC technology evolves.

## Retail/Hospitality/Tourism

<b>P31 CRC Retail/Hospitality/Tourism Programs</b>		<b>Funding:</b> \$288,858
<b>Primary Contact-Project Lead</b>	<b>E-mail</b>	
<b>Brian Sanders, Columbia College</b>	sandersb@yosemite.edu	
<b>Participating Colleges</b>		
Columbia College, Modesto Junior College		
<b>Project Description</b>		
Strong Workforce funding will expand Retail/Hospitality/Tourism programs to address labor market demands in the service areas of Columbia College, and Modesto Junior College to develop their programs into comprehensive programs. The colleges maintain strong partnerships with local restaurants, large institutions, and casinos to provide food service workers. These organizations offer apprenticeships to local students. SWP funds were used to renovate an old cooking lab at Modesto College into a production culinary lab with updated equipment - specifically adding a Bakery. The bakery cohort offers expanded employment opportunities for students. Newly purchased equipment includes stoves, ovens, and workstations - designed to provide a modern industrial kitchen for student learning. Modesto Junior College is the satellite location with online instructional lectures for Columbia students. Regarding future funding needs - An additional \$50K is needed for equipment. Funds are also needed to purchase instructional food for the classes. The college is also looking into hosting pop-up pastry tents to sell baked goods on campus. This can be used to generate revenue. Columbia College is working with the Hospitality Pathway at Argonaut High School and plans to partner with area high schools for possible K12 SWP funding to expand these pathways.		

**X. CRC SWP Regional Year-to-Date Progress Summaries by District/College, Rounds 1-3 Projects -  
*Return on investment being actualized (as of June 2019)***

**A. Kern Community College District - Bakersfield College, Cerro Coso College, Porterville College**

**Kern Community College District**

**KCCD District Institutional Research Support**

Kern Community College District, on behalf of Bakersfield, Cerro Coso Community and Porterville Colleges, used SWP funds to support workforce /economic development function at the district level which will coordinate college efforts and develop/enhance collaboration among the colleges and within the business/industry sectors.

The District recognized the need for extensive and technical institutional research to support all CTE programs; development of databases; data training for CTE faculty and administrators; collect, assemble and maintain databases related to student enrollment projections, follow-up studies, and analysis of program enrollment patterns; improvement of program review; data-driven decision making.

The goals are better-coordinated programs among the colleges and employers; increase in partnerships with business & industry; collaboration with businesses and community-based organizations; increase in CTE enrollments at the colleges. SWP Funds were used to hire an Institutional Research (IR) Analyst to meet these goals.

The KCCD CTE IR Analyst provides overall support and data for the coordination, planning, organization implementation, evaluation, and policy development for district-wide workforce programs. A meeting was held with the three CTE Deans (Bakersfield; Porterville; Cerro Coso) to determine the types of data needed. The IR analyst will provide needed reporting to the deans on a monthly basis. After SWP funding, this IR Analyst will be sustained using General Fund and Adult Education funds.

**1. Bakersfield College**

**Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Bakersfield College SWP Regional Projects (June 2019) include the following:

- Bachelors of Science Industrial Automation (BSIA)
- Dual Enrollment / Student Services / Prison Education
- Health Simulation
- Nursing Faculty Development & Recruitment Project (SW1/PY1)
- Workplace Internship Development

***Bakersfield College Highlights:***

**Bachelors of Science Industrial Automation (BSIA)**

The San Joaquin Valley has a large base of production and logistics facilities serving industry sectors ranging from agricultural, manufacturing, transportation to energy. All of these industry sectors utilize automated processes requiring a workforce trained in mechatronics or industrial automation. The region's labor market data indicates demand for automation related positions outweighs supply in the region.

The purpose of this project is the development of a regional collaborative group to align and articulate the lower division electronics courses required for admission to the Bachelor of Science degree in Industrial Automation at Bakersfield College.

The college is the lead for this project. SWP funds were used to facilitate participation from other regional colleges. Articulation agreements were finalized with Clovis, Fresno, COS, Delta, Taft & Lemoore. Agreements are in process with Merced and Modesto. Courses aligned to support an Industrial Automation pathway at each college leading to transfer to the B.S. program at Bakersfield. Aligned curriculum also lead to new A.S. degrees in Industrial Automation. Pathways supported include HVAC (at Delano campus), Process Control, and other electronics courses. Funds were also used to purchase electronics trainers (simulators), facilitate regional meetings and for attendance at industry conferences (including ISA training to teach instructors on certifications).

The student outreach for this project has focused on homeless and out-of-school youth – getting the message out that the B.S. can be attained for less than \$10K and lead to \$60K/year jobs. Business partnership activities included expanding the scope and membership of the Advisory Committee. New members have been brought on board including Phillips 66 (a global partner). The committee meets twice a year.

Additional education partnerships include expanding articulation with Orange & LA County Community Colleges and articulation with K12 programs such as high school Robotics. Currently 7 articulations in place. The project partners with the local workforce development group, America's Job Center, for internship opportunities. Every Senior is required to engage in internships - paid or unpaid. Currently, there is 100% job placement.

The first year of this pilot project is completed. Funds for this continuation project were used to purchase additional equipment and to provide faculty training. The project is set to sunset in 2024.

### **Dual Enrollment / Student Services / Prison Education**

Bakersfield College maintains one of the largest dual enrollment programs in the state, serving over 10,000 high school students. In just a short amount of time, the program has grown from 200 students to where it is now. The college is the leader for this project sharing best practices and models.

SWP funding was used to hire a program manager responsible for maintaining and expanding the project, and launching an Early College program and added articulations (ex. welding). Early College allows juniors and seniors to take college classes concurrently with their high school courses.

The college has seen great enrollment results from K12 outreach to staff, students, and parents. CTE campus tours are offered and the college hosted a Dual Enrollment Symposium with McFarland High which saw nearly 400 parents attend.

Bakersfield College continues to be a leader statewide in collaborating with its feeder high schools to implement dual enrollment courses.

### **Health Simulation**

Bakersfield College is the lead college on this project to fund the Central Valley Simulation Group users network focusing on regional collaboration and innovative practices. Funding was also used to purchase nursing simulators. Recently, the college hosted the grand opening of an Ambulance dedicated to



EMT/CPR hands-on training using simulators. The Simulation Center is an accredited program with 60 to 80 students at a time.

### **Nursing Faculty Development & Recruitment Project**

SWP funding used to increase recruiting through use of the Bureau of Registered Nursing (BRN) mailing list, provide mentoring program for all new recruited faculty and marketing for “Becoming a Nurse Educator” (offered online by CSU Fresno). In addition, funding was used for professional development workshops for current nursing faculty. SWP funding is complete for this project.

### **Workplace Internship Development**

SWP funding was used to build staff and expand the program. Three new job development specialists were hired and a storage center on campus was converted to a Student Resource Lab. Supplies and equipment purchased for lab. The lab is open from 8:30am to 5:30pm. Activities include career exploration and preparation i.e. resumes and interviewing. There is a focus on guided pathways. Coaching pathway teams (5 total) lead students on pathways to jobs and learning transferable skills. Bakersfield College CTE supports over 10 pathways with over 60 programs.

Year One is complete. Moving forward, the college will need to hire a Career Ed Technician to research LMI information, maintain online platforms, and keep employer and student profiles up to date.

Student engagement is a challenge – for example, teaching students why having a good resume is important. The staff has identified the need for more presentations to students and one-on-ones.

The CTE Completion team consists of an Ed Advisor who helps students with their coursework plan, and a Job Developer who assists students with career plans. This model has been successful for the college and requires collaboration with industry partners to place students into internships and jobs. A key partnership activity is the Kern County Career EXPO for middle- and high school students. Nearly 150 employers participate.

## **2. Cerro Coso College**

### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Cerro Coso College SWP Regional Projects (June 2019) include the following:

- Dual Enrollment / Student Services / Prison Education
- ICT Netlab
- Workplace Internship Development

#### ***Cerro Coso College Highlights:***

##### **Dual Enrollment / Student Services / Prison Education**

Cerro Coso College used SWP to fund a full-time program manager to oversee their dual enrollment and prison education programs. The project manager has responsibility for oversight of the programs, strategic planning and data collection and analysis for the project. Additional tasks include working to enhance the college’s current pathways and provide guided pathway program information to local feeder schools so that students at the secondary level and their parents can make more informed decisions about class and program selections. Activities include numerous staff meetings at local high schools. Additional SWP funding was used for supplies and materials related to the employer, student and faculty guides that were

created, as well as promotional printing. K12 partnerships for dual enrollments include Professional Development for teachers.

Cerro Coso College maintains a Prison Education program that is receiving recognition state-wide. SWP funds were used to expand the program for two prisons Tehachapi State and California City. The project has hundreds of students and recently graduated 50. Project activities include working with prison faculty on materials and textbooks.

In addition to SWP, funding included VTEA (Vocational-Technical Education Act) to support travel and professional development for personnel involved in the project. It is possible that the program manager position could be funded through the college's General Fund.

### **ICT Netlab**

The college used SWP funds for instructor training and to purchase licenses for utilizing the San Joaquin Delta College NetLab virtual servers. This project initially allowed faculty to use state-of-the-art technology that would otherwise be inaccessible to them and allowed students to take classes in Cerro Coso's Cyber Security and CIS programs fully online. However, overall utilization by faculty was low; and faculty concluded that continued investment and participation was not in the best interest of the college to continue. Cerro Coso participation in this project concluded 6/30/19.

### **Workplace Internship Development**

Cerro Coso College, like each Workplace Internship Development partnering college, provides services to assist in internships and job placement for CTE students. SWP funding was used to hire a Job Development Specialist and Community Education Liaisons. The Job Development Specialist position was changed to reflect coordination with the Cerro Coso College Career Center. All positions were reconfigured for more accountability and structure.

Activities included the creation of an Internship binder, providing a resource for students. The college also Implemented Jobspeaker software for student/employer matching and expanded business partnerships to increase internship possibilities.

The project would be hard to maintain without SWP funding.

## **3. Porterville College**

### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Porterville College SWP Regional Projects (June 2019) include the following:

Health Simulation

Workplace Internship Development

#### ***Porterville College Highlights:***

#### **Health Simulation**

The focus of this Regional Project is to provide continued support to the Central Valley Simulation Group (CVSG), a simulation users network group established in year one of SWP. The funding aids in training both faculty and students in Simulation education.

Specifically, Porterville used the funds for new SIM Lab Equipment, allowing the institution to meet the educational need for hands-on training for students across multiple disciplines within the Allied Health department. The Simulation Center was updated with equipment to mirror what is used at local hospitals - such as the Sierra View Regional Medical Center.

This project strengthened local healthcare partnerships by providing real life experiences for the students which improves employability and employer satisfaction. Because of this training, students are able to get clinical experience on-site with healthcare partners.

The project needs additional funding to maintain and expand the Simulation Center to increase enrollments and program completers.

### **Workplace Internship Development**

The Job, Entrepreneur, and Career (JEC) Center at Porterville College provides personalized services and programs. For students who need help -- choosing a major, exploring careers, starting a business, or developing job search skills -- the JEC Center staff helps them to make the necessary preparations to achieve their goals and to ensure a successful transition from academic life to the working world.

SWP funds were used to staff the center with a full-time project coordinator to provide career and employment related services to students. The coordinator's primary role is to support the CTE Program Manager to help provide job development services and job placement efforts. Responsibilities include development of on-campus services and events that will expose students to employers and industry professionals related to their field of study.

Activities have included:

- Industry Round tables and Advisory Board meetings, including recruiting industry partners;
- Implementing Career XP (work-based learning software)
- Placing 27 students in Internship
- Conducting workshops on resume writing; interviewing; etc.
- Presenting career exploration services to CTE classes for direct outreach to students
- Funds were also used for a Laptop Cart for outreach use, and for Professional Development

One of the challenges for this project has been staffing. However, a full-time Program Coordinator has been hired and staff is moving forward with student career exploration activities. The JEC is now supported by the Student Services Division to be in alignment with counseling services. The JEC was originally established in 2014, however additional SWP funds are needed to expand and support center activities and outreach.

## **B. Merced Community College District – Merced College**

### **1. Merced College**

#### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

**Merced College (COS) SWP Regional Projects (June 2019) include the following:**

- CRC Advanced Manufacturing Pipeline & Partnership Development (SW1/PY1)
- CRC Agricultural Guided Pathway Development
- CRC Bachelor of Science Industrial Automation Collaborative (SW1/PY1)
- CRC Dual Enrollment/Student Services/ Prison Education (SW1/PY1)
- CRC Health Simulation (SW1/PY1)
- CRC Nursing Faculty Development & Recruitment Project (SW1/PY1)
- CRC Transportation Technician Regional Project
- CRC Workplace Internship Development

### ***Merced College Highlights:***

#### **CRC Advanced Manufacturing Pipeline & Partnership Development (SW1/PY1)**

SWP funding was planned for instructional supplies and equipment for Industrial Electronics, Welding, and CAD pathways. Funds were actually used for welding equipment to add to the number of welding stations. The goal is to get the number of welding stations up to 24 (cap).

It is critical that the college is able to obtain the welding equipment used by local industry to help with student employment.

There are additional needs for funding to equip the welding stations. There is a need for a new plasma cutter and an ongoing need for consumables, namely steel, for the students to train with. Without SWP funds the college might use a Perkins grant.

#### **CRC Agricultural Guided Pathway Development**

There was no funding for the first program year of this project. For the second year, funding was used for faculty to attend an Agriculture Conference.

#### **CRC Bachelor of Science Industrial Automation Collaborative (SW1/PY1)**

The original plan was to use funding to purchase equipment for the Industrial Engineering & Industrial Maintenance pathways. However, there was a reduced allocation and funding was moved to Advanced Manufacturing. There is no current pathway for B.S. Industrial Automation.

#### **CRC Dual Enrollment/Student Services/ Prison Education (SW1/PY1)**

The goals of this project were to expand dual enrollment options (and participation) with local feeder high schools, and to support and augment the prison education program. SWP funds were used by Merced College for a Dual Enrollment Coordinator (a consultant) and for supplies & textbooks for the prison program. As a result of this project, articulation agreements with all high schools were tripled in preparation for dual enrollment. Currently, the college is moving from articulation to high school students attending classes at Merced as part of dual enrollment.

The Merced Prison Education program is currently offered at two facilities and the college is adding a third site. Local funding was used for a program assistant for this project. Many of the students are pursuing a Business Degree and the additional materials purchased with SWP funds help to support the curriculum.

The college was not able to hire a full-time Dual Enrollment Coordinator and currently, they do not have the funds to support the project. The new K12 SWP funding may be used for dual enrollment. The salary for the Articulation Coordinator may be possible through Perkins.

#### **CRC Health Simulation (SW1/PY1)**

This project provides support for the purchase of Nursing Simulators. Colleges work towards the goal of having a fully accredited and stocked simulation center to increase student enrollment and completion rates.

At Merced College, funding was used to purchase nursing simulators for the college's Sonography program. Simulation parts included hip, female pelvis, and ultra-sound related simulators. The simulation equipment is used to replicate real-life environment at local medical ultrasound facilities.

The project is complete. Additional SWP funding is needed to continue to equip lab with advanced simulators.

## **CRC Nursing Faculty Development & Recruitment Project (SW1/PY1)**

The purpose of this project is to develop Nursing faculty recruitment throughout the region. Merced College used SWP funding on Professional Development (including travel) for faculty, including attendance the COADN (California Organization of Associate Degree Nursing) conference. The college did not participate in developing the 'Becoming a Nurse Educator' brochure, however may consider online training in the future.

## **CRC Transportation Technician Regional Project**

The purpose of this project is to create and/or strengthen programs to train entry level transportation technicians. Merced College used funds to purchase diesel and automotive supplies and equipment.

Automotive programs have been able to add students due to the increased equipment, nevertheless there is still need more - including laptops and diagnostic equipment. Computers are needed in both the Car Repair and Alignment shops. The college is still working on developing the Transportation Tech 1 pathway. The project would not be sustainable without SWP funding. Equipment could not be purchased.

## **CRC Workplace Internship Development**

Merced College is the lead institution on this regional Workplace Internship Development Project designed to provide guidance to students in obtaining internship and job placement, as well as providing training for students in job readiness and interviewing tactics. This project addresses the need to increase the number of program completers on jobs by the 2nd and 4th quarters after completing a CTE degree or certificate.

Each Workplace Internship Development Office should employ a Manager/Job Developer, and secretarial support staff. The duties of the office would include: 1. Developing Industry Partnerships; 2. Facilitating CTE program completer Internships; 3. Business mentor development; 4. Graduate employment follow-up data collection; 5. Employability training for potential interns (Resume writing, letter of application writing, mock interview training, employment application completion, etc.); 6. Coordination with Career Counseling upon student placement in CTE programs; 7. Coordinating services with entities such as EDD, WIB to promote enrollment of the un or under employed.

At the local level, Merced College used SWP funds for funding for a full-time Director and CTE Counselor for Career Center. The college focuses on guided pathways with paid internships available when students complete their program. Staff recruited over twenty industry-specific partners for the following pathways: Welding, Industrial Electronics, Computer Networking, Automotive, CAD, Ag Mechanics/Diesel, and Administrative Office Management (new).

The Career Center helps with resume prep and interviewing and holds career fairs. Jobspeaker is used for career matching and placement. The project needs a part-time assistant. There is no funding for the regional project without SWP. (The college career center will be maintained, but no CTE coordinator).

## **C. San Joaquin Delta Community College District – San Joaquin Delta College**

### **1. San Joaquin Delta College**

#### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

**San Joaquin Delta College SWP Regional Projects (June 2019) include the following:**

- Agricultural Guided Pathway Development

- Bachelors of Science Industrial Automation (BSIA)
- Health Simulation
- Regional: ICT--NetLab
- Transportation Technician Regional Project
- Workplace Internship Development

### ***San Joaquin Delta College Highlights:***

#### **Agricultural Guided Pathway Development**

This project develops and aligns guided pathways for the Agriculture, Water, and Environmental Technology sector in the Central Region to provide students with uniform, clear, and specific educational choices. Lead faculty from identified colleges develop frameworks for program pathways, work within their own colleges to refine program recommendations, and re-confer with other colleges to align recommendations. Pathway development provides clear maps to university transfer programs.

For this project, Delta College uses SWP funds for Professional Development, including attendance at:

- the District Guided Pathway meeting
- the California Agriculture Teachers Conference
- the Association of University & College Educators meeting (Provides training on effective techniques for teachers.)
- the Guided Pathway Institute (September)

The focus of the project has been on Pathway Development. The college is developing one Agricultural Pathway, versus the current three - Plant, Animal, and Agricultural individual pathways. In collaboration with the Deputy Sector Navigators (DSNs) there have been county-wide 'Ag and Small Business Industry Tours' for students at local wineries and dairy farms.

In terms of current status, there have been some retirements so the hiring process slowed things down a bit, however, newer faculty is in place now. Additional funds are needed to start building equipment resources.

#### **Bachelors of Science Industrial Automation (BSIA)**

This is an on-going project to build a feeder system from area colleges to Bakersfield College where students can receive their BS in Industrial Automation. To meet this goal, SWP funds were used for: attendance at regional faculty member meetings to review curriculum and pathways; update of a computer lab with equipment to reflect current industry standards; purchase of FANUC Robotic arms; purchase of new conveyor belt; (Major Purchase) ROBOGUIDE Robot Simulation Software - recommended by the Advisory Board. ROBOGUIDE is the leading offline programming product on the market for FANUC robots.

Local business and industry (wineries & dairy farmers) are extremely active with the Advisory Board. They made recommendations on equipment purchases. This assures students are trained on the equipment they will find at local employer sites. Additional funding is needed for Professional Development and Equipment.

#### **Health Simulation**

The focus of the Regional Project is to provide continued support to the Central Valley Simulation Group (CVSG), a simulation users network group established in year one of SWP.

Delta College used SWP funds for:



- Attendance at Simulation Users Network regional monthly meetings. (Professional development)
- Hired a Simulation Operations Specialist for lab support activities
- Purchased simulation equipment, including SimMan; SimBaby, and other diverse mannequins.
- Pursued accreditation for the Simulation Center from the Society of Simulation and Healthcare. The project received provisional accreditation. The accreditation debriefing emphasized the standardization of courses and training for hospitals and local schools.

The Delta College Simulation Center is designed to reflect equipment and training for local medical institutions, including business partners - St. Joseph Hospital, Kaiser, and County Hospital. Additional partnerships have been created with local high schools that have health academies;

The college developed and hosted the SWP Initiative Central Valley Simulation Group Conference which was attended by all partners – regional colleges and business and industry.

Additional funding is needed for a Simulation Specialist position. This person provides much-needed support for students using the equipment in the Simulation Center.

### **Regional: ICT—NetLab**

Delta College is the host site for the Regional Information Communication Technologies (ICT) Netlab which allows regional partners to support students in ICT courses with access to a virtual ICT laboratory. Some individual colleges lacked the equipment necessary for students to attain the appropriate higher-level skills necessary in ICT. This project has allowed faculty to use state-of-the-art technology that would otherwise be inaccessible to them.

SWP funds were used to build and update the Netlab. Existing equipment was updated and new equipment was purchased. A major challenge is finding a qualified person for the trainer and support position. The position is only part-time. There is a need for a full-time systems administrator. Currently, the college uses a contractor as a trainer and for troubleshooting and systems support.

### **Transportation Technician Regional Project**

The purpose of this project is to create and/or strengthen programs to train entry-level transportation technicians. These programs will include a certificate of completion and an associate of science degree with mandatory workplace learning/work experience in cooperation with local industry partners.

Delta College used SWP funds to:

- Hire a full-time Diesel Instructor;
- Purchase equipment for 'building' a bus;
- Acquire simulation equipment to train students on diesel truck maintenance
- Fund Professional Development including regional meetings and training with the San Joaquin Regional Transit District (SJRTD);

For Delta College, the focus of this project has been on Apprenticeships. In terms of training, 50% of the needed equipment has been acquired;

A challenge is finding enough students to meet the high industry need for Diesel Truck Mechanics. The college is focusing on outreach to potential students by making them aware of the opportunities and good hourly wages for this position. Delta College has provided outreach to Cal Works to make them aware of the may job openings position and the training provided by the college.

The college maintains a strong partnership with the SJRTD - they are donating a hybrid bus and have provided simulation equipment. In addition, some of their employees use the Delta College facility for training. Additional funds are needed for instruction, equipment, and outreach.

### **Workplace Internship Development**

SWP Funds were used to support Delta College's Workforce Development Center, primarily funding of a Center Manager whose responsibilities include recruiting and interfacing with industry partners; as well as a Full-time Coordinator to provide career and employment-related services to students, including career exploration and preparation activities.

Representative services for students include workshops, guest speakers, industry tours, work-based learning activities, one-on-one counseling as needed, resume help, mock interviews, career fairs, etc. The college conducts outreach directly to CTE classes to encourage log-on to Jobspeaker Software.

This is an ongoing project. The challenge is adequate staffing to meet the needs of the students.

The center hosts industry-focused career fairs, as well as the regional 'Entre to Employment' where local employers provide tours for various CTE programs and pathways.

Delta College students attended the Google-sponsored *Startup Grind Global Conference* for small businesses and entrepreneurs - with 6 stages of highly educational content provided by a roster of world-class speakers, thousands of entrepreneurs and innovators looking to build relationships, hours of impactful networking and partner opportunities.

Funds are needed for additional staffing. More students are needing one-on-one career counseling versus just attending workshops.

## **D. Sequoias Community College District – College of the Sequoias**

### **1. College of the Sequoias**

#### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

College of the Sequoias (COS) SWP Regional Projects (June 2019) include the following:

- Bachelors of Science Industrial Automation (BSIA) (SW1/PY1)
- Nursing Faculty Development & Recruitment Project (SW1/PY1)
- Precision Ag & Irrigation Technology (SW1/PY1)
- Workplace Internship Development

#### ***College of the Sequoias Highlights:***

##### **Bachelors of Science Industrial Automation (BSIA)**

This industry-driven project was designed to articulate with Bakersfield College's BSIA. Both a Certificate of Achievement (COA) and an AS degree program were developed using SWP funding. Additional funding was used to improve facilities and update electrical equipment.

This project is the result of strong Industry demand which predates SWP. Employers need entry level employees with expanded skills beyond basic IA technicians. Advisory board members, including Nestle Haagen-Dazs, Land of Lakes, the County of Tulare, and others expressed the need for advanced training and put together a meeting of over 60 area companies to discuss the skill sets needed in Industrial Automation. They also made a commitment to the college in terms of supplying talent to help develop the needed curriculum and identify and support equipment purchases. Business partners provided Engineers who assisted faculty in developing the curriculum. In addition to supporting local students, the employers also send their employees to the college for advanced training.

The need for Industrial Automation technicians with higher skills will continue to grow, and local employers have made an investment in the success of the program. Additional SWP funding will provide funding for equipment and instruction.

Currently, COS students have transferred to the Bakersfield program for a B.S. and local employers are hiring graduates of the COA and AS degree program.

### **Nursing Faculty Development & Recruitment Project**

SWP funding was used to increase recruiting through use of the Bureau of Registered Nursing (BRN) mailing list, and to produce marketing and outreach materials (contracted out). The project is complete and will not be continued. Currently, the college does not have need for additional nursing faculty.

### **Precision Ag & Irrigation Technology (SW1/PY1)**

Agriculture is a major economic force in the San Joaquin Valley. Increasing water use efficiency helps ensure a sustainable agro-economic region that supports employment and fiscal stability for those regions. Precision agriculture practices increase crop yields, reduce waste, and improve overall efficiency across all crop areas.

SWP funds were used to expand coursework and update equipment - including the purchase of two Lateral Irrigators. There was an overhaul of the existing program and three (3) new courses were added. The curriculum was aligned with Fresno State University to provide seamless transfer for students. One of the highlights was launching a new AgTech course. The teaching lab (trailer) which serves as a mobile irrigation lab, was updated to include full GPS systems for Precision Ag training. Additional equipment included a small tractor.

The project has been able to leverage K12 relationships with the Industrial Automation & Geology pathways. The instructor's salary was covered by the college's general fund during the second year of the project. A concern is keeping the instructor position funded and keeping a dedicated space for the project. Additional funding is also needed for equipment purchases and updates to the GPS technology. The project as proposed is completed. The updated program has seen strong enrollment gains.

### **Workplace Internship Development**

This is a high priority, strategic project for the college with the objective being utilizing all possible resources to "get jobs for students." SWP funding was used for staffing (Career Services Director; Admin Assistant; and Coordinators) as well as for supplies and office equipment for the Career Center. The center supports six FTEs at three campuses.

The goals of this project are to support Internships and Work Based Learning (WBL) opportunities and to make sure students are prepared academically as well as career-wise. Real word experiences are stressed. Activities include assistance with resume preparation, interviewing, and the overall job application process. The college deals with many "first time workers" and the goal is to take students from "farmworker to career."

The college has instituted numerous activities to reach students according to their needs – including small group workshops, one-on-one meetings, employment labs, meetings with faculty, and strategic interventions for students facing barriers to work.

Several large group industry-related events have been held, including:

- "Entre to Employment," where up to 100 students join local employers for a formal sit-down dinner;
- "Coffee & Careers," a less-formal meeting of students and employers with an emphasis on specific pathways;
- An all-day career conference with the County Office of Education. Over 250 students attended. Highlights included breakout sessions on how to interview, free headshots for resumes, mock interviews, and assistance on how to complete a resume.
- Classroom visits for career center workshops. The college promotes "Don't Cancel Class" where instructors who will be absent are encouraged to bring in career center reps for a workshop instead of cancelling the class.

A small amount of funding came from General Fund, SEP, CCPT, Perkins, and other grants; This is an ongoing project and SWP funds are needed.

## **E. State Center Community College District – Clovis Community College, Fresno City College, Reedley College**

### **State Center Community College District**

SCCCD SWP Regional Projects (June 2019) include the following:

- SCCCDCTE Regional Branding and Marketing
- SCCCDC Workforce Training Coordination – Apprenticeship/Pre-Apprenticeship
- SCCCDC Workforce/Economic Development Collaboration and Coordination
- Dual Enrollment/Student Services/Prison Education

### ***SCCCD Highlights:***

#### **SCCCD CTE Regional Branding and Marketing**

On behalf of Clovis Community, Reedley, and Fresno City Colleges, State Center Community College District (SCCCD) used SWP funds to develop and execute a cohesive, professional branding and marketing of CTE programs and opportunities offered by the State Center Community College District colleges and centers. The project will target prospective students, employers, and community organizations.

SCCCD Branding Campaign focused on promoting Career Technical Education throughout the District and included highlighting CTE programs and CTE program completers, as well as CTE program employer partners.

The SCCCDC Branding Campaign is in its final phase of implementation. All of the campaign's creative design work has been completed. The final phase of implementation involves executing the actual campaign through various forms of social and multimedia placements, that include both traditional and digital. There are no challenges to completion and the campaign/project is over 90% complete.

The campaign features business and employer partners that support CTE across the District. Some of these partners participate in work-exchange and internship programs with the colleges within our District. Prospective students and current students who may not have considered the benefits of pursuing CTE sources or attaining a CTE credential learn from the CTE student testimonials that are a major feature of the campaign.

This project was created to be “evergreen,” that is, without reference to specific dates or times and can be used for several years before requiring an update.

### **SCCCD Workforce Training Coordination – Apprenticeship/Pre-Apprenticeship**

On behalf of Clovis Community, Reedley, and Fresno City Colleges, State Center Community College District (SCCCD) used SWP funds for the support of Pre-apprenticeship and Apprenticeship Program Manager positions to provide leadership of and coordination for apprenticeship program sponsors and district colleges. In addition, the project funds the Office Assistant III position which supports the overall project functions.

The SCCC Apprenticeship Program has been very productive in continuing to grow, both in hours and the number of businesses/apprentices reported. Activities include meetings with Manufacturing and Food Processing companies to present on the benefits of an apprenticeship. This includes a recent presentation to a roundtable of HR Managers associated with the San Joaquin Valley Manufacturing Alliance, the largest association of manufacturing companies in the Fresno Region. The response to both pre-apprenticeship and apprenticeship projects was positive and many are on board to start participating in either the pre-apprenticeship or apprenticeship.

The status of the project is in very good shape as it continues to grow. As an example, apprenticeship reported 2,339 training hours in 2013-14AY, for the 2018-19 AY, 86,000 training hours. This growth is due to the expansion of programs participating locally, but also due to new partnership developments with building trades. SCCC is now the Local Educational Agency (LEA) for the Northern California Laborers and with that came a significant amount of apprentices and training hours. As to a percentage of completion, apprenticeship is never completed as it's always dynamic and potential for more participation and growth. However, from the initial start of SWP funding SCCC Apprenticeship is in a much better situation with an abundance of new funding and participation from local resources. The project is at 80% of stated goals.

SCCCD has taken advantage of the growth to attract new funding streams associated with pre-apprenticeship and apprenticeship. They have obtained the Employment Training Panel (ETP) which will allow combining the Related Supplemental Instruction funds with ETP funds. Thus, creating a much more sustainable source of funds for this project.

Because of the success of the pre-apprenticeship program, SCCC recently received funding from the James Irvine Foundation. This particular funding will provide assistance to a new Maintenance Mechanic Pre-Apprenticeship Program. The newly developed pre-apprenticeship is part of a career pathway that ultimately will become part of the existing apprenticeship program. Part of the driving force of the project is expanding Business & Industry partnerships.

SCCCD is working closely with manufacturing associations to expand both pre-apprenticeship and apprenticeship. This particular partnership will help connect the manufacturing and food processing companies in the region. In addition, SCCC has partnered with Fresno Economic Opportunities Commission Valley Apprenticeship Connections who will perform all of the recruitment, assessment, and preliminary training for the Irvine Foundation-funded pre-apprenticeship program. As a result of this project, SCCD has successfully increased Related Supplemental Instruction, ETP, and James Irvine Foundation funding. As the program grows, the funding allocated to SCCC Apprenticeship from these sources should continue to grow.

## **SCCCD Workforce/Economic Development Collaboration and Coordination**

On behalf of Clovis Community, Reedley, and Fresno City Colleges and three centers, State Center Community College District (SCCCD) used SWP funds to establish a workforce/economic development function at the district level to coordinate college efforts and develop/enhance collaboration among the colleges and within the business/industry sectors. The current project supports the salary of the District Dean of Workforce and Adult Education and the Administrative support for that position. The position supports the State Center Community College District SWP activities on the local and regional level. The project supports any workforce/economic development activities for the district such as professional development, marketing and outreach and regional consortium collaboration with campuses on related projects. The plan has also supported efforts in data collection and labor market programs to assist the colleges in program review and deciding what regional plans to take part in.

Since the project is ongoing, there is no percentage of it being complete. Spending targets include expending current funds by the end of this year (2019). At this time there are no partnerships with industry partners other than sitting on committees and alliances for college input. SCCC plans on developing internships in the coming year and may use this SWP project plan to support that. This project is sustainable because it supports the position that oversees the SWP Plans for the district, as well as completes all allocation distribution and reporting for the grant.

### **Dual Enrollment / Student Services / Prison Education**

To date, the team has met several times with Fresno Unified administrators to discuss the project. Since there has been some turnover in administrative oversight of their Career Technical Education Programs, SCCC is currently waiting for the new administrator to give an answer on when recruiting for classes can begin. The activities are on target.

The current status of the project is delayed. There were some issues with getting the contract approved in a timely manner; therefore, the contractor was delayed in getting started. 25% of the project was completed. The project is implemented but SCCC has not started recruiting students. This will occur in the fall 2019. The challenge will be getting an extension on our contract and ensuring the district can offer the classes at several high schools.

SCCC has not leveraged the project with other initiatives because the district started doing all of the work. However, in the fall, the district plans to use funding from another grant from a foundation to address some of the gaps on staffing. There are no internships associated with this project. This project will allow more students to experience the college experience in a demand occupation of computer programming. It will help close employment gaps in the field.

The project will remain funded through the district's general fund dollars after the pilot project. Of course, the project must demonstrate successful outcomes. The project will be changed based on the needs of students to ensure its sustainability.

### **1. Clovis Community College**

#### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Clovis College SWP Regional Projects (June 2019) include the following:

- AEBG Workforce Training Partnership
- BS Industrial Automation Collaborative
- Cyber Security
- Regional Certiport Testing Center

- Workplace Internship Development

### **Clovis College SWP Projects:**

#### **AEBG Workforce Training Partnership**

*Adult Education funding was used for this project instead of SWP. A challenge for Clovis is that the college is understaffed and SWP funds are used for faculty positions. A Director is needed to manage SWP projects. Additional SWP funding is desired for CTE to run career Workshops.*

Currently, the college uses Adult Ed as training for general employability. Career Success Certificates are being created in the following areas: Business Communications & Presentations; MS Office; Keyboarding; Interviewing; Resume Preparation, etc. The Certificates need approval. The college works in conjunction with the Fresno Workforce Connection.

#### **BS Industrial Automation Collaborative**

The purpose of this project is the development of a regional collaborative group to align and articulate the lower division electronics courses required for admission to the Bachelor of Science degree in Industrial Automation at Bakersfield College. To support this initiative, Clovis College renovated a room at the Herndon campus to be used as a Mechatronics Lab. The lab includes over \$1 million in equipment.

SWP funds were used for heavy equipment such as PLCs, Robotic Arms, Computers, Conveyor Belts, Motors, and Automation Simulators. The goal was to replicate real-world Industrial Automation work sites and to prepare students for Bakersfield's BS degree. A full-time faculty member was hired. There were also site visits to Fresno State and Bakersfield College, as well as visits to equipment vendors in Kentucky and Ohio.

#### **Cyber Security**

This regional project is for the exploration and development of cyber security courses, program, and certificates. The goal is to train students in cybersecurity skills, needed in multiple industries in the region.

Clovis College used SWP funds to purchase *sandbox* technology. In computer security, a *sandbox* is a security mechanism for separating running programs (in this case the college's computer systems) from student cyber training environments. Computers and Servers were also purchased and the Cyber Security program is about to launch. Funding was also used for travel to cyber security-related educational conferences.

#### **Regional Certiport Testing Center**

*This project has not moved forward. Problem with staffing and space issues. Will probably move forward next year but will use Perkins funds.*

#### **Workplace Internship Development**

Clovis College, like each Workplace Internship Development partnering college, provides services to assist in internships and job placement for CTE students. SWP funds were used to hire a CTE/Dual Enrollment Counselor responsible for building Internship and Apprenticeship programs as well as establishing dual enrollment programs with local high schools. Currently, a part-time librarian and student aide are tasked with developing career-related displays to encourage career exploration.

The college is hiring a staff member to establish an Occupational Assistant Program which will be launched this fall. The goal is to develop internships and support for Occupational Therapy and Rehabilitation Aide positions. The college is not able to support new staff members through the general fund.



## **2. Fresno City College**

### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Fresno City College SWP Regional Projects (June 2019) include the following:

- Bachelors of Science Industrial Automation (BSIA)
- Cyber Security
- Dual Enrollment / Student Services / Prison Education
- HVAC-R Collaborative Building Maintenance and Facility
- Nursing Faculty Development & Recruitment Project (SW1/PY1)
- Certiport Testing Center
- Transportation Technician Regional Project
- Regional - Advanced Manufacturing Sector Pipeline

#### ***Fresno City College Highlights:***

##### **Bachelors of Science Industrial Automation (BSIA)**

SWP funds were used for the purchase of new automated machining equipment which was installed and implemented for hands-on student engagement. In addition, new curriculum and regional pathways were developed. FCC has worked with Bakersfield College to articulate courses in Electrical Systems Technology, Computer-Aided Drafting & Design, and Applied Technology to BC's Industrial Automation (effective 2018-2019)

The project for articulation is now complete as of January 2019, but moving forward there will be some opportunities to explore 3 more courses what do not have an equivalency for the lower division courses per Bakersfield College (Computer Integrated Manufacturing - 3 units, Instrumentation and Process Control - 3 units, and Advanced Programmable Logic Controllers - 3 units.)

##### **Cyber Security**

Fresno City College is the lead college for the exploration and development of cybersecurity courses, programs, and certificates in the region. The goal is to train students in cybersecurity skills, needed in multiple industries in the region. The project includes the development of new curriculum for a new degree, development of a Cyberpatriots program with local high schools, and summer academies.

Initial activities involved researching industry need for cybersecurity specialists. Findings show there are multiple career paths in the field of Cybersecurity that require different skills and abilities. Companies and institutions need thousands of individuals who can perform business and operations analysis, risk assessment of processes and systems, expose operational and technological vulnerabilities, identify potential threats, and develop recommendations and technological solutions to strengthen defenses.

The objective of this project is to develop curriculum for courses and certificate option(s) to initiate the program throughout the region. Students will earn a Certificate of Achievement in Cybersecurity that will prepare them for entry-level Cybersecurity jobs in less than one year. The certificate also serves as a strong foundation for those who wish to continue their training to achieve further certificates and degrees for higher-wage positions. Students will take 8 fully online, zero-cost textbook courses. Students will be

placed in cohorts allowing individuals to develop peer relationships that will help support them through this accelerated pace of study.

The first phase of the project has been focused on curriculum and program development, as well as developing a matriculation and financial aid model that will support students participating in a collaborative program taught by multiple colleges. Faculty have shared development materials with their prospective advisory committees and a few faculty have been involved with industry externships.

Project activities are on track. A 25-unit Certificate of Achievement in Cybersecurity was approved by the State and ACCJC as of May 14, 2019. Working with the State Chancellor's office, a pilot cohort model will be taught beginning in 2019-2020. Curriculum alignment across multiple colleges has been a challenge. However, by aligning curriculum with C-ID descriptors, these challenges were fairly straightforward to overcome. The project team is still working on greater challenges related to offering a regionally taught collaborative program.

The project is sustainable as the demand for workers in this field grows. The Collaborative Cybersecurity certificate is an entry-level cybersecurity certificate, which is highly in demand in the California and national job market. Given the demand for Certificates in this field, sustainability will come from FTES generated apportionment.

### **Dual Enrollment / Student Services / Prison Education**

The dual enrollment program at Fresno City College (FCC) has grown significantly over the past three years but faces challenges in increasing courses offered and students enrolled due to time constraints and volume. SWP funding was used to hire part-time staff to assist in the expansion of the dual enrollment program. The part-time staff, counseling and clerical is responsible for:

- 1.) Providing support to the program coordinator with responsibility for matriculation processes, data collection, and compliance with the required paperwork.
- 2.) Working to enhance current pathways and coordinate with faculty at the college and high school to develop additional pathways.
- 3.) Working to provide information to local feeder high schools so that students and their parents can make more informed decisions about class and program selections.

The college has met the objective of increasing enrollment by 35% in CTE areas over the course of the past two years. In Spring 2016, FCC started with 4 pathways in Construction, Media, CADD, and Fire Technology with 7 high schools and 2 districts/ROPs. As of Spring 2019 FCC now has 33 pathways with 31 high schools and 11 districts/charters/ROPs; well exceeding our plans of 12 additional pathways (100%/100%).

Fresno City College is currently working with a few foundations to leverage this project and allow it to expand. Due to the limited resources available throughout the campus, foundation funds will help FCC expand dual enrollment efforts into offering General Education courses that will support certificate and degree completion. The current dual enrollment program designs pathways that allow students to at minimum complete a certificate of completion. Certificates will give students the opportunity to seek employment immediately after high school. Partnerships include high schools with approved technical facilities and local Regional Occupational Programs.

As of today, the project will need to remain intact due to the high success rates of dual enrollment program students. Through the help of foundations and our general fund dollars, we believe this project is sustainable based on the outcomes and success we've had so far.

### **HVAC-R Collaborative Building Maintenance and Facility**

SWP funding was used to purchase 24 mobile HVAC training carts and twelve measurement stations, which included a variety of raw materials required for assembly and instruction, small and large tools

necessary to support learning objectives and outcomes. Digital control technology was also purchased for the purpose of supporting direct digital technology workstations, which also contribute to learning objectives and outcomes.

The project was initially leveraged with Proposition 39 mini-grant funding for the development of instructional portability. Development of portability provided an opportunity for the development of lecture/lab, dual enrollment instruction. The HVAC program subsequently established an introductory course offering at Fresno High School and is expecting to establish a second dual enrollment section at an adult school within the Motherlode region. With respect to workforce development, program effectiveness has improved considerably. As compared to the 2015-16 academic year, 2017-18 performance data via the FCC Data Dashboard, Office of Institutional Research, demonstrates that: 1) Enrollment increased by 66%; 2) GPA improved 30%; 3) retention increased by 2%; 4) success increased by 15%; 5) completions increased from 15 to 60, or 300%. The program has also begun supporting work experience on a voluntary basis and is regularly employing students via Federal Work-Study grant opportunities. In total, the data demonstrates strong evidence that job-seekers are being exceptionally prepared for HVAC work opportunities by the program.

This SWP project is complete, however, purchased lab equipment is reused year-after-year, and is maintained via the program's instructional budget, and is therefore sustainable to the extent of industry relevance. Program faculty expect purchased equipment to become irrelevant in time as HVAC technology evolves.

### **Nursing Faculty Development & Recruitment Project**

SWP funding was used to increase recruiting through the use of the Bureau of Registered Nursing (BRN) mailing list, to produce marketing and outreach materials (contracted out), and for the purchase of equipment for RN training – including simulator mannequins.

This SWP project is complete, however, a new related project -- the Central Valley Collaborative for Enrollment in RN Education -- supports "academic progression" for registered nurses to obtain a BSN. Fresno City College (FCC) seeks to collaborate with K-12 partners and transfer universities to decrease time-to-completion for nursing students by ensuring strong K-16 curricular alignment. Increased work to connect FCC to private and non-profit BSN partners will help ensure that ADN graduates smoothly move on to a BSN or higher degree. Secondly, this project seeks to "build strong academic-practice partnerships" along the educational continuum incorporating the K-12 Healthcare Pathway, the FCC nursing program, and regional transfers to BSN programs.

### **Certiport Testing Center**

The goal of this project is to allow students to certify in Adobe software for industry recognition. FCC has increased the amount of Dual Enrolled students with access to this certification from 0 to over 70 test-takers in only one semester (Spring 2019).

This project has leveraged its dual enrollment K-12 partnerships with both FUSD and Valley ROP to allow high school students to complete Adobe industry certification as well as FCC's traditional college students. Students are taking advantage of multiple testing opportunities and becoming Design or Video "Specialists" to further enhance their industry skillset competencies.

This certification process is only sustainable with a committed grant or general college funding that FCC is working to secure for the long-term.

### **Transportation Technician Regional Project**

The purpose of this project is to create and/or strengthen programs to train entry-level transportation technicians. These programs include a certificate of completion and an associate of science degree with mandatory workplace learning/work experience in cooperation with local industry partners.

SWP Funds were used for supplies and materials, staff travel for participation in regional discussions and partnership development, and equipment for the Medium-Heavy truck program. Recruitment efforts are ongoing with our Central Valley ASE Education Foundation (formerly NATEF) certified High Schools (Clovis High, Clovis West, and Duncan Poly Technical). The high school instructors are working on their OEM/Industry Certifications: Mopar CAP, ACDelco Maintenance and Light Repair, and Snap-On/NC3 Certification in DMM, Torque, and Precision Measurement. When completed there will be Educational Pathways between the Central Valley High School and the FCC Automotive/Diesel Technology Department: FCC GM ASEP, FCC Mopar CAP, Automotive Technology, and Diesel Technology Programs. The end result will be a Career Pathway upon completion at FCC because AUTOT 19 - Occupational Work Experience is to be completed at our various Industry Partner's Service facilities. This On the Job Training (OJT) Internship would transition into a part-time/full-time job offers for our graduates!

The project is on-going. Due to the high school instructor and college instructor's availability and schedules, the percent of completion is at approximately 25%. The challenges to completion will be very slow due to the shortage of a full-time faculty member and a vacancy at the FCC Automotive Technology Department since August 2016. There is also a full-time vacancy that will have an effect on Medium-Heavy truck, electric vehicle, and hybrid electric vehicle course offerings. The increase FTES through partnerships with regional colleges in Mopar CAP Levels 0 and 1 course will also be delayed due to delayed instructor Train-The-Trainer workshops and seminars, which will be necessary for Dual Enrollment with high schools and course sharing/delivery at other regional colleges with the FCC Automotive Technology Department.

The FCC Automotive/Diesel Technology Department has established various Industry Partnerships within the Central Valley: GM Parts & Service Manager's Club, Mopar/FCA Dealers, ACDelco PSC Service facilities, Fresno/Clovis New Car Dealers Association, and Affinity Truck Center. AUTOT 19 - Occupational Work Experience is required for completion of the Associate in Science, Certificate of Achievement, and Certificate of Completion. Students are asked to upload their resumes and certification levels on Career Builder (CareerBuilder.com) and ASE Education Foundation websites.

The Project is sustainable because there currently is NOT any Educational Pathways for Career Technology Education (CTE) Programs within FCC/SCCDD for FUSD (Fresno Unified School District), CUSD (Clovis Unified School District), Madera Unified School District, and Central Unified School District, but yet the program partnerships are being established through Dual Enrollment efforts.

The shortage of full-time faculty and a vacancy at the FCC Automotive Technology Department since August 2016 needs to be addressed for potential growth in 2019 and future Academic Years on the main campus and the West Fresno Campus. The FCC Diesel Technology/Medium-Heavy Truck Program needs 1 to 2 full-time faculty to be able to offer an 18-24 month Certificate of Achievement and/or Associate in Science Degree. The FCC Automotive Technology needs 2 full-time faculty to efficiently deliver their existing OEM Programs (GM ASEP, Mopar CAP, Subaru U) to OEM Corporate standards of 2 OEM certified instructors per program. The future expansion of American Honda, Tesla, and Toyota will require more full-time faculty.

### **Regionwide - Advanced Manufacturing Sector Pipeline**

This regionwide Advanced Manufacturing Sector project with regional opt-in options will provide discussion, partnership, recommendation, and industry projects that colleges can engage and invest in, providing professional development and industry connection opportunities to provide just-in-time delivery of cutting-edge technologies; career awareness events; tools, equipment, and/or facilities in order to accommodate industry demands; and regional and sub-regional discussions and convenings.

Advanced Manufacturing is a priority sector for the Central/Mother Lode Region. This project focuses on faculty curriculum and industry certification discussions for regional alignment; sub-regional industry meetings with employers to discuss manufacturing events and projects, internship and/or

apprenticeship opportunities, and/or incumbent worker training needs; and support annual Manufacturing Summit and Manufacturing Day events. Specific activities:

- Develop regional/sub-regional Manufacturing faculty and/or Industry convenings to discuss new program development, curriculum improvements & industry certification alignment across the region; FCC provides up to 6 days of release time for faculty to attend regional/sub-regional discussions around curriculum, industry certifications, and/or industry events - This is ongoing and is funded from a variety of sources
- Plan professional development opportunities for faculty, manufacturing events and projects, internship and/or apprenticeship opportunities - Brett Camacho, FCC's lead Welding instructor, has participated in two regional AWS Collaborative Meetings at College of the Sequoias; in addition, Frank Zendejas, FCC Electrical Systems Technology instructor, and Frank Anaya, FCC CTE Lab Technician, have attending EAN Services training to enhance technical skills. In addition, FCC faculty and staff/administrators have participated in the South Valley Industrial Summit in October 2017 and November 2018, as well as the Student Success Faculty Collaboration with CSU Fresno and CCCs in December 2018
- Collaborate on improving non-credit offerings for incumbent workers across the region to meet industry's short-term workforce development needs - Through James Irvine Foundation funding, FCC will be offering seven (7) cohorts of 9-week Manufacturing Mechanic Noncredit certificate program offerings start in Fall 2019
- Plan and support regional/sub-regional Manufacturing/Industrial Summits to build stronger relationships amongst colleges, industry, K-12, and other local and regional stakeholders - Sponsorship of the 2019 Valley Made Manufacturing Summit in Fresno with over 100 student participants and 15 faculty/counselors/administration as well as a booth sharing information regarding FCC's manufacturing-related programs with manufacturers and future students from high schools in the Fresno area.
- Plan Manufacturing Day events across all colleges to provide targeted career awareness to students, build stronger relationships with industry and feeder high schools (FTES growth for colleges CTE programs) - Through Perkins Transition funding, FCC hosted over 70 Fresno Unified School District dual enrollment pathway students from manufacturing-related areas in October 2017 and October 2018. In addition, FCC coordinated with Fresno County Superintendent of Schools to provide opportunities for over 50 FCC college students to attend a manufacturer site in October 2017 and October 2018.
- Three (3) collaborative sub-regional meetings per year with workforce development partners such as the Workforce Development Boards (WDBs), industry associations such as the San Joaquin Valley Manufacturing Alliance and the Manufacturing Council of the Central Valley, and the California State Universities in the region (Stanislaus, Fresno, and Bakersfield) in order to advance manufacturing efforts in the region - FCC has been involve in the Manufacturing Internship Program (MIP) with the Fresno Regional Workforce Development Board in partnership with Valley ROP and Duncan Polytechnical High School to provide senior high school graduates with a summer internship experience in the manufacturing industry and then sponsored training for up to 18-months in a FCC manufacturing-related program (Summer 2018 and Summer 2019). In addition, FCC has participated in a number of SJVMA quarterly meetings and has served as an advisor to the development of the annual Manufacturing Summer since Spring 2017. Lastly, FCC has met with the Industrial Technology and Engineering programs at CSU Fresno to identify pathways to the 4-year university for manufacturing-related programs
- Advanced Mfg DSN will support the regional work by working closely with the Consortium Chair, Steering Committee members (CTE Deans), and faculty to plan, develop, and facilitate activities as determined and prioritized by the steering committee; will assist colleges in collecting and reporting all activity based participation data to the steering committee; and will assist colleges in exploring, developing, and implementing regional industry advisory for manufacturing programs as

per the direction of the Steering Committee - FCC has worked with the Advanced Manufacturing DSN to provide a number of manufacturing-related faculty convenings in-person as well as through webinars on a variety of topics, including industrial automation and online educational resources, as well as providing connections to manufacturers, industry-recognized certification opportunities such as AWS and NIMS, 4-year university partners, and K-12 pathway partners

#### Regional Opt-In:

- 1) Provide booth, sponsorship, registration, and/or travel expenses for participation in regional Manufacturing Summits;
- 2) Provide travel and substitute expenses for participation in regional faculty and/or staff convenings; manufacturing or CTE-related conferences; and local, regional, statewide, or national professional development opportunities -
- 3) Provide hosting, registration, travel, and/or career awareness materials for high school and/or college participants in Manufacturing Day events.
- 4) Purchase tools and/or equipment in order to start-up, expand, or enhance services for the manufacturing industry.
- 5) Coordinate facility modification and/or development in order to offer necessary services for the manufacturing industry - Through local SWP funding FCC remodeled the T-102 computer lab into pneumatics, hydraulics, and power trains laboratory space to support the Industrial Maintenance Technician certificate program
- 6) Offer training and/or courses in a variety of modes of instruction to expand or upskills the manufacturing workforce - The following courses are offered by FCC in the manufacturing-related fields of study: Welding (credit), Electrical Systems Technology (credit), Computer-Aided Drafting & Design (credit), Computer-Aided Manufacturing (credit), Industrial Maintenance (credit and noncredit), Maintenance Mechanic (noncredit), and Manufacturing Mechanic (noncredit). Through local SWP funding FCC has updated program outreach materials (1-page flyer on Advanced Manufacturing programs offered by the college), redesigned the CTE brochure with all programs listed, and completed a door wrap project that displays students of color and nontraditional students working on equipment within the CTE/Advanced Manufacturing field of study.

### 3. Reedley College

#### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Reedley College SWP Regional Projects (June 2019) include the following:

- Advanced Manufacturing Sector: Pipeline & Partnership Development
- Agricultural Guided Pathway Development
- Transportation Technician Regional Project

#### **Regionwide - Advanced Manufacturing Sector:** Pipeline & Partnership Development

Advanced Manufacturing is a priority sector for the Central/Mother Lode Region. This project focuses on faculty curriculum and industry certification discussions for regional alignment; sub-regional industry meetings with employers to discuss manufacturing events and projects, internship and/or apprenticeship opportunities, and/or incumbent worker training needs; and support annual Manufacturing Summit and

Manufacturing Day events. Reedley used SWP funds for travel and equipment purchases, including a Multi Test 5i tester and electrical upgrades for a Hydraulic tester.

### **Agricultural Guided Pathway Development**

Reedley College offers an assortment of courses and majors related to various fields of agriculture. Reedley's extensive facilities include an on-site farm and renowned Animal Sciences department. The goal of this regional project was to develop and align guided pathways for the Agriculture, Water, and Environmental Technology sector in the Central Region to provide students with uniform, clear, and specific educational choices. Lead faculty from identified colleges, including Reedley, met to develop a framework for program pathways, work within their own colleges to refine program recommendations, and re-confer with other colleges to align recommendations. SWP funds were used for faculty Professional Development and travel.

### **Transportation Technician Regional Project**

This project was developed to create and strengthen programs to train entry level transportation technicians. These programs will include a certificate of completion and an associate of science degree with mandatory work place learning/work experience in cooperation with local industry partners. Local industry partners such as truck dealerships, independent repair facilities and trucking companies have identified a shortage of entry level diesel truck technicians. Existing Agriculture Mechanics programs in the Central Region have historically focused on off-highway equipment technicians but will now create a pathway for on-highway diesel trucks technicians so the programs can focus on both areas. Reedley College has an existing Agriculture Mechanics shop and SWP funds were used to add two truck bays on the north side of the facility. The facility expansion allows the college to add the diesel truck technician pathway. The goals are to create and/or strengthen programs to train entry level transportation technicians, and to provide up to date training on current better equipment that is vital to the agricultural Transportation Industry.

Specifically, Reedley used SWP funds to:

- Hire an instructor for the Heavy Truck Program;
- Purchase Equipment to expand the Agricultural Mechanics Shop, by adding two additional bays;
- Construct buildings for Heavy truck programs.

## **F. West Hills Community College District – West Hills College Coalinga, West Hills College Lemoore**

### **1. West Hills College Coalinga**

#### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

West Hills College Coalinga SWP Regional Projects (June 2019) include the following:

- Dual Enrollment/ Student Services / Prison Education
- Transportation Technician Regional Project
- Workplace Internship Development

#### ***West Hills College Coalinga Highlights:***



## **Dual Enrollment / Student Services / Prison Education**

WHCC's dual enrollment program is utilizing the resources to fund a full-time program manager to oversee our dual enrollment and prison education programs. The Dual Enrollment Coordinator will manage the dual enrollment Strong Workforce Project; as well as is responsible for oversight of the programs, strategic planning, and data collection and analysis for the programs. Additionally, they are working to enhance our current pathways and provide guided pathway program information to our local feeder schools so that students at the secondary level and their parents can make more informed decisions about class and program selections. The project coordinator will continue to manage every aspect of dual enrollment including working with ROP to create stronger ties to career technical education at the college, working with our feeder high schools to increase enrollment in CTE programs, and making sure that all students are enrolled and have met the minimum requirement to participate in dual enrollment courses. New schools have been added, including Avenal, Coalinga, and Mendota High. Schools; New Prison Ed programs have been added offering pathways such as Business and Culinary. A Drug and Rehab Pathway at Pleasant Valley State Prison which leads to an AA.

Challenges include the distances that much be driven and finding FTEs to make the drive which may be as much as one hour 3 days a week; It would also be helpful if the high school had block schedules. Bell schedules are different as each high school; One of the challenges with the prison Education is frequent lock-downs; classes can't be offered when these occur, sometimes resulting in classes being cancelled for 4 to 6 weeks. (normally at least one class a semester is offered on-site at the Prison yard). The project is sustainable through the General Fund, however more funding is needed for outreach to school counselors.

## **Transportation Technician Regional Project**

WHCC has created a new program that will focus on off road trucks and equipment. The program is to meet the demands of local Ag employers and support the college's Farm of the Future project (includes Ag Science and Industrial Science - Truck Driving and Diesel Mechanics coursework.) The goal is to create and/or strengthen programs to train entry level transportation technicians. Courses started this past Spring with 13 students. Fall will have an increased enrollment. 8 courses developed including mechanics, safety, forklift, as well as driving (including advanced). Funds used to purchase truck driving simulation equipment. Funds were used to purchase equipment to create the new Diesel Tech Program in collaboration with K12 partners. Equipment is shared. Working on dual enrollment with Coalinga High auto mechanics lab. Local industry partners such as truck and automotive dealerships, independent repair facilities and trucking companies have identified a shortage of entry level transportation technicians. New industry partners need to be developed and cultivated.

## **2. West Hills College Lemoore**

### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

West Hills College Lemoore SWP Regional Projects (June 2019) include the following:

- Bachelors of Science Industrial Automation
- Regional ICT: Netlab
- Workplace Internship Development

### ***West Hills College Lemoore Highlights:***

## **Bachelors of Science Industrial Automation**

Continuation of the development of a regional collaborative group to align and articulate the lower division electronics courses required for admission to the Bachelor of Science degree in the Industrial Automation at Bakersfield College.

Major Activities: Purchase of new Automated machining equipment. Install and implement for hands on student engagement. Develop new curriculum and regional pathways.

Major Outcomes: Increase enrollment in Electronics and matching programs to support upper division bachelors of science. Modernize machine shop hands on activities to keep up with industry standards. Close the gap between theories based learning and real-world applications by automating the machine process. Create partnership between programs, allowing students in one area to work with students in other programs. The college hired a part time faculty member to train and network with the other regional partners on this project. Funds were used so that this person could travel and participate in the regional collaborative. In addition, SWP funds were used to outfit the Automation Lab Students in this program will be trained in state-of-the-art equipment and will make them highly competitive in this high-wage industry.

## **Regional ICT / Netlab**

Some individual colleges lacked the equipment necessary for students to attain the appropriate higher-level skills necessary in ICT. This project has allowed faculty to use state-of-the-art technology that would otherwise be inaccessible to them. Funds used for: access to the virtual network; training for faculty.

'Entre to Employment' dinner including students and industry partners in the Information Communication Technologies (ICT) sector. The pathways most represented were Administration of Justice and Cyber Security.

## **Workplace Internship Development**

Recognizing the importance of providing WBL opportunities for students to help them navigate through their career pathways, funding was used for WIN Center staffing: CTE Dean (1/2), Work Experience Faculty, Workforce Learning Liaison and CTE Coordinator; as well as for related WBL travel for coordinator and faculty; meeting expenses and outreach. The specific job responsibilities associated with the funded positions include: CTE Dean (1/2 funded with SWP funds): developing new CTE courses, planning, implementing, and sustaining pathways including - AG Business, Cyber Security, Automation, Industrial Mechanics, etc.); Workforce Learning Liaison: was responsible for employment engagement (ended in April); Career Center Tech: responsible for transfer students and college fairs; and Career Readiness Tech: (Point person in WIN) responsible for maintaining job boards; providing career info and resources; help with resume and cover letters; and matching employers to students. To leverage resources, Work-Based Learning strategies were developed and local employers are brought on campus to present to students.

# **G. West Kern Community College District – Taft College**

## **1. Taft College**

Taft College SWP Regional Projects (June 2019) include the following:

- AEBG Workforce Training Partnership
- Bachelor of Science Industrial Automation Collaborative (BSIA)

- Dual Enrollment / Student Services / Prison Education
- Workplace Internship Development

### ***Taft College Highlights:***

#### **Bachelor of Science Industrial Automation Collaborative (BSIA)**

An articulation agreement was completed with Bakersfield College for the following courses: ELET B3 Programmable Logic Controllers (3) - ENER 1540 Fundamentals of Programmable Logic Controllers Elective Courses (3) ELET B56 Instrumentation and Process Control (3) - ENER 1620 Fundamentals of Instrumentation (3) INDR B12 Introduction to Drafting & CAD (3) - ENGR 1510 Engineering Graphics and Introduction to Design with Lab ELET B70 Mechanical Systems (3) - ENER 1610 Mechanical Systems

#### **AEBG Workforce Training Partnership**

Activities have included data collection and metrics for the Adult Education Consortium. An MOU with the West Kern Learn has been established. Training is being provided leading to short term certificates. Classes are also offered at the Taft College Welding facility (one-week classes, i.e. Security, Food prep, Forklift Safety) for non-high school graduates. The goal is to enroll them in college by conducting orientations to help students, who receive certificates, on-board to Taft. Approximately 20 students are enrolled in each class with at least 10 hired within 30 days and at least 5 enrolled in TC (with outreach and support from TC staff).

#### **Dual Enrollment / Student Services / Prison Education**

Funding has been used for salaries for counselors who provide dual enrollment program services for high school students. Funding is also used for classified staff to support outreach and to collect data elements related to the dual enrollment project.

There is one main feeder program for the college - Taft Union High School District. The high school has a C-Tech Academy, which offers courses in business, culinary, fashion, food services, protective services, and healthcare; Some of these programs lead to Taft College pathways.

Areas of challenges are increasing concurrent and dual enrollment in CTE pathways. The current concurrent enrollment focus is on Protective Services and Allied Healthcare.

In terms of Student Services, the College strategically uses data to track momentum points to offer intrusive counselor for students who are have not completed more than 6- to 9-units. In addition, counselors and outreach staff focus on under-enrolled programs such as Welding, Occupational Safety and Health, and Energy Technology.

Prison Education takes place at Taft Correctional Institution (private prison) and Taft Modified Community Correctional Facility (state prison). The primary CTE pathway for prison education is Business with approximately 275 students enrolled each semester out of a prison population of 4000.

A partnership (contract) has been established with Westec (Westside Energy Services Training & Education Center) for training in Occupational Safety and Health to increase retention and completion among students utilizing Westec to receive short-term certificates.

#### **Workplace Internship Development**

Funding has been used for salaries and supplies including a career development counselor tasked with tracking and posting internship opportunities and offering work-experience classes for credit. In addition, students receive counseling on how to perform a job search. In addition, students take career exploration

tests, which are offered to help students determine their career interests. Employment preparation workshops for CTE students include resume writing, employment application completion, cover letter, mock interview training, etc.). Workforce development assistance for businesses and industry professionals seeking employees/interns through Jobspeaker software is upcoming.

## **H. Yosemite Community College District – Columbia College, Modesto Junior College**

### **Yosemite Community College District**

YCCD SWP Regional Projects (June 2019) include the following:

- YCCD Strong Workforce Oversight - North Central Subregion Colleges

#### **YCCD Strong Workforce Oversight - North Central Subregion Colleges**

On behalf of Columbia and Modesto Junior College, Yosemite Community College District (YCCD)'s Strong Workforce Oversight project provides individual college coordination and oversight of SW project implementation, budget and expenditures, and metrics reporting in the Stanislaus/Mother Lode region. Each partnering college implements administrative oversight to ensure college SW projects are effective and meet state metrics and budget guidelines. Partnering colleges communicate and share effective practices, processes, and structures.

Funds were used to establish SWP administrative oversight and support at each of the colleges in the North Central Sub-region, including staffing and operational budgets for the offices at each college in order to increase SW planning, enrollments, and support. Specifically: Percentage of a dean's salary to oversee the Strong Workforce program in two north sub-region colleges (MJC & Columbia College) and percentage of Executive Secretary, full-time Research Analyst, and a student worker to provide direct support of the north sub-region SW initiative.

Activities involved coordinating local SWP funds and overseeing a research office to produce metrics related to the SW initiative (pathways, enrollments, etc.)

Additional costs for office supplies, equipment (i.e. laptop and printer), software and travel and Professional Development.

The biggest challenge is managing the budgets of other colleges. Also, there is a need for NOVA to be more aligned to each college's budget and activities.

Overall, having a director who oversees SW for YCCD has led to an increase of enrollments by 14% for the first year. There will be continued oversight of SW activities and outcomes for YCCD.

### **1. Columbia College**

#### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Columbia College SWP Regional Projects (June 2019) include the following:

- Dual Enrollment / Student Services / Prison Education
- Retail / Hospitality / Tourism
- Workplace Internship Development

#### ***Columbia College Highlights:***

## Dual Enrollment / Student Services / Prison Education

Dual enrollment is a term used to describe a high school student who is also enrolled in college courses. Strong Workforce funding supports a full-time Columbia College program specialist who is tasked with developing and supporting dual enrollment programs in the college service area. Representative programs include:

- **Middle College**, a partnership between Columbia College and Sonora High School, offers juniors and seniors in high school the opportunity to begin their college careers before graduation. Students are able to work toward an Associate's Degree, explore possible careers, or gain advanced technical training. Students take two periods of their choice at Sonora High School. They will fulfill the rest of their requirements and electives with college courses at Columbia College.
- **The Early College Program**, a partnership between Summerville High School and Columbia College which allows juniors and seniors to take college classes concurrently with their high school classes.
- **The College and Career Access Pathway (CCAP) Program** is a partnership between Columbia College and local participating high schools. The goals are offering college courses on high school campuses during the regular school day also include: accelerated learning, building career pathways, and promoting accountability for student learning.

The Columbia College Program Specialist supports all of the above programs and builds relationships with all high schools in the service area. Some of the high schools are not a part of a formal program as mentioned above, but independently encourage their students to take classes at the college. This K12 partnership is enhanced with the program specialist providing the needed outreach and information to the schools so that students can enroll in college courses.

Additionally, the program specialist supports further expansion of Columbia College's incarcerated student program (**Prison Education**) which currently serves students at six sites, including firefighting camps. The program has significantly expanded course offerings. Nine new classes will be offered this summer (2019), in the following areas: Hospitality, Business & Fire Training. Also, AA degrees are offered.

In addition to the Program Specialist, SWP funds are used for:

- a percentage of the Dean's salary to oversee and develop the program;
- employee benefits;
- classified staff to support the program;
- outreach materials and supplies;
- equipment;
- professional development and travel;

There is concern about the sustainability of the project without SWP funds. The project would have to compete with other college programs for general fund revenue.

## Retail / Hospitality / Tourism

Retail/Hospitality/Tourism programs to address labor market demands in the service areas of Columbia College, and Modesto Junior College to develop their programs into comprehensive programs. The colleges maintain strong partnerships with local restaurants, large institutions, and casinos to provide food service workers. These organizations offer apprenticeships to local students.

SWP funds were used to renovate an old cooking lab at Modesto College into a production culinary lab with updated equipment - specifically adding a Bakery. The bakery cohort offers expanded employment opportunities for students.

Newly purchased equipment includes stoves, ovens, and workstations - designed to provide a modern industrial kitchen for student learning. Modesto Junior College is the satellite location with online instructional lectures for Columbia students.

Regarding future funding needs - An additional \$50K is needed for equipment. Funds are also needed to purchase instructional food for the classes. The college is also looking into hosting pop-up pastry tents to sell baked goods on campus. This can be used to generate revenue.

Columbia College is working with the Hospitality Pathway at Argonaut High School and plans to partner with area high schools for possible K12 SWP funding to expand these pathways.

### **Workplace Internship Development**

Columbia College CTE supports career exploration, preparation, internships, and career assistance, in all areas of work-based learning. SWP funds support the College's Career/Transfer Center. Specifically, a Program Director, Program Technician, and Student Advisors. Additional funding was used for outreach & recruitment materials and supplies, software fees, travel, and professional development.

The SWP funding led to *significant outcomes* for this project, including:

- Nearly 400 student appointments for career exploration.
- Two job fairs with almost 60 local employers and over 350 job seekers. Approximately 30% received job offers with another 20% pending.
- Over 60 career-related presentations focusing on career options (pathways leading to employment); career exploration (job hunting, resumes, mock interviews.); and job placement (identifying employers with openings and placing students.)
- An on-campus Interview Clothing Closet for student use.

Career Center personnel are responsible for establishing and maintaining the business partnerships which result in job placement throughout the region. Ongoing funding is needed to keep the Career / Transfer Center operating at capacity.

## **2. Modesto Junior College**

### **Strong Workforce Program (SWP) Summary Report: Regional Projects (June 2019)**

Modesto Junior College SWP Regional Projects (June 2019) include the following:

- YCCD Strong Workforce Oversight – North Central Subregion
- Agricultural Guided Pathway Development
- Certified Nursing Assistant Program
- Dual Enrollment / Student Services / Prison Education
- Region Wide - Advanced Manufacturing Sector: Pipeline & Partnership Development
- Workplace Internship Development

#### ***Modesto Junior College Highlights:***

##### **YCCD Strong Workforce Oversight – North Central Subregion**

Funds used to establish SWP administrative oversight and support at each of the colleges in the North Central Sub-region, including staffing and operational budgets for the offices at each college in order to increase SW planning, enrollments, and support. Specifically: Percentage of a dean's salary to oversee the Strong Workforce program in two north sub-region colleges (MJC & Columbia College) and percentage of Executive Secretary, full-time Research Analyst, and a student worker to provide direct support of the north sub-region SW initiative.

Activities involved coordinating local SWP funds and overseeing a research office to produce metrics related to the SW initiative (pathways, enrollments, etc.)

Additional costs for office supplies, equipment (i.e. laptop and printer), software and travel and Professional Development. The biggest challenge is managing the budgets of other colleges. Also, there is a need for NOVA to be more aligned to each college's budget and activities. Overall, having a director who oversees SW for YCCD has led to an increase of enrollments by 14% for the first year. There will be continued oversight of SW activities and outcomes for YCCD.

### **Agricultural Guided Pathway Development**

This project develops and aligns guided pathways for the Agriculture, Water, and Environmental Technology sector in the Central Region to provide students with uniform, clear, and specific educational choices. Lead faculty from identified colleges develop frameworks for program pathways, work within their own colleges to refine program recommendations, and re-confer with other colleges to align recommendations. Pathway development provides clear maps to university transfer programs.

MJC used SWP funds to meet travel expenses for faculty planning meetings. Ag faculty meet around the region to plan and develop common pathways. This makes transfers easier for students. In addition, faculty members attend Ag conferences each year.

Regarding the sustainability of the project, MJC is conservative with the use of SWP funding. There is a project proposal process for faculty which includes metrics such as LMI, Completions, and sustainability figures. A committee ranks each project and it is decided which ones to implement. Future funding for the project is a major consideration.

### **Certified Nursing Assistant Program**

In conjunction with Columbia College, funds were used to hire a Program Director (shared by the colleges); This allows for expansion of the CNA programs at each college. The biggest challenge for sharing the Program Director, is the distance between the two colleges - significant travel time is required.

With close to 50 long-term care, memory care and rehabilitation centers in the area the community needs entry-level trained individuals who can take care of the older population. MJC has strong partnerships with these facilities, which aids in student placement.

### **Dual Enrollment/Student Services/ Prison Education (SW1/PY1)**

For MJC, the focus of this project is enhancing and expanding Dual Enrollment only. Funds were used for:

- 1.) Staffing: Percentage of dean's salary to oversee and coordinate Dual Enrollment program; Program Specialist to develop dual enrollment partnerships with K-12 schools; coordinate enrollment, collect data; Classified staff salary to support dual enrollment.
- 2.) Enrollment, outreach, and support materials and supplies;
- 3.) Contract with Stanislaus County Office of Education for dedicated personnel to partner in developing dual enrollment capacity;
- 4.) Funding for individual high schools to assist in enrolling high school students;
- 5.) Travel and professional development.

The current status of the project is as follows:



- 'Get Focused Stay Focused' was introduced but has not been implemented because most of the high schools in the district have their own career exploration programs or use different software. Many use -NAVIANCE.

- Another challenge is increasing the number of participants. High schools want different programs - some want dual enrollment; some articulation or concurrent enrollment; others prefer to let students apply independently of any formal agreements. (There is concern about bad grades from college courses on student transcripts.)

Project partnership activities include the contract with Stanislaus County Office of Education to assist with dual enrollment activities and partnerships with LEAs for a two-week summer academy at MJC to acquaint high school students with courses and programs at MJC and assist them with enrollment;

### **Region Wide - Advanced Manufacturing Pipeline & Partnership Development**

For this project, MJC used SWP funds to hire a full-time Welding instructor. The person reports to Modesto, but is shared with Columbia College. Having an additional Welding Instructor, allows the college to expand course offerings and number of students enrolled in the welding program, thus increasing the number of completers.

Industry partners report Certificated Welders are in high demand. The challenge for this project is that students get jobs within 6 weeks of completing entry-level coursework and do not continue their studies at MJC.

### **Workplace Internship Development**

MJC used SWP funds for the positions of Career Services Director and Program Specialists to provide career exploration and preparation to students. In addition, funds were used for Career Services Center materials - outreach brochures, copies, ink, paper, etc.

The college's focus is on developing internships working with the local Workforce Development Board (WIB); One of the innovative programs at the college places students for six months in internships based on their program of study and interest; These are on-campus positions. Ex. Student Ambassadors and Administrative Student Interns;

The career service center provides ongoing training, particularly in 'soft-skills.' Monthly workshops are held - each with a different employment training focus.

MJC is conservative with the use of SWP funding. There is a project proposal process for faculty which includes metrics such as LMI, Completions, and sustainability figures. A committee ranks each project and it is decided which ones to implement. Future funding for this project is a major consideration.

## XI. K12 LEAS Funded Projects (Strong Workforce Funding, Round 1)

In 2018-2019, legislation established the K12 Strong Workforce Program (K12 SWP) and appropriated \$150,000,000 in annual ongoing Career Technical Education (CTE) funding that benefits K14 partnerships and strengthens ties among eligible Local Education Agencies (LEAs) and California Community Colleges. K12 SWP creates, supports, and expands high-quality CTE programs at the K12 level that are aligned with the workforce development efforts of the CRC's colleges. K12 SWP outcomes target the increased transition from secondary to post-secondary and career by increasing levels of college and career attainment.

Even before the program was formally established, the CRC colleges were actively collaborating with our K12 partners and building a pipeline of students for CTE programs and courses. Review of the 31 applications submitted to the region for the K12 SWP Round 2, 2019-2020 funding (\$20,636,915) is currently underway by the CRC's Selection Committee. Awards will be announced later in the Spring.

In K12 SWP Round 1, 2018-2019, the CRC was allocated \$22,371,470. Thirty projects were awarded the funding by the Selection Committee. The 2018-2019 project investments listed in Section XII demonstrate the program parallels between the CRC Community College SWP and K12 SWP.

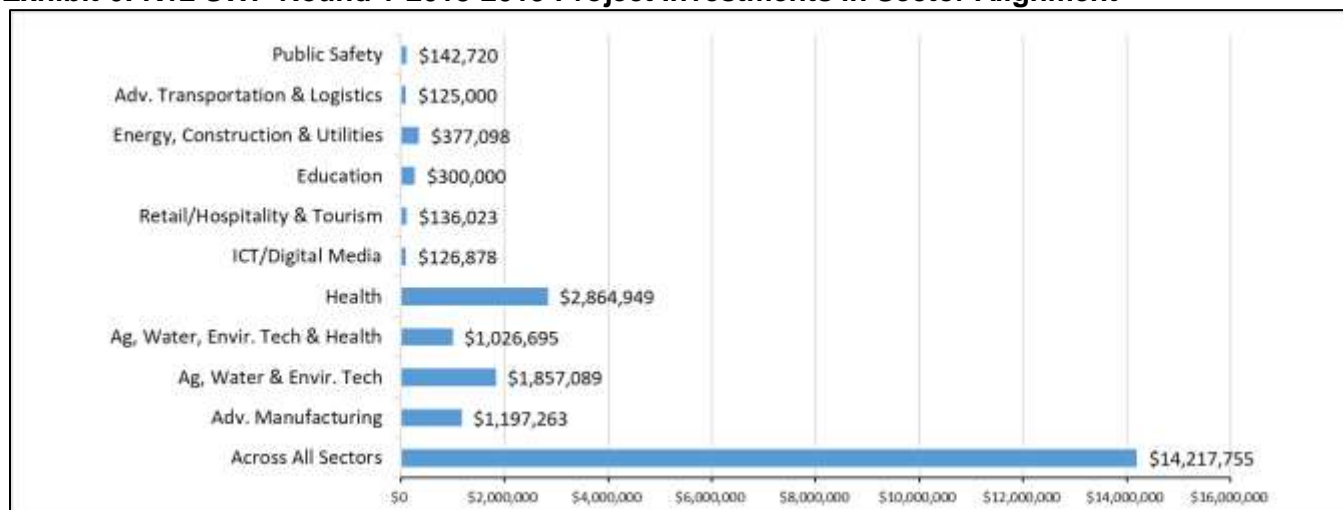
**K12 SWP**  
Allocation for Funding Period  
7/1/19-12/31/21

**\$22,371,470**

Allocation for Funding Period  
7/1/20-12/31/22

**\$20,636,915**

**Exhibit 6: K12 SWP Round 1-2018-2019 Project Investments in Sector Alignment**



### A. K14 Technical Assistance Provider

As K12 SWP is the intersegmental bridge that connects CTE programs at the K–12 level to their CTE counterparts at California community colleges, the CCCCCO in partnership with the California Department of Education (CDE) created a regional technical assistance structure to assist teachers and industry partners in implementing high-quality CTE programs. Education Code 88833 appropriated annual funding to support the establishment of Career Technical Education Key Talent field positions to support both CTE

Incentive Grant Program (CTEIG) and K-12 component of the Strong Workforce Program with the positions of K14 Technical Assistance Providers and K12 Pathway Coordinators.

In July 2019, the CRC selected the Tulare County Office Education to host the region's K14 Technical Assistance Provider (TAP). The CRC was one of the first regions in the state to onboard a K14 TAP and the only one to have the position hosted by a K12 LEA. The CCCCCO has contracted with WestEd to provide support for new Key Talent which has offered the K14 TAPs statewide the opportunity to co create a regional role with a holistic vision that would support the development of intersegmental partnerships. The K14 TAP has been charged with initiating person contact with all 2018-19 K12 SWP LEA awardees to address concerns and identify opportunities. The specific tasks assigned to the K14 TAP include LEA outreach, network convening facilitation, professional development, communication and compliance. The targeted goals for this position have offered the opportunity to invest in the educational landscape, identify and facilitate opportunities for secondary and post-secondary institutional collaboration that impact and increase student success.

Within the initial months of onboarding, the K14 TAP with the support of the regional chair reconvened the CRC K12 SWP Selection Committee to support the application selection process of the 2019–20 K12 Strong Workforce Program.

## **B. K14 Regional Engagement Meetings**

In September 2019, the CRC engaged the services of WestEd to provide technical assistance for the three October 2019 K14 engagement meetings intended to support K12/CC partnerships, regional pathway development, and successful implementation of the CC and K12 Strong Workforce Programs (SWP). These engagement meetings were held October 1 (Bakersfield), October 2 (Lemoore) and October 3 (Stockton); and were attended by almost 200 K12, Community College and other stakeholders. The aim of the day-long, in person meetings was to help develop a robust K14 pathway system responsive to the region's labor market and augmenting CRC's regional planning processes by designing an agenda that encouraged the alignment between K12 and college career education programs.

The agenda included discussion and activities to:

- Strengthen collaborative planning and co-investments by K12 LEAs and community colleges in the development of K14 career pathways leading to high wage, high demand occupations;
- Improve the use of labor market, program, and student data in pathway development and planning;
- Support planning to strengthen a shared understanding of the intent of SWP for CC & K12 and the application development processes for the CC and K12 Strong Workforce Programs, and the CTE Incentive Grant Programs; and
- Leverage the regional K14 pathway development work to help inform the CRC Regional Plan development and to help colleges and LEAs meet the Comprehensive Local Needs Assessment (CLNA) and consultation requirements of Perkins V.

### WestEd's Findings & Future Considerations:

**Advocate for rural LEAs.** WestEd gathered from the field that CRC's rural LEAs require considerations in state funding because of their unique make-up. Practitioners communicated their frustration with the 18-19 K12 SWP to adequately fund the small LEAs with limited career opportunities and vast distances to community colleges.

*Consider creating a JPA to help advantage the rural communities that are challenged to compete with urban and suburban areas.*

**Increase capacity to access and use Labor Market Information (LMI).** When sharing CRC sub regional LMI, there was general lack of awareness of occupational data definition and uses. For example, participants were frustrated that the agriculture sector seems to have low demand and unaware of the differences between occupational and industry sector data.

*Consider partnering with Center of Excellence to create specific professional development opportunities to support the field specific to K12 in using LMI.*

**Focus on developing jobs along the entire educational pathway, not just those considered middle skill.** We know from the data that students in Central Valley/Mother Lode Region need post-secondary education to reach living wage jobs. Although many jobs in the region require less than a bachelor's degree, middle skilled jobs (and associated education) should have an emphasis on being ladderized into transfer pathways. The regional directors and other related staff should have a vision to develop pathways into middle skill and BA-level jobs.

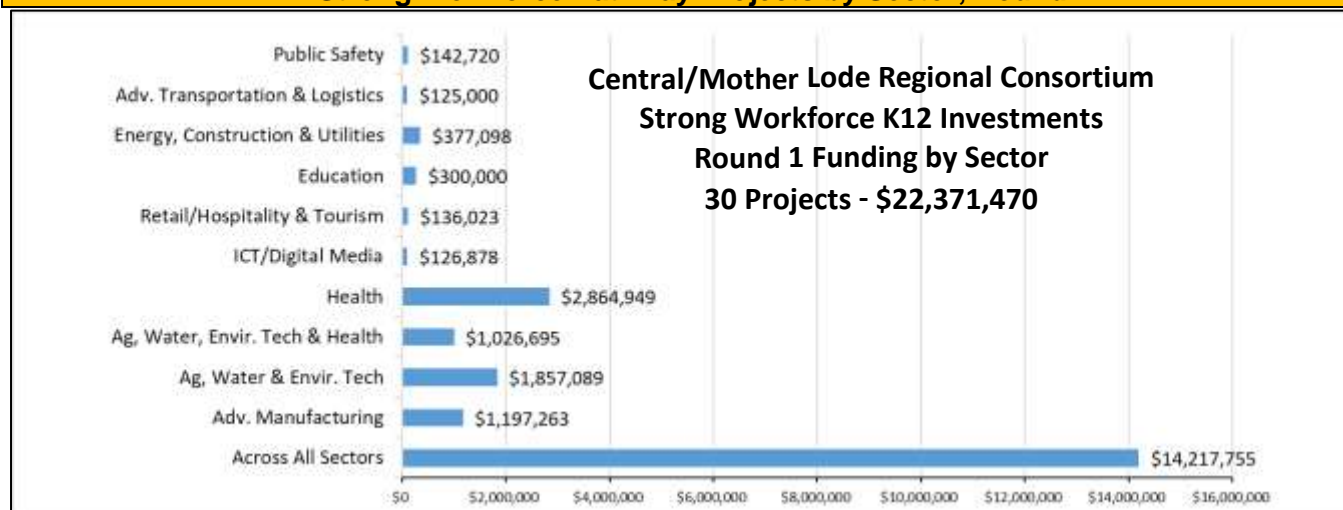
*Consider developing skills maps for key occupations within CRC sectors that align with K12, CC and university programs.* (NOTE: In response and coinciding with these engagement meetings, the CRC's newly developed **Your Guide to Career Education, Find It Be It Lookbook** was unveiled and distributed to the attendees.)

**Increase intentional connections between SWP and Guided Pathways.** The future of CRC's community colleges relies on Guided Pathway framework. Although the Guided Pathway approach intends to align with career education, and hold promise for the economic mobility of students, colleges are often challenged to make the alignment between career education/guided pathway a reality. With the financial health of local colleges increasingly accountable to student outcomes, a proactive effort is needed to align with guided pathways.

*Consider funding sub regional efforts to prototype curriculum alignment mapping to CRC's LMI.*

## XII. K12 Strong Workforce Pathway Projects by Sector, Round 1

### K12 Strong Workforce Pathway Projects by Sector, Round 1



### Across All Sectors

19-01 Increase Intersegmental Participation to Expand Opportunities for Successful Student Transitions			
Lead Agency	Primary Contact	Email	Funding
Tulare County Office of Education	Joy Soares MEd. Lori Morton	<a href="mailto:joy.soares@tcoe.org">joy.soares@tcoe.org</a> <a href="mailto:lori.morton@tcoe.org">lori.morton@tcoe.org</a>	\$4,498,589
Partner Agencies			
College of the Sequoias, Reedley College, West Hills College Lemoore, Exeter Unified, Kings Co. Office of Education, Corcoran Joint Unified, Lemoore Union High, La Sierra High, Lindsay Unified, Tulare Joint Union High, Visalia Unified, Farmersville Unified, Dinuba Unified, Woodlake Unified, Cutler-Orosi Joint Unified, Tulare County Workforce Investment Board, Kings County Job Training Office, United Way of Tulare County, 4-Creeks Inc., Altura Clinic, Best Agri-Marketing, Bitwise, Burchell Nursery, Carlos A. Moraza D.D.S., City of Lindsay Engineer, City of Lindsay Finance Department, Corcoran Agriculture Department, Corcoran Police Department, Corcoran Unified School District Tech Department, Critter Creek, Ed Dena's, Electric Motor Shop, Ferry Ranch, Groppetti Automotive, Healthy Start Diabetes Project, Images, Indiecade, Innovasclapes Institute, Iron Workers, Jim Manning Dodge, Joann's Distribution, Marie Calendars, Kaweah Delta Hospital – Technology, Kaweah Delta Hospital - Health Care, Keenan & Associates, Kingsburg Nursing, Lakeland Dusters, Lane Engineers, Lindsay Gardens, Lindsay Tire, Mangini Architects, Monkey Art, Monrovia Nursery, Omni Family Health, Palmer Company, Pro PT Tulare, Pro PT Visalia, Recreation Association of Corcoran, Rosa Brothers, Seals Construction Inc., Sequoia Riverlands Trust, Sierra View Medical Center, San Joaquin Valley College, Smog Guy, Thomason Land and Cattle Co., Tory Farms, TriHelix, Tulare County Superior Court, Tule Trash, Tyler Baker Ag Consulting, UC Lindcove, United Health Centers, Unity, Valley Children's, Wellness Center, Zach Green Films, ARCHES, Assemblyman Devon Mathis, Bream Family Farms, Carpenters Local 1109, CCGI, CSET, Family Healthcare Network, JG Boswell, Jobs For the Future, Tulare Chamber of Commerce, UC Merced, UC Merced - Center for Medical Education & Health Sciences, UT Health Science Center, Vanguard Ag, Visalia Chamber of Commerce			
Project Description			
A student's overall success is measured in part by their ability to transition to post-secondary education and the workforce. Our pathway improvement project will inform regional options to provide new and alternative strategies to increase student success through purposeful, deliberate 7-14 transition readiness. Tulare Kings College and Career Collaborative (TKCCC) multisector proposal is designed as Phase 1 of a continued, long-term, regional approach focused on K12 student transitions.			

19-02 MCSD Middle School Career Exploration Initiative			
Lead Agency	Primary Contact	Email	Funding
Merced City School District	Dr. Elaine Keeley	<a href="mailto:ekeeley@mcsd.k12.ca.us">ekeeley@mcsd.k12.ca.us</a>	\$272,746
Partner Agencies			
Merced College, Paxton Patterson, Marianne Bland of Paxton/Patterson			
Project Description			
The Middle School Career Exploration Initiative is a wave of College & Career Ready Lab implementations for all middle schools in: Merced City School District. In partnership with Merced College, UC Merced, and Merced Union High School District, the grant will support alignment of past elective offerings with Middle School Career Technical Education Pathway that is customized to each unique middle school. Paxton/Patterson has available 60 turn key units that are aligned to pathways.			

19-03 Strengthen and expand systemic CTE alignment efforts between district, college, and workforce			
Lead Agency	Primary Contact	Email	Funding
Porterville Unified School District	Cynthia Brown	<a href="mailto:cbbrown@portervilleschools.org">cbbrown@portervilleschools.org</a>	\$1,182,255
Partner Agencies			
Porterville College, Kern CCD, Setton Farms, Tulare County Workforce Investment Board, Sequoia Riverlands Trust, SunPower Corporation, Townsend Architecture Group, Qualcomm, Mangini Associates Inc, Department of the Army/U. S. Army Corps of Engineers, National University, Research For Hire, Sierra View Medical Center, Tulare County Office of Education, Bright Energy 101, GRID Alternatives, CSET, City of Porterville, Tulare County Federal Credit Union, Robert Dempsie-Tulare County District Attorney , Family Health Care Network, CSU Fresno, Project Lead The Way, Myers Briggs Co, Circle J Ranch - Tulare County Office of Education, Southern California Edison, Google - Ed Tech Team, Edwards Air Force Base			
Project Description			
Porterville Unified School District, Porterville College and industry partners will collaborate to improve/expand 14 existing Pathway programs. Program partners will develop aligned Programs of Study for grades 9-16, including rigorous curriculum, employment opportunities at multiple exit points, and options for credentials and industry valued certifications for each pathway. Transition/support services will be identified and strengthened, along with opportunities for Work-based Learning.			

19-04 Pathway Awareness & Recruitment			
Lead Agency	Primary Contact	Email	Funding
Kern County Superintendent of Schools	Michael Vogenthaler Sarah Adams	<a href="mailto:mivogenthaler@kern.org">mivogenthaler@kern.org</a> <a href="mailto:sabrooks@kern.org">sabrooks@kern.org</a>	\$389,750
Partner Agencies			
Kern CCD, Delano Joint Union High, Kern HSD, Full Capacity Marketing			
Project Description			
The Kern County Superintendent of Schools proposes an across all pathways improvement project that will support the awareness and recruitment of students to aligned high school to college pathways.			

19-05 Increasing High Quality CTE Opportunities for Students			
Lead Agency	Primary Contact	Email	Funding
Kern High School District-ROC	Brian Miller	<a href="mailto:brian_miller@kernhigh.org">brian_miller@kernhigh.org</a>	\$2,423,986
Partner Agencies			

Kern CCD, Bakersfield College, Kern High School District
<b>Project Description</b>
The Regional Occupational Center (ROC) and the Career Technical Education (CTEC) are the two regional training centers operated by the Kern High School District (KHSD). ROC and CTEC offer higher quality CTE programs to all students in the KHSD during the regular school day. This project will expand the operating hours of the two centers beyond the regular school day and school year to open up regular access to CTE programs aligned to the SWF Regional Plan for many more students.

<b>19-06 Central Valley Career Collaboration &amp; Navigation</b>			
<b>Lead Agency</b>	<b>Primary Contact</b>	<b>Email</b>	<b>Funding</b>
Yosemite Regional Occupation Center/Program (ROC/P), Ed. Options Div.- Stanislaus Co. Office of Education	Deborah Rowe Cindy Young Mary Medina	<a href="mailto:drowe@stancoe.org">drowe@stancoe.org</a> <a href="mailto:cyoung@stancoe.org">cyoung@stancoe.org</a> <a href="mailto:mmedina@stancoe.org">mmedina@stancoe.org</a>	\$3,599,875
<b>Partner Agencies</b>			
Ceres Unified, Modesto City High, Patterson Joint Unified, Turlock Unified, Modesto Junior College, Stanislaus Co. Office of Education, E & J Gallo Winery, Exact Harvesting Systems, Bays Ranch, Bronco Winery, City of Turlock, Doctors Medical Center / Tenet Health, Flory Industries, Garden City Healthcare Center, Grainger Industrial Supply, GRID Alternatives, Memorial Medical Center / Sutter Health, Northern Refrigerated, Vintage Faire Nursing and Rehab Center, Wilkey Industries, The Green Nursery, Opportunity Stanislaus			
<b>Project Description</b>			
The Yosemite ROP (YROP) includes CTE programs from participating schools noted in this grant proposal. YROP is lead by Stanislaus County Office of Education, Educational Options division, Director: Cindy Young & Deb Rowe. The grant proposes career counseling support to CTE high school students with in the participating K-12 school districts, including internships, industry mentors & tours, summer career academies and a career exploration college course through Modesto Junior College.			

<b>19-07 Broadening Quality CTE Pathways</b>			
<b>Lead Agency</b>	<b>Primary Contact</b>	<b>Email</b>	<b>Funding</b>
Fresno Unified School District	Kristen Boroski Chris Durham Ms. Julia Reese	<a href="mailto:Kristen.Boroski@fresnounified.org">Kristen.Boroski@fresnounified.org</a> <a href="mailto:Christopher.durham@fresnounified.org">Christopher.durham@fresnounified.org</a> <a href="mailto:Julia.reese@fresnounified.org">Julia.reese@fresnounified.org</a>	\$1,850,584
<b>Partner Agencies</b>			
Fresno City College, State Center Community College District, RSD Total Control, Central California Business Exchange, Fresno County Department of Public Health, Teter Engineering, San Joaquin Valley Manufacturing Alliance (SJVMA), Hospital Council of Northern and Central California, City of Fresno, Fresno County Health Improvement Partnership FCHIP), Society of Women Engineers, University of California San Francisco, California State University, Fresno-Central California Center for Excellence in Nursing, Community Regional Medical Center, Fresno Regional Workforce Development Board, Fresno County Economic Development Corporation, Fresno County Superintendent of Schools			
<b>Project Description</b>			
Improve CTE pathway pipelines to the State Center Community College District and industry. This will be done by collaborating on college credit to be embedded in pathway courses, ensuring that all pathways offer industry recognized certifications, increasing internship opportunities prior to graduation, and embedding supports in the curriculum for student success. Additionally, outreach to non-traditional populations in these sectors will help broaden the skilled workforce.			



## **Advance Manufacturing**

<b>19-08 Welding Technology and Advanced Manufacturing</b>			
<b>Lead Agency</b>	<b>Primary Contact</b>	<b>Email</b>	<b>Funding</b>
Valley Regional Occupational Program (Valley ROP)	Fabrizio Lofaro	flofaro@valleyrop.net	\$608,423
<b>Partner Agencies</b>			
Valley ROP, Reedley College, Kingsburg Joint Union High, Kings Canyon Joint Unified, Parlier Unified, Sanger Unified, Selma Unified, Cutler-Orosi Joint Unified, Dinuba Unified, Fresno Workforce Connection, Tulare County Workforce Investment Board, Warren and Baerg Manufacturing, Inc., Wilson Trucking, Asphalt Paving and Design, Selma Kingsburg Fowler County Sanitation District, San Joaquin Valley Manufacturing Alliance, Cencal CNC, Inc., Fresno Oxygen, HWU Designs for Agribusiness, Westair Gases, Walter Surface Technologies, Hypertherm, Xtreme Manufacturing LLC			
<b>Project Description</b>			
The project will increase the capacity of Valley ROP and its partner agencies and collaborative partners to (1) expand the pipeline of students through middle school outreach and awareness-building, (2) help students remain on the pathway through increased student support, and (3) ensure students are prepared for a seamless transition to college and career through expanded access to dual-enrollment, internships and opportunities to earn certifications throughout their time in the pathway.			

<b>19-09 Wasco Union HSD Career Pathway Expansion - Industrial Automation</b>			
<b>Lead Agency</b>	<b>Primary Contact</b>	<b>Email</b>	<b>Funding</b>
Wasco Union High School District	Robert Cobb	<a href="mailto:robobb@wascohsd.org">robobb@wascohsd.org</a>	\$500,000
<b>Partner Agencies</b>			
Bakersfield College			
<b>Project Description</b>			
The Wasco Union High School District intends to expand its existing Career Pathway offerings to include an Industrial Automation Pathway. The proposed Industrial Automation Pathway will be aligned to the Associate and Bachelor's Degree Programs at Bakersfield College (Partner Agency). This will be a phased-in implementation by initially supporting the Bakersfield College Industrial Automation Collaborative (SWP Regional Project) in 2019-2020 and move toward Dual Enrollment courses in 2020-2021.			

<b>19-10 Engineering Technology - Advanced Manufacturing</b>			
<b>Lead Agency</b>	<b>Primary Contact</b>	<b>Email</b>	<b>Funding</b>
Calaveras Unified School District	Kevin Hesser	<a href="mailto:Kevhesser@gmail.com">Kevhesser@gmail.com</a>	\$88,840
<b>Partner Agencies</b>			
Modesto Junior College, San Joaquin Delta College, Calaveras Co. Office of Educ., Motherlode Job Training Calaveras, Hass Manufacturing, VOLT Institute, Calaveras Workforce Development Board, Mother lode Work Force Development Board			
<b>Project Description</b>			
Create a new Engineering Technology and Advanced Manufacturing pathway. Increase student awareness and interest in this pathway through focused student guidance and exploration. Align pathway with post-secondary and industry standards through articulation agreements, dual enrollment and acquiring industry standard technology and equipment. Increase the number of industry partners and provide work-based learning opportunities through internships, community classroom and job shadowing.			

## **Agriculture, Water and Environmental Technologies**

<b>19-11 McFarland Agricultural Business Sustainability Program</b>			
Lead Agency	Primary Contact	Email	Funding
McFarland Unified School District	Maria Herrera Dr. John Walkup	<a href="mailto:maherrera@mcfarland.k12.ca.us">maherrera@mcfarland.k12.ca.us</a> <a href="mailto:jwalkup@mail.fresnostate.edu">jwalkup@mail.fresnostate.edu</a>	\$45,356
Partner Agencies			
Bakersfield College			
Project Description			
This Pathway improvement will add the missing experiential learning component to the Agriculture Pathway at McFarland High School. It will provide students with an opportunity to use the latest technology in agriculture and food science to sustainably grow and sell high-value almond products under the guidance, supervision and support of dedicated faculty and mentors. This process will help prepare students for the next steps in their educational and/or professional career.			

<b>19-12 Ag. Pathways (Agriscience, Mechanics, and Business) Exploration, Immersion, and Retention</b>			
Lead Agency	Primary Contact	Email	Funding
Ripon Unified School District	Keith Rangel Sherry Johns	<a href="mailto:krangel@sjcoe.net">krangel@sjcoe.net</a> <a href="mailto:sjohns@sjcoe.net">sjohns@sjcoe.net</a>	\$155,000
Partner Agencies			
San Joaquin Delta College, Yosemite CCD, McManis Family Vineyards-Dirk Heuvel, Travaille & Phippen-Dave Phippen, Hold of CA- Max Jones Jr, Ripon Fire Department, Satake USA Inc., Almond Valley Veterinary Clinic, Ripon Vet Hospital, Diamond Pet Food, Brocchini Farms, DeJong Farms, Frederiks Nursery, Triangle L. Farms, Tuff Boy Trailers- Bryce Perkins, Ripon Manufacturing Co. Inc, Performance Truck and Equipment, Performance Trucking Academy, Jackrabbit- Danny Thomas, Vernon Transportation Company- Gregg Wilson			
Project Description			
Units will be developed and taught at the middle school introducing students to our Agricultural pathways. Career Connector Component in AET will be used to survey and direct career choices and exploration in introductory courses. Concentrator and capstone courses will add a school to work component (job shadowing, unpaid, and paid internships). Partners will include Holt of California, RMC, Modesto Jr. College, San Joaquin Delta College, Diamond Pet Foods, and McManis Family Vineyards.			

<b>19-13 Partnership for Ag Career Expansion (PACE) Project</b>			
Lead Agency	Primary Contact	Email	Funding
Le Grand Union High School District	Donna Alley	<a href="mailto:dalley@ghs.k12.ca.us">dalley@ghs.k12.ca.us</a>	\$250,000
Partner Agencies			
Merced College, Merced Co. Office of Education, CSU Stanislaus, Double G Farms, Live Oak Farms, Serrano Farms, U.S. Department of Ag, Merced County Ag. Commission, Valley Animal Hospital			
Project Description			
PACE will establish a new Ag Mechanics pathway at LGHS that articulates with Merced College's Mechanized Agriculture and Diesel Equipment Technology programs and addresses regional workforce needs for employees with the technical skills required to operate and repair agricultural and industrial equipment. The program of study will provide opportunities for students to use the latest tools and technologies, complete dual enrollment courses, and engage with industry through work-based learning.			

19-14 Early College Agricultural Pathways			
Lead Agency	Primary Contact	Email	Funding
Visalia Technical Early College High School	William Davis	<a href="mailto:Bdavis02@vusd.org">Bdavis02@vusd.org</a>	\$496,000
Partner Agencies			
College of the Sequoias, Tulare Co. Office of Educ., Todd Soares, Best Agri-Marketing, Steve Batty-Diamond V, Bob Berczynski-Western Milling, Tom Polich- AllFlex, Sharise Alvitre- Maizzei Nursery, Zack Stuller- High Sierra Ag., Gail Zurek- Visalia Chamber of Commerce, Brian Brown- E & B Farming, Tricia Blattler, Tulare County Farm Bureau			
Project Description			
Visalia Technical Early College (VTEC) is a Visalia Unified School District dependent charter. VTEC partners with the College of Sequoias on course access. VTEC offers Agricultural pathways that align to COS certificate and A.S. degree programs. The goal of the K12 SWP funding is to further develop these partnerships and expand opportunities for students, that include shared counseling resources and facilities, unique course offering and seamless transitions from high school to college.			

19-15 Ag Mechanics/Welding			
Lead Agency	Primary Contact	Email	Funding
Calaveras Unified School District	Kevin Hesser	<a href="mailto:Kevhesser@gmail.com">Kevhesser@gmail.com</a>	\$63,508
Partner Agencies			
Columbia College, Modesto Junior College, San Joaquin Delta College, Calaveras Co. Office of Ed., Yosemite CCD, Calaveras Workforce Develop. Board, Calaveras Chamber of Commerce, Mother Lode Job Training Calaveras, Mother Lode Work Force Develop. Board			
Project Description			
Improve our Ag Mechanics/Welding pathway. Increase student awareness and interest in this pathway through focused student guidance and exploration. Align pathway with post-secondary and industry standards through articulation agreements, dual enrollment and acquiring industry standard technology and equipment. Increase the number of industry partners and provide work-based learning opportunities through internships, community classroom and job shadowing.			

19-16 Real-World Math & Writing Applications for Ag Careers			
Lead Agency	Primary Contact	Email	Funding
Wonderful College Prep Academy	Rich Harrison Elysa Vargas Alan Blandon	<a href="mailto:Richard.harrison@wonderfulcollegeprep.org">Richard.harrison@wonderfulcollegeprep.org</a> <a href="mailto:Elysa.vargas@wonderful.com">Elysa.vargas@wonderful.com</a> <a href="mailto:Alan.blandon@wonderfulcollegeprep.org">Alan.blandon@wonderfulcollegeprep.org</a>	\$400,000
Partner Agencies			
Bakersfield College, Reedley College, West Hills College Coalinga, Sanger Unified, Mendota Unified, Wasco Union High, Kern CCD, Reef- Sunset Unified, The Wonderful Company			
Project Description			
Ag Prep prepares students to earn an Associate of Science in Agriculture degree and participate in over 200 hours of work-based learning experiences. This partnership includes Wasco High School, WCPA Delano & Lost Hills, Bakersfield College, Sanger HS, Mendota HS, Avenal HS, West Hills College - Coalinga, and The Wonderful Company.			

19-17 Bear Creek High School Agriculture Pathway			
Lead Agency	Primary Contact	Email	Funding
Lodi Unified School District	Julie Jansen	<a href="mailto:jjansen@lodiUSD.net">jjansen@lodiUSD.net</a>	\$401,063
Partner Agencies			
San Joaquin Delta College, Perrin Farming, John Deere, Brandon Ruegsegger			
Project Description			
"The pathway improvement project will focus on the Bear Creek Agriculture department to improve and expand the CTE pathway. The Animal Science, Floral Design and Horticulture programs are in need of an animal shelter, poultry barn and green house. The labor market demand for highly qualified technical employees in the Agriculture Natural Resources Sector continues to increase. This proposed expansion will allow the programs to offer hands-on experiences on campus for all agriculture students.			

19-18 Hilmar High School - Ornamental Horticulture - Tissue Culture Lab			
Lead Agency	Primary Contact	Email	Funding
Hilmar Unified School District	Dick Piersma	<a href="mailto:dpiersma@hilmar.k12.ca.us">dpiersma@hilmar.k12.ca.us</a>	\$46,162
Partner Agencies			
Merced College, Modesto Junior College, Duarte Nursery, Bergman Landscape, Hilmar Forrest			
Project Description			
Construct and equip a tissue culture lab that will allow students to learn the skills needed to successfully propagate plants using the tissue culture process. Develop a Tissue Culture Unit of Instruction that includes teaching the skills necessary for tissue culture propagation, use of tissue culture in industry, and the science behind the tissue culture process. Partners: Hilmar High, Merced College, Modesto Jr. College, Duarte Nursery, Bergman Landscape, Frantz Nursery, Hilmar Forrest.			

### **Agriculture, Water and Environmental Technologies & Health**

19-19 CTE Advancement toward College and Career for Every Single Student (CTE ACCESS) Program			
Lead Agency	Primary Contact	Email	Funding
Clovis Unified School District	Chuck Sandoval	<a href="mailto:chucksandoval@clovisUSD.k12.ca.us">chucksandoval@clovisUSD.k12.ca.us</a>	\$1,026,695
Partner Agencies			
Reedley College, Clovis Community College, RPCS Global Food Business Consultants, Sarabian Farms, McFarlane and McFarlane, Clovis Community Medical Center, Valley Children's Hospital, Thrive Physical Therapy, Clovis Fit Body Camp, Mooneyham Physical Therapy & Rehabilitation Center, Multi-Therapy Clinic, Carmel Village of Clovis, Kawano Family Dental, Dr. Kenneth Klassen, Alan B. Winter, D.D.S, Fresno State University			
Project Description			
Clovis USD proposes to increase access to CTE, college, and careers among students from groups with disproportionately low participation in CTE; enrollment in college; and entry into high-skill, high-wage careers. Phase I will target two Central Valley priority sectors: Agriculture and Health. The proposed project is a collaborative effort in partnership with Clovis Community College, Reedley College, Fresno State University, and numerous agribusiness and healthcare industry partners.			

## Health

19-20 Nursing/Healthcare			
Lead Agency	Primary Contact	Email	Funding
Valley Regional Occupational Program (Valley ROP)	Fabrizio Lofaro	<a href="mailto:flofaro@valleyrop.net">flofaro@valleyrop.net</a>	\$729,907
Partner Agencies			
Fresno City College, Reedley College, Kingsburg Joint Union High, Kings Canyon Joint Unified, Parlier unified, Sanger Unified, State Center CCD, Selma Unified, Cutler-Orosi Joint Unified, Dinuba Unified, Palm Village Retirement Community, Golden Living Center -Sanger, Golden Living Center- Reedley, Kingsburg Care, Sierra View Homes Retirement Community, Selma Convalescent Home, Fresno Workforce Connection, United Health Centers, Fresno Long Term Medical Care Group			
Project Description			
The project will increase the capacity of Valley ROP and its partner agencies and collaborative partners to (1) expand the pipeline of students through middle school outreach and awareness-building, (2) help students remain on the pathway through increased student support, and (3) ensure students are prepared for a seamless transition to college and career through expanded access to dual-enrollment, internships and opportunities to earn certifications throughout their time in the pathway.			

19-21 Health Expansion Project			
Lead Agency	Primary Contact	Email	Funding
Madera Unified School District	Kristin Mckenna	<a href="mailto:KristinMckenna@maderausd.org">KristinMckenna@maderausd.org</a>	\$1,000,000
Partner Agencies			
State Center CCD-Madera Community College Center, Camarena Health, Madera Community Hospital, Avalon Health Care, Madera Rehabilitation Center, Barrows Physical Therapy, Dr. Sabrina Nassar, UC Merced Athletic Training			
Project Description			
The Health Expansion Project will increase the number of underserved students who complete a Health Science CTE program and transition to college and health careers. In partnership with post-secondary and industry partners, MUSD will establish an 8th grade interdisciplinary Health Science CTE program and Central California's first Mental & Behavioral Health pathway. New transition programs and dual enrollment courses will better prepare completers for health-related degree programs and careers.			

19-22 Central Allied Medical Pathway (CAMP)			
Lead Agency	Primary Contact	Email	Funding
Merced County ROP	Mary Whited Holly Newlon Kirsten Lee Annie Arounsack	<a href="mailto:mwhited@mcoe.org">mwhited@mcoe.org</a> <a href="mailto:hnewlon@mcoe.org">hnewlon@mcoe.org</a> <a href="mailto:klee@mcoe.org">klee@mcoe.org</a> <a href="mailto:aarounsack@mcoe.org">aarounsack@mcoe.org</a>	\$969,678
Partner Agencies			
Merced College, Merced County Office of Education, Hilmar Unified, Le Grand Union Elementary, Le Grand Union High, Los Banos Unified, Planada Elementary, Gustine Unified, Dos Palos Oro Loma Joint Unified, Delhi Unified, City of Los Banos Fire Department, Grace Nursing Home, Veterinary Medical Center, Tower Physical Therapy, Livingston Community Health, Valley Vein Health Center, Mercy Medical Dignity Health Hospital, Los Banos Nursing and Rehab, Memorial Hospital Los Banos, Los Banos Veterinary Clinic, New Bethany Residential Care and Skilled Nursing,			
Project Description			
Start a new Medical Patient Care Pathway at Valley Community School Los Banos and Gustine HS. New equipment will be purchased for student skills and high quality simulated opportunities. Hilmar, Delhi, Dos Palos			

and Los Banos High Schools: New labs will be purchased for skills and simulated opportunities. Continue strengthening the work-based learning industry partnership opportunities for capstone and leadership students. Strengthen pathway by expanding into 7-8th grade to build a pipeline.

#### 19-23 Health Careers

Lead Agency	Primary Contact	Email	Funding
Taft Union High School Dist.	Sandra Mittelsteadt	<a href="mailto:smittelsteadt@taunion.org">smittelsteadt@taunion.org</a>	\$91,250
<b>Partner Agencies</b>			
Taft College, West Kern Adult Education			
<b>Project Description</b>			
Taft Union High School District plans to create concurrent enrollment course offerings for health careers with Taft College and West Kern Adult Education that lead to diplomas, certificates, and a degree. Taft Union High School is all about partnerships, and this pathway will partner with the West Side Health Care District to ensure realistic workforce practices are followed. This partnership will create one central place that houses multiple services and training.			

#### 19-24 BE.tech Emergency Room

Lead Agency	Primary Contact	Email	Funding
Manteca Unified School District	Kathy Ruble	<a href="mailto:kruble@musd.net">kruble@musd.net</a>	\$74,114
<b>Partner Agencies</b>			
Modesto Junior College, Lathrop Manteca Fire Department, Manteca District Ambulance, Manteca Police Department, French Camp/Mountain House Fire Department, Manteca Fire Department, Modesto Junior College Regional Fire Training, Positive Approach to Care			
<b>Project Description</b>			
BE.tech is a dependent charter school in Manteca Unified School District (MUSD) with an Emergency Response pathway. Funds will be used to provide industry standard equipment in an emergency room setting. This will allow students to practice their skills in a real-world environment. Local hospitals and the fire department are working with the school on what equipment needs are. Students will obtain First aid/CPR certification and feed in to the Modesto Junior College programs.			

### Public Safety

#### 19-25 Protective Services

Lead Agency	Primary Contact	Email	Funding
Taft Union High School Dist.	Sandra Mittelsteadt	<a href="mailto:smittelsteadt@taunion.org">smittelsteadt@taunion.org</a>	\$142,720
<b>Partner Agencies</b>			
Taft College, West Kern Adult Education			
<b>Project Description</b>			
Taft Union High School plans to create concurrent enrollment course offerings for law enforcement with Taft College and West Kern Adult Education that leads to diplomas, certificates, and degree. Taft Union High School is all about partnerships and this pathway will partner with the seventeen close-by and near-by correctional facilities to ensure realistic workforce practices are followed. This partnership will create one central place that houses multiple services and training.			

## **ICT/Digital Media**

<b>19-26 Computer Science and Media Design Pathway Improvement Plan</b>			
Lead Agency	Primary Contact	Email	Funding
Amador County Unified School District	Kelly Hunkins	<a href="mailto:khunkins@acUSD.org">khunkins@acUSD.org</a>	\$126,878
Partner Agencies			
Columbia College, Brittany Williams, Jim Guidi, Jolene Stark.			
Project Description			
The improvement project would involve full expansion and alignment of the Arts Media and Entertainment/Computer Information Technologies Pathways to include internships, industry certifications and alignment from high school to post-secondary via dual enrollment. The strategies of the pathway improvement plan listed below will support the planned implementation. Key partners will include ACUSD high schools, Columbia Community College and industry advisers.			

## **Retail /Hospitality/Tourism**

<b>19-27 Linden High School Culinary Arts Program</b>			
Lead Agency	Primary Contact	Email	Funding
Linden Unified School District	Pam Knapp	<a href="mailto:pknapp@sjcoe.net">pknapp@sjcoe.net</a>	\$136,023
Partner Agencies			
Linden Unified, San Joaquin Delta College, De Vinci's Delicatessen & Catering, Pizza Plus – Linden, Waterloo Restaurant, Rinaldi's Market, Vince Roos (DSN), Orlando's Market and Café			
Project Description			
Linden High School is in the ending stages of a facilities upgrade of the former "Home Economics" classroom. To best meet the labor market demands in the Food Service and Hospitality pathway, additional culinary equipment is needed to fully implement the program to provide training on industry standard equipment used in professional kitchens within the food service industry. Industry partners include San Joaquin Delta College and local restaurants within the surrounding towns of our rural area.			

## **Education**

<b>19-28 Manteca USD Advantage Future Teachers</b>			
Lead Agency	Primary Contact	Email	Funding
Manteca Unified School District	Kathy Ruble	<a href="mailto:kruble@musd.net">kruble@musd.net</a>	\$300,000
Partner Agencies			
San Joaquin Delta College, <b>University of the Pacific, Teachers College San Joaquin, Exploratorium, CSU Stanislaus</b>			
Project Description			
Manteca USD will continue to build upon a partnership focusing on students interested in pursuing a career in teaching. Advantage Future Teachers is in its 2nd year as an after-school club. Plans are to start a pathway program for high school students embedded within the school day, during the 2019-20 school year. Partners include San Joaquin Delta College, University of the Pacific, CSU Stanislaus and Teachers College San Joaquin			

## **Energy, Construction & Utilities**

<b>19-29 Construction Technology Pathway</b>			
Lead Agency	Primary Contact	Email	Funding



Kern County Superintendent of Schools	Sarah Adams Pamela Dobrenen	<a href="mailto:sabrooks@kern.org">sabrooks@kern.org</a> <a href="mailto:padobrenen@kern.org">padobrenen@kern.org</a>	\$377,098
<b>Partner Agencies</b>			
Kern CCD, CSU Bakersfield, Kern County Probation, GRID Alternative, Habitat for Humanity Golden Empire			
<b>Project Description</b>			
Funding from the Strong Workforce Program will support expansion and program improvement of the Construction Technology Pathway at all Kern County Court and Community school sites. The middle school site will benefit from an engaging STEM School Fab Lab at the middle school. KCSOS will leverage partnerships including the following: Kern Community College District, GRID Alternatives, Associated Builders and Contractors, Habitat for Humanity, and CSU, Bakersfield.			

### **Adv. Transportation & Logistics**

<b>19-30 San Joaquin County Office of Education Operations Pathway</b>			
<b>Lead Agency</b>	<b>Primary Contact</b>	<b>Email</b>	<b>Funding</b>
San Joaquin County Office of Education	Nou Hendricks Tony Damele Sean Morrill Janine Kaeslin	<a href="mailto:nhendricks@sjcoe.net">nhendricks@sjcoe.net</a> <a href="mailto:tdamele@sjcoe.net">tdamele@sjcoe.net</a> <a href="mailto:smorrill@sjcoe.net">smorrill@sjcoe.net</a> <a href="mailto:jkaeslin@sjcoe.net">jkaeslin@sjcoe.net</a>	\$125,000
<b>Partner Agencies</b>			
San Joaquin Delta College, Human Services Agency of San Joaquin County, San Joaquin County WorkNet, Cost Plus World Market – Stockton Distribution Center			
<b>Project Description</b>			
SJCOE proposes to develop an Operations Pathway in the Transportation sector that specifically focuses on logistics and warehousing occupations. The program will serve approximately 70 students from SJCOE-operated San Joaquin County Community School over the course of the 30-month grant period. Partners include, but are not limited to, San Joaquin Delta College, Cost Plus World Market, San Joaquin County WorkNet, and Human Services Agency of San Joaquin County.			



## Appendix A: Industry Sector Crosswalk

### Industry Sector Crosswalk

The table below shows industry sector alignment between the California Department of Education (CDE), the California Community Colleges Doing What MATTERS for Jobs and the Economy (DWM), the U.S. Department of Education (USDOE) and the U.S. Department of Labor (USDOL). Workforce Boards in the Central Valley (SJV RPU (WDB)) and Motherlode Regions (ML RPE (WDB)). DWM Sector Names indicated with an (\*) are CRC Priority and Emerging Sectors.

Agriculture Sector Alignment		Education Sector Alignment		Information and Communication Technologies Sector Alignment	
Org.	Sector Name	Org.	Sector Name	Org.	Sector Name
CDE	Agriculture and Natural Resources	CDE	Education, Child Development, & Family Services	CDE	Information and Communication Technologies
DWM	Agriculture, Water & Environmental Technologies*	CCCCC	Education & Human Development	CDE	Arts, Media, and Entertainment
USDOE	Agriculture, Food & Natural Resources	USDOE	Education & Training	DWM	Information & Communication Technologies (ICT) / Digital Media*
USDOE	Farming, Fishery, & Forestry	USDOE	Education, Training & Library	USDOE	Information Technology; Arts, A/V Technology & Communications
SJV RPU (WDB)	Agriculture, Value Added; Mfg/Water Technology	ML RPU (WDB)	Education & Health Services	USDOE	Computer & Mathematical Science; Arts, Design, Entertainment, Sports, & Media
ML RPU (WDB)	Agriculture & Forestry	Health Sector Alignment		Manufacturing Sector Alignment	
Business Sector Alignment		Org.	Sector Name	Org.	Sector Name
Org.	Sector Name	CDE	Health Science and Medical Technology	CDE	Manufacturing and Product Development
CDE	Business and Finance	DWM	Health*	DWM	Advanced Manufacturing*
CDE	Marketing, Sales, and Service	DWM	Life Sciences/Biotech	USDOE	Manufacturing
DWM	Business & Entrepreneurship*	USDOE	Health Science	USDOE	Production
DWM	Global Trade*	USDOE	Life, Physical Science & Social Science; Health Support; Health Practitioners & Technical	SJV RPU (WDB)	Manufacturing & Food Processing
USDOE	Business Management & Administration	SJV RPU (WDB)	Healthcare	Public Services Sector Alignment	
USDOE	Finance	ML RPU (WDB)	Education & Health Services	Org.	Sector Name
USDOE	Management; Office & Administrative Support; Business & Financial Operations Managers	Hospitality Sector Alignment		CDE	Public Services
ML RPU (WDB)	Professional & Business Services; Trade, Transportation & Utilities	Org.	Sector Name	CCCCC	Public Safety Career Cluster
Construction Sector Alignment		CDE	Fashion and Interior Design	USDOE	Law, Public Safety, Corrections & Security; Government & Public Administration; Human Services
Org.	Sector Name	CDE	Hospitality, Tourism, and Recreation	USDOE	Community & Social Service; Legal; Protective Service; Military Service
CDE	Building and Construction Trades	DWM	Retail/Hospitality/Tourism 'Learn and Earn'*	Transportation Sector Alignment	
CDE	Energy, Environment, and Utilities	USDOE	Marketing; Hospitality & Tourism	Org.	Sector Name
CDE	Engineering and Architecture	USDOE	Food Preparation & Serving; Sales; Personal Care & Service	CDE	Transportation
DWM	Energy, Construction & Utilities*	ML RPU (WDB)	Leisure & Hospitality	DWM	Advanced Transportation & Logistics
USDOE	Architecture & Construction; Science, Technology, Engineering & Mathematics			USDOE	Transportation, Distribution & Logistics
USDOE	Architecture & Engineering; Construction & Extraction; Installation, Maintenance & Repair; Building & Grounds Cleaning Maintenance			USDOE	Transportation & Material Moving
SJV RPU (WDB)	Construction/Public Sector Infrastructure; Energy/Green Industry			SJV RPU (WDB)	Transportation & Logistics
ML RPU (WDB)	Trade, Transportation & Utilities			ML RPU (WDB)	Trade, Transportation & Utilities

# Appendix B: REVISED METHODOLOGY - Strong Workforce Metrics from Launchboard

## Central/MotherLode Regional Consortium

### Strong Workforce Program Metrics

NEW, Revised Methodology, released late Fall '19



## Strong Workforce Program Students

1/29/2020

Description: All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any single noncredit course on a TOP code that is assigned to a vocational industry sector

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>All CTE Programs</b>	<b>102,333</b>	<b>97,168</b>	<b>98,658</b>	<b>100,572</b>	<b>99,991</b>	<b>101,092</b>	<b>103,679</b>
Advanced Manufacturing	6,429	7,060	7,398	7,201	6,792	6,861	7,178
Advanced Transportation and Logistics	2,525	2,534	2,502	2,489	2,341	2,331	2,327
Agriculture, water and Environmental Tech	7,361	7,074	6,973	7,099	7,569	7,612	7,847
Business and Entrepreneurship	17,815	16,951	17,299	17,456	18,066	18,062	18,226
Education and Human Development	19,854	17,943	18,715	19,842	19,558	20,123	20,628
Energy, Construction and Utilities	3,684	3,246	3,108	3,048	2,807	2,737	3,166
Global Trade	48	60	64		52	47	20
Health	20,936	19,699	20,350	20,034	19,786	20,068	20,990
ICT / Digital Media	29,436	27,734	26,587	24,732	24,452	23,601	23,749
Life Sciences - Biotechnology	121	123	137	139	131	116	120
Public Safety	17,272	15,790	16,703	18,619	17,648	17,735	17,846
Retail / Hospitality / Tourism	6,004	5,256	5,580	5,236	5,007	4,415	4,142
Unassigned	6,255	5,220	4,655	4,573	4,340	4,407	4,809

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

1/29/2020

Description: Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>All CTE Programs</b>	<b>18,816</b>	<b>18,405</b>	<b>19,102</b>	<b>19,155</b>	<b>19,606</b>	<b>19,684</b>	<b>20,893</b>
Advanced Manufacturing	1,740	1,679	1,855	1,874	1,785	1,770	1,838
Advanced Transportation and Logistics	948	881	909	916	892	882	848
Agriculture, water and Environmental Tech	2,141	2,252	2,269	2,209	2,275	2,357	2,425
Business and Entrepreneurship	4,108	4,100	4,296	4,219	4,469	4,397	4,497
Education and Human Development	3,468	3,284	3,387	3,523	3,650	3,662	3,960
Energy, Construction and Utilities	1,084	984	966	1,051	1,011	996	1,188
Global Trade	20	19	24	-	19	21	-
Health	6,073	5,689	5,745	5,348	5,142	5,072	5,496
ICT / Digital Media	5,602	5,425	5,394	5,132	5,196	5,068	5,345
Life Sciences - Biotechnology	54	48	69	75	57	44	50
Public Safety	3,558	3,435	3,778	4,160	4,292	4,281	4,619
Retail / Hospitality / Tourism	1,263	1,172	1,267	1,199	1,081	984	1,071
Unassigned	1,480	1,326	1,238	1,179	1,100	1,181	1,236

**Students Who Attained a Noncredit Workforce Milestone in a Single Year**

1/29/2020

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>All CTE Programs</b>	<b>924</b>	<b>599</b>	<b>722</b>	<b>618</b>	<b>530</b>	<b>524</b>	<b>591</b>
Advanced Manufacturing	50	52	42	47	42	54	103
Advanced Transportation and Logistics	131	140	139	115	83	81	101
Agriculture, water and Environmental Tech	33	24	23	23	20	19	15
Business and Entrepreneurship	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Education and Human Development	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Energy, Construction and Utilities	120	149	132	123	96	71	104
Global Trade	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Health	427	119	225	183	211	230	243
ICT / Digital Media	171	179	175	147	130	142	158
Life Sciences - Biotechnology	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Public Safety	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Retail / Hospitality / Tourism	84	36	62	53	22	-	-
Unassigned	-	-	15	26	-	-	-

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

1/29/2020

Description: Number of unduplicated Strong Workforce Program students who earned a non-credit certificate, Chancellor's office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>All CTE Programs</b>	<b>5,015</b>	<b>5,291</b>	<b>5,691</b>	<b>5,708</b>	<b>6,075</b>	<b>6,430</b>	<b>7,620</b>
Advanced Manufacturing	261	274	328	269	323	310	480
Advanced Transportation and Logistics	200	235	250	262	220	264	271
Agriculture, water and Environmental Tech	218	244	315	290	336	347	481
Business and Entrepreneurship	743	799	920	1,053	1,188	1,343	1,554
Education and Human Development	484	555	679	694	631	758	957
Energy, Construction and Utilities	179	181	153	158	181	180	286
Global Trade	≤10	≤10	≤10	≤10	≤10	≤10	≤10
Health	1,598	1,755	1,678	1,649	1,488	1,575	1,567
ICT / Digital Media	320	354	407	380	447	447	555
Life Sciences - Biotechnology	10	14	15	12	21	14	13
Public Safety	738	626	739	770	1,069	1,012	1,279
Retail / Hospitality / Tourism	148	178	161	141	126	151	163
Unassigned	240	238	231	205	217	223	252

**SWP Students Who Transferred to a Four-Year Postsecondary Institution**

1/29/2020

Description: Number of SWP students who earned 12 or more units at any time and at any college and who enrolled in a four-year institution in the academic year after they exited the California Community College System

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>All CTE Programs</b>	<b>3,093</b>	<b>3,097</b>	<b>3,206</b>	<b>3,366</b>	<b>3,569</b>	<b>3,710</b>	
Advanced Manufacturing	104	94	135	146	132	147	
Advanced Transportation and Logistics	13	13	-	18	-	-	
Agriculture, water and Environmental Tech	288	270	322	310	369	347	
Business and Entrepreneurship	776	782	843	914	1,008	943	
Education and Human Development	653	623	576	683	764	827	
Energy, Construction and Utilities	61	50	65	45	41	38	
Global Trade	≤10	≤10	≤10	≤10	≤10	≤10	
Health	606	631	587	652	564	633	
ICT / Digital Media	915	910	956	949	1,054	1,015	
Life Sciences - Biotechnology	≤10	≤10	≤10	≤10	≤10	≤10	
Public Safety	396	410	402	437	490	531	
Retail / Hospitality / Tourism	136	112	111	114	131	108	
Unassigned	221	184	135	172	191	184	

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

1/29/2020

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>All CTE Programs</b>		<b>65%</b>	<b>66%</b>	<b>75%</b>	<b>75%</b>		
Advanced Manufacturing		71%		77%	78%		
Advanced Transportation and Logistics		75%		73%	84%		
Agriculture, water and Environmental Tech				78%	72%		
Business and Entrepreneurship		50%	70%	76%	75%		
Education and Human Development		78%	89%	78%	80%		
Energy, Construction and Utilities				73%	65%		
Global Trade							
Health		100%	91%	88%	85%		
ICT / Digital Media				58%	63%		
Life Sciences - Biotechnology				60%	100%		
Public Safety		33%	54%	62%	64%		
Retail / Hospitality / Tourism				72%	58%		
Unassigned				66%	71%		

**Median Annual Earnings for SWP Exiting Students**

1/29/2020

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>All CTE Programs</b>	<b>\$22,148</b>	<b>\$22,273</b>	<b>\$22,778</b>	<b>\$25,587</b>	<b>\$24,178</b>	<b>\$26,028</b>	
Advanced Manufacturing	\$29,121	\$34,400	\$29,417	\$31,690	\$26,380	\$30,128	
Advanced Transportation and Logistics	\$19,341	\$18,129	\$20,495	\$22,461	\$21,238	\$24,252	
Agriculture, water and Environmental Tech	\$17,604	\$18,864	\$19,924	\$21,440	\$22,052	\$25,370	
Business and Entrepreneurship	\$21,161	\$21,457	\$23,454	\$26,305	\$27,768	\$28,044	
Education and Human Development	\$17,339	\$17,193	\$17,762	\$19,877	\$19,804	\$21,086	
Energy, Construction and Utilities	\$30,300	\$28,232	\$28,814	\$31,627	\$29,908	\$33,584	
Global Trade			\$12,318		\$16,576	\$23,772	
Health	\$23,736	\$23,514	\$24,287	\$26,555	\$24,992	\$26,996	
ICT / Digital Media	\$17,800	\$18,018	\$18,706	\$21,036	\$20,568	\$22,068	
Life Sciences - Biotechnology	\$24,333		\$41,061	\$29,073	\$20,234	\$41,468	
Public Safety	\$32,022	\$28,695	\$27,087	\$35,267	\$28,588	\$32,220	
Retail / Hospitality / Tourism	\$16,964	\$16,477	\$18,159	\$18,528	\$18,814	\$21,790	
Unassigned	\$16,826	\$18,067	\$19,501	\$20,421	\$21,358	\$21,848	

**Median Change in Earnings for SWP Exiting Students**

1/29/2020

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>All CTE Programs</b>	<b>27%</b>	<b>27%</b>	<b>33%</b>	<b>35%</b>	<b>32%</b>	<b>37%</b>	
Advanced Manufacturing	30%	19%	30%	15%	23%	38%	
Advanced Transportation and Logistics	58%	38%	70%	72%	72%	62%	
Agriculture, water and Environmental Tech	41%	31%	58%	59%	44%	44%	
Business and Entrepreneurship	25%	21%	27%	36%	26%	33%	
Education and Human Development	19%	24%	29%	39%	38%	37%	
Energy, Construction and Utilities	35%	38%	36%	47%	44%	47%	
Global Trade							
Health	39%	43%	50%	59%	49%	54%	
ICT / Digital Media	26%	30%	28%	35%	33%	34%	
Life Sciences - Biotechnology					41%		
Public Safety	26%	30%	35%	28%	27%	34%	
Retail / Hospitality / Tourism	31%	39%	50%	52%	55%	44%	
Unassigned	30%	28%	33%	28%	29%	33%	

**SWP Exiting Students Who Attained the Living Wage**

1/29/2020

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

		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
<b>All CTE Programs</b>	<b>% of students</b>	<b>52%</b> <b>20296</b>	<b>52%</b> <b>18812</b>	<b>53%</b> <b>19742</b>	<b>59%</b> <b>20597</b>	<b>57%</b> <b>21144</b>	<b>60%</b> <b>21237</b>	
Advanced Manufacturing	% of students	62% 1673	69% 2067	64% 2126	68% 2094	62% 2031	66% 2053	
Advanced Transportation and Logistics	% of students	42% 582	41% 607	47% 644	53% 656	48% 644	56% 667	
Agriculture, water and Environmental Tech	% of students	40% 1160	43% 1064	47% 1125	50% 1128	52% 1290	59% 1324	
Business and Entrepreneurship	% of students	50% 3076	51% 2817	55% 3026	60% 3017	63% 3455	64% 3438	
Education and Human Development	% of students	38% 3346	38% 2948	41% 3222	46% 3391	46% 3536	49% 3472	
Energy, Construction and Utilities	% of students	65% 788	62% 685	64% 695	67% 686	67% 673	70% 710	
Global Trade	% of students							
Health	% of students	55% 4040	54% 3697	56% 3880	60% 4035	58% 4003	62% 4108	
ICT / Digital Media	% of students	41% 4518	42% 4247	43% 4330	49% 4042	48% 4019	52% 3933	
Life Sciences - Biotechnology	% of students			87% 15	71% 14	45% 22		
Public Safety	% of students	63% 4149	61% 3311	60% 3542	68% 4283	63% 4025	67% 4044	
Retail / Hospitality / Tourism	% of students	34% 795	35% 720	41% 906	41% 786	43% 860	51% 724	
Unassigned	% of students	38% 1006	41% 902	44% 823	48% 810	49% 812	51% 777	

## Appendix C: HISTORICAL Strong Workforce Metrics, provided in January 2019 Plan Update (pre Launchboard overhaul-Fall 2019)

### Enrollment

Number of Course Enrollments						Data as of 9/26/2018
Description: The number of registrations in courses assigned to the TOP code in the selected year						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Programs	891,338	878,639	910,466	932,786	947,809	907,341
<b>CTE Programs</b>	<b>252,533</b>	<b>243,536</b>	<b>255,903</b>	<b>255,851</b>	<b>254,244</b>	<b>262,021</b>
Advanced Manufacturing	19,952	20,666	25,267	22,256	21,589	25,562
Agriculture, Water & Environmental Tech	15,290	15,375	15,331	15,307	17,277	18,253
Business and Entrepreneurship	29,601	29,324	30,479	32,363	33,835	34,450
Energy, Construction and Utilities	6,593	5,885	5,702	5,724	5,646	5,553
Global Trade	50	60	65	-	55	49
Health	48,200	46,481	49,963	47,455	45,650	45,803
ICT / Digital Media	44,328	42,990	41,147	38,393	38,921	37,332
Retail/Hospitality/Tourism	8,580	7,797	8,168	7,991	7,721	7,036
<b>SWP projects addressing this metric: All Projects</b>						

#### How is the region investing in “more” CTE enrollment?

**Bakersfield College** is using Strong Workforce money to invest in the **Bachelor of Science Industrial Automation Collaborative** Regional SWP project. The San Joaquin Valley has a large base of production and logistics facilities serving industry sectors ranging from Agricultural, Manufacturing, Transportation, to Energy. All of these industry sectors utilize automated processes requiring a workforce trained in mechatronics or industrial automation.



*Industrial Automation Inspires Bakersfield College Student to End Global Poverty*

**Bakersfield College** student Serena Kereserena moved to the United States from Africa to obtain a degree that she could use back in Africa to make to help end poverty and make food more accessible. Kereserena shares, “I thought that engineering is something that I could use everywhere. I would like to open up my own business back in Africa using automation in the agricultural field. Industrial automation teaches us to (replace human tasks) and put robots to do the job more efficiency. I’m learning how to program robots to make farming more efficient. I would say that poverty is a really a big issue back in my country and I’m thinking that (accessible, cheaper) food is really important. It’s amazing being able to get a bachelor’s at community college because it’s affordable.”



## Persistence

### Strong Workforce Program Metrics - Progress Outcomes

Completed 12+ CTE Units in One Year						
Description: Number of students who earned 12 or more units in vocational for-credit courses with a passing or satisfactory grade for						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Programs	12,732	12,312	12,914	12,938	12,583	13,044
<b>CTE Programs</b>	<b>12,731</b>	<b>12,312</b>	<b>12,914</b>	<b>12,938</b>	<b>12,583</b>	<b>13,044</b>
Advanced Manufacturing	1,326	1,303	1,406	1,437	1,391	1,348
Agriculture, Water & Environmental Tech	1,517	1,621	1,633	1,531	1,685	1,648
Business and Entrepreneurship	2,553	2,504	2,675	2,598	2,647	2,611
Energy, Construction and Utilities	822	744	733	842	872	835
Global Trade	18	12	16	-	16	16
Health	4,249	4,073	4,227	3,939	3,690	3,613
ICT / Digital Media	3,441	3,267	3,302	3,143	3,080	2,981
Retail/Hospitality/Tourism	821	765	847	814	727	670

### Strong Workforce Program Metrics - Progress Outcomes (continued)

Completed 48+ CTE Contact Hours in One Year						
Description: Number of students who had 48 or more contact hours in vocational noncredit courses for the first time						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Programs	1,055	746	956	830	727	680
<b>CTE Programs</b>	<b>1,055</b>	<b>746</b>	<b>956</b>	<b>930</b>	<b>727</b>	<b>680</b>
Advanced Manufacturing	90	75	76	102	46	43
Agriculture, Water & Environmental Tech	33	24	23	25	22	21
Business and Entrepreneurship					58	75
Energy, Construction and Utilities	158	165	171	168	103	76
Global Trade	None					
Health	444	141	299	259	293	319
ICT / Digital Media	187	191	204	166	149	159
Retail/Hospitality/Tourism	159	129	151	124	110	94

### How is the region ensuring that students persist in their career paths?

#### *Imperial Ambulance & Porterville EMT Students Are En Route To New Careers Locally*

Paramedic Supervisor Sean Roberts believes career education is a smart business investment. He works with **Porterville College** to give students real-life skill-building opportunities by taking them out on calls. Sean has hired approximately half of his paramedics from the college's Emergency Medical Technician (EMT) program and says the partnership with the college is a total win-win. "The students get to ride on calls to practice their skills while we see how they may work out as a potential employee," he said. Learn more about what makes this partnership so successful: Watch [Sean's video here](#) (or go to <https://tinyurl.com/SeanEMTPC>). Congratulations **Porterville College** for a great industry and education partnership!





## Completion and Transfer

### Strong Workforce Program Metrics - Completion Outcomes

Number of Students Who Got a Degree or Certificate						
Description: Number of distinct students who earned a locally-issued certificate, Chancellor's Office approved certificate, associate						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Programs	9,996	10,776	11,595	12,538	13,533	14,453
<b>CTE Programs</b>	<b>5,628</b>	<b>6,024</b>	<b>6,677</b>	<b>7,530</b>	<b>7,640</b>	<b>8,564</b>
Advanced Manufacturing	318	386	390	408	430	384
Agriculture, Water & Environmental Tech	237	257	347	384	363	380
Business and Entrepreneurship	830	889	1,038	1,177	1,327	1,505
Energy, Construction and Utilities	160	177	186	197	211	202
Global Trade	None					
Health	1,726	1,990	1,867	2,058	1,979	2,222
ICT / Digital Media	372	408	489	544	528	546
Retail/Hospitality/Tourism	172	195	178	187	166	174
<b>SWP projects addressing this metric: P01, P02, P05, P06, P08, P09, P11, P12, P13, P14, P15, P17</b>						

Number of Students Who Transferred					
Description: Number of students who last took a course in the selected TOP code in the selected year, did not take a					
	2011-12	2012-13	2013-14	2014-15	2015-16
All Programs	7,630	7,972	8,631	8,938	9,917
<b>CTE Programs</b>	<b>6,435</b>	<b>6,679</b>	<b>7,157</b>	<b>7,299</b>	<b>7,991</b>
Advanced Manufacturing	256	242	279	259	228
Agriculture, Water & Environmental Tech	572	580	674	645	819
Business and Entrepreneurship	1,683	1,807	2,031	2,191	2,357
Energy, Construction and Utilities	143	127	136	110	107
Global Trade	None				
Health	1,229	1,254	1,296	1,304	1,312
ICT / Digital Media	1,772	1,899	1,940	1,875	2,183
Retail/Hospitality/Tourism	235	222	217	218	240
<b>SWP projects addressing this metric: P14</b>					

### Are students completing?

#### Mental Health Worker Takes Career to New Level with Certificate Programs at San Joaquin Delta College

Meet **San Joaquin Delta College** student, Adam Wong! "I came to San Joaquin Delta College to work on my prerequisites for the program and in doing so a classmate of mine mentioned the psychiatric technician program. I looked into it and I saw that it would enhance my career as a nurse. Over my years of experience, I've been a certified nurse assistant; I've been a rehab technician in (both) a hospital setting and a skilled nursing facility setting. I just find myself always wanting to help people and see people get better. That's just my life goal to be a healer and help people. From this program I will be getting a certificate; with that certificate I'm allowed to take the NCLEX which is a state board exam which allows me to be licensed as a psychiatric technician. In my experience being at the community college, I'm able to find work after graduation a lot easier than I would as an undergraduate. Because of the certificate, it allows me to take a license and in my opinion any kind of job where you can take a licensure exam, you have an upper hand when it comes into the working field."



## Employment

### Strong Workforce Program Metrics - Workforce Outcomes

#### Employed in the Second Fiscal Quarter After Exit

Data as of 9/26/2018; Data Source: EDD Unemployment Insurance Dataset

Description: Among all exiting students, the percentage who were employed two quarters after exiting the community

		2011-12	2012-13	2013-14	2014-15	2015-16
All Programs	% of	69%	68%	70%	71%	72%
	Students	19,428	18,036	18,677	19,324	20,117
<b>CTE Programs</b>	% of	<b>70%</b>	<b>69%</b>	<b>70%</b>	<b>72%</b>	<b>72%</b>
	Students	<b>18,488</b>	<b>17,131</b>	<b>17,566</b>	<b>18,259</b>	<b>18,905</b>
Advanced Manufacturing	% of	67%	66%	64%	68%	66%
	Students	1,848	2,471	2,703	2,487	2,420
Agriculture, Water & Environmental Tech	% of	61%	62%	65%	68%	64%
	Students	1,013	1,025	1,030	1,066	1,262
Business and Entrepreneurship	% of	66%	66%	69%	69%	72%
	Students	2,119	1,805	1,976	2,068	2,349
Energy, Construction and Utilities	% of	69%	68%	69%	68%	72%
	Students	780	659	743	725	727
Global Trade	% of	None				
	Students					
Health	% of	72%	73%	73%	76%	76%
	Students	3,776	3,379	3,485	3,765	3,776
ICT / Digital Media	% of	57%	60%	64%	62%	63%
	Students	2,162	2,084	1,965	1,833	1,868
Retail/Hospitality/Tourism	% of	61%	67%	63%	64%	61%
	Students	395	347	363	348	387

**SWP projects addressing this metric: P01, P06, P07, P08, P09**

#### Employed in the Fourth Fiscal Quarter After Exit

Data as of 9/26/2018; Data Source: EDD Unemployment Insurance Dataset

system

		2011-12	2012-13	2013-14	2014-15	2015-16
All Programs	% of	69%	69%	70%	71%	71%
	Students	19,428	18,036	18,677	19,324	20,117
<b>CTE Programs</b>	% of	<b>69%</b>	<b>69%</b>	<b>70%</b>	<b>72%</b>	<b>71%</b>
	Students	<b>18,488</b>	<b>17,131</b>	<b>17,566</b>	<b>18,259</b>	<b>18,905</b>
Advanced Manufacturing	% of	62%	67%	62%	65%	65%
	Students	1,848	2,471	2,703	2,487	2,420
Agriculture, Water & Environmental Tech	% of	63%	63%	66%	69%	64%
	Students	1,013	1,025	1,030	1,066	1,262
Business and Entrepreneurship	% of	68%	66%	68%	68%	71%
	Students	2,119	1,805	1,976	2,068	2,349
Energy, Construction and Utilities	% of	70%	68%	67%	70%	73%
	Students	780	659	743	725	727
Global Trade	% of	None				
	Students					
Health	% of	73%	75%	75%	78%	75%
	Students	3,776	3,379	3,485	3,765	3,776
ICT / Digital Media	% of	58%	59%	64%	64%	63%
	Students	2,162	2,084	1,965	1,833	1,868
Retail/Hospitality/Tourism	% of	60%	65%	65%	64%	63%
	Students	395	347	363	348	387

**SWP projects addressing this metric: P07, P08, P09**

## Strong Workforce Program Metrics - Workforce Outcomes (continued)

## Job Closely Related to Field of Study

Data as of 9/26/2018; Data Source: Student Outcomes Survey

Description: Among students who last took a course in the selected TOP code in the selected year and did not enroll in

		2012-13	2013-14	2014-15
All Programs	% of	71%	62%	70%
	Students	58	71	1,889
<b>CTE Programs</b>	<b>% of</b>	<b>71%</b>	<b>68%</b>	<b>78%</b>
	<b>Students</b>	<b>56</b>	<b>62</b>	<b>1,269</b>
Advanced Manufacturing	% of	100%	60%	81%
	Students	3	5	101
Agriculture, Water & Environmental Tech	% of			85%
	Students			48
Business and Entrepreneurship	% of	80%	57%	81%
	Students	5	7	106
Energy, Construction and Utilities	% of			79%
	Students			28
Global Trade	% of	None		
	Students			
Health	% of	100%	94%	89%
	Students	11	18	406
ICT / Digital Media	% of		60%	51%
	Students		5	86
Retail/Hospitality/Tourism	% of			79%
	Students			28

SWP projects addressing this metric: P01, P03, P06

## Are students getting jobs?



## Students Cook Up Culinary Skills &amp; Careers at West Hills College Lemoore

**West Hills College Lemoore** career education student Tommy Garcia says his children call him “Chef Daddy.” That’s because he found his calling at West Hills Lemoore in the culinary program. Said Tommy, “I’ve gone from having a job to really having a career.” Don’t miss his [interview here](https://tinyurl.com/TommyWHChef) or go to <https://tinyurl.com/TommyWHChef>, where students tell others to Find It. Be It. – Career Education.

## Wages and Quality of Life

### Strong Workforce Program Metrics - Earnings Outcomes

#### Median Earnings in the Second Fiscal Quarter After Exit

Data as of 9/26/2018; Data Source: EDD Unemployment Insurance Dataset

college system

	2011-12	2012-13	2013-14	2014-15	2015-16
All Programs	\$ 8,251	\$ 7,786	\$ 7,713	\$ 8,666	\$ 8,175
<b>CTE Programs</b>	<b>\$ 8,340</b>	<b>\$ 7,840</b>	<b>\$ 7,719</b>	<b>\$ 8,733</b>	<b>\$ 8,214</b>
Advanced Manufacturing	\$ 8,901	\$ 9,821	\$ 7,620	\$ 8,908	\$ 7,266
Agriculture, Water & Environmental	\$ 4,676	\$ 4,988	\$ 5,178	\$ 6,226	\$ 5,967
Business and Entrepreneurship	\$ 6,456	\$ 6,334	\$ 6,812	\$ 7,384	\$ 8,079
Energy, Construction and Utilities	\$ 8,702	\$ 8,044	\$ 8,108	\$ 8,677	\$ 8,335
Global Trade	None				
Health	\$ 7,570	\$ 7,045	\$ 7,401	\$ 8,214	\$ 7,767
ICT / Digital Media	\$ 5,225	\$ 5,249	\$ 5,377	\$ 5,987	\$ 5,726
Retail/Hospitality/Tourism	\$ 4,382	\$ 4,177	\$ 4,519	\$ 4,701	\$ 4,890

### Strong Workforce Program Metrics - Earnings Outcomes (continued)

#### Median Change in Earnings

Data as of 9/26/2018; Data Source: EDD Unemployment Insurance Dataset

Description: Among exiting students, the percentage change in earnings one year before and one year after exiting the

	2011-12	2012-13	2013-14	2014-15	2015-16
All Programs	19%	31%	43%	44%	49%
<b>CTE Programs</b>	<b>19%</b>	<b>32%</b>	<b>43%</b>	<b>43%</b>	<b>48%</b>
Advanced Manufacturing	24%	24%	31%	18%	26%
Agriculture, Water & Environmental	40%	53%	51%	85%	91%
Business and Entrepreneurship	16%	23%	23%	35%	33%
Energy, Construction and Utilities	41%	38%	46%	58%	55%
Global Trade	None				
Health	53%	67%	82%	86%	108%
ICT / Digital Media	19%	28%	37%	37%	47%
Retail/Hospitality/Tourism	33%	50%	28%	34%	97%

SWP projects addressing this metric: P01, P06

## Strong Workforce Program Metrics - Earnings Outcomes (continued)

## Attained a Living Wage

Data as of 9/26/2018; Data Source: EDD Unemployment Insurance Dataset

Description: Among completers and skills-builder students who last took a course in the selected TOP code in the selected year

		2011-12	2012-13	2013-14	2014-15	2015-16
All Programs	% of	52%	50%	50%	55%	54%
	Students	13,084	12,451	13,281	13,091	14,872
<b>CTE Programs</b>	<b>% of</b>	<b>53%</b>	<b>52%</b>	<b>52%</b>	<b>58%</b>	<b>57%</b>
	Students	12,084	11,401	11,940	12,516	13,148
Advanced Manufacturing	% of	59%	62%	51%	59%	54%
	Students	1,217	1,692	1,846	1,676	1,640
Agriculture, Water & Environmental	% of	37%	37%	43%	48%	49%
	Students	564	599	589	651	708
Business and Entrepreneurship	% of	51%	46%	52%	57%	63%
	Students	1,303	1,125	1,242	1,343	1,609
Energy, Construction and Utilities	% of	65%	59%	58%	65%	64%
	Students	482	402	474	451	470
Global Trade	% of	None				
	Students					
Health	% of	59%	59%	61%	64%	62%
	Students	2,658	2,496	2,528	2,744	2,654
ICT / Digital Media	% of	38%	39%	42%	44%	44%
	Students	1,065	1,086	1,107	1,010	1,094
Retail/Hospitality/Tourism	% of	31%	30%	28%	32%	36%
	Students	214	196	203	194	215

SWP projects addressing this metric: P06

