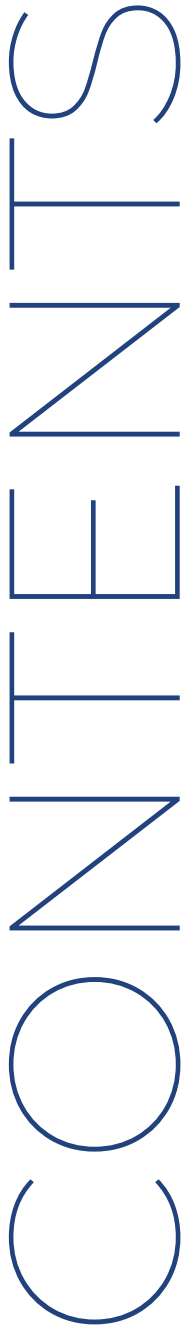


STRATEGIC REGIONAL PLAN



2023-25

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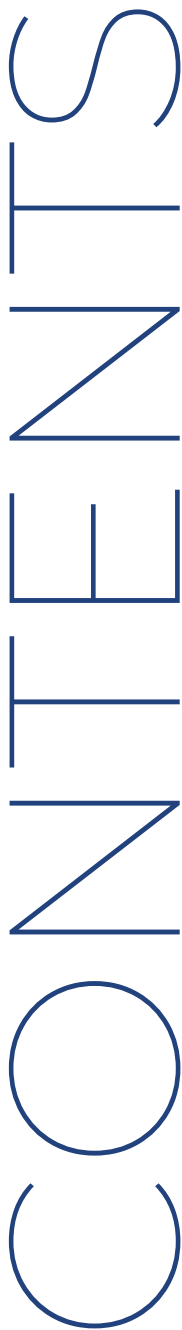
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The CVML, operating as a consortium of colleges, uses its collective resources, in collaboration with business, industry, workforce development agencies, and K-16 partners, to create sustainable, career education programs. CVML goals, objectives and activities are designed to decrease economic disparities and generational poverty among its diverse populations. CVML is committed to work closely with industry to prepare a highly skilled workforce in support of equitable economic advancement throughout the region. -MISSION STATEMENT

The Central Valley/Mother Lode Regional Consortium (CVML) is the regional entity working with eight community college districts and fifteen community colleges to promote workforce and economic development (WED) through the Strong Workforce Program (SWP and K12 SWP) on behalf of the California Community Colleges Chancellor's Office (CCCCO). At over 46,000 square miles, the CVML is one of the largest geographic regions in California. The fifteen counties that make up the Central Valley/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 Valley/Mother Lode Region were a state, it would be the 23rd largest by area and the 27th largest by population.

CVML 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 regions 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, Community Based Organizations, and Industry.

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

Madera College

Reedley College

West Hills CCD

West Hills Coalinga

West Hills Lemoore

West Kern CCD

Taft College

Yosemite CCD

Columbia College

Modesto Junior College

The region's gender composition mirrors the state, equally divided between men and women. The largest group by race/ethnicity is white/Hispanic, totaling more than 2 million residents in 2020, followed by white, non-Hispanic at 1.45 million residents. Projected demographic shifts are expected among white, Hispanic residents, 9%; Asian, non-Hispanic residents, 13%, Black, non-Hispanic, 6%; residents identifying as two or more races, Hispanic 11% growth; native Hawaiian or Pacific Islander, non-Hispanic, 12%; and Asian, non-Hispanic, 13%. Over the last five years, the CVML region grew by 4%, somewhat slower than the state's growth of 4.7%. By 2025, the projected growth is expected to be over 4.6 million with an additional 188,124 residents. Educational attainment trails the state in bachelor's degree attainment—12% of the adult population compared to 21% in the state. Associate degree attainment is similar to the state at approximately 8%. The region leads the state in completing a high school diploma, 27% compared to 21%.

In addition to the region's fifteen 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. However, compared to the state, a higher proportion of residents age 25 years or older have completed less than a 9th grade education and less than a 12th grade education.¹

The CVML serves to facilitate and promote effective regional educational initiatives for its member colleges and key stakeholders in support of local, regional, and statewide workforce development efforts. We leverage employer, community, and educational resources to create and maintain a highly skilled workforce that meets our regional needs and is responsive to equity concerns.

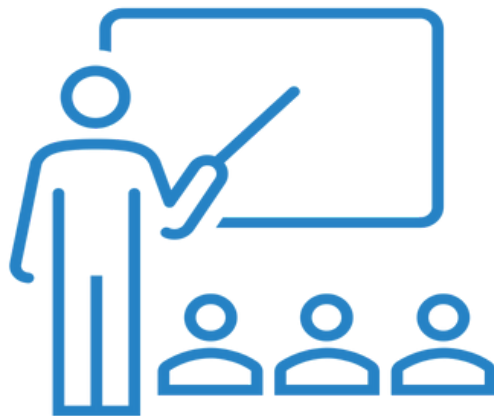
The CVML supports the CCCCO's 7 core commitments in its Vision for Success:

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.

STRATEGIC COMMITMENTS

The CVML's Strategic Commitments (Regional Leadership and Communication; Regional Planning; Curriculum, Programs and Pathways; CTE Student Support Services; and Research and Data) provide the regional compass 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](#), and
- Focus on achieving [measurable outcomes](#) (metrics).



STRATEGIC COMMITMENTS

These commitments are built into the CVML's Overarching Goals and Regional Priorities

A. Regional Leadership & Communication-Cultivate and develop regional leadership and support structures and facilitate resource management that improves outcomes in the region's priority sectors and reduces equity gaps.

A.1 Develop leadership structures that are responsive to the needs of the Central Region.

A.2 Maintain existing partnerships and build new meaningful partnerships with workforce, K-12 education, economic development, and industry.

A.3 Promote leadership development within the region.

A.4 Ensure effective project management of SWP and other initiatives.

A.5 Develop the regional consortium model to be used in 2022 and beyond

A.6 Align projects and associated budgets for maximum impact and outcomes.

A.7 Actively support and participate in local and regional educational, industry-specific, and employer-driven initiatives that align with the Strong Workforce Program objectives.

The Overarching Goals and Regional Priorities of the CVML aim to meet the Strong Workforce Program metrics as per Ed Code.

STRATEGIC COMMITMENTS

B. Regional Planning-Intentionally plan and collaborate to prepare students to enter the workforce educated for tomorrow's jobs in pathways supported by labor market data in the CVML's industry sectors that offer living wages and higher paying, middle-skill jobs.

B.1 Increase opportunities for meaningful industry engagement.

B.2 Champion innovative design and decisions that ensure equity and grow career programs for all students.

B.3 Develop training programs for in-demand skills that are not already being covered by existing "for-credit" offerings.

B.4 Ensure students have needed skill certifications.

B.5 Ensure classrooms and labs have up-to-date technology, equipment, and supplies.

C. Curriculum, Programs, and Pathways- Research, plan, design, and present clear pathways for students created through meaningful collaboration with business and industry. **Build, and Clarify the Path**

C.1 Align programs and curriculum across the region to be responsive to the needs of business & industry.

C.2 Provide for flexibility in access and delivery of services to meet student needs.

C.3 Provide ongoing professional development.

C.4 Promote opportunities for students to engage with employers and other professionals in their field of study.

C.5 Increase access to noncredit, not-for-credit, certificate, transfer, and degree required courses.

C.6 Explore and implement effective virtual delivery strategies in response to environmental factors.

C.7 Support new pathway development to meet industry demand.

STRATEGIC COMMITMENTS

D. CTE Student Support Services - Coordinate with student services and workforce development partners to reduce barriers, ensure equity, and provide supportive services for students entering and proceeding through career education pathways.

D.1 Enter the Path- Promote ongoing career exploration, planning, inreach, outreach, and guidance.

D.2 Develop outreach strategies for underserved populations.

D.3 Stay on the Path, and Ensure Learning- Integrate services to assist with student progression and completion of career education pathways.

D.4 Utilize prior learning assessments to assist in student completion.

D.5 Reduce student costs through OER/ZTC resources.

D.6 Employment Preparation and Transition to Work- Provide diverse opportunities that prepare students for a seamless transition into careers or career advancement.

E. Research and Data - Foster the use of labor market and student success data (i.e. Launchboard, LMI), inquiry, and evidence to take ownership of and achieve targeted metrics. Monitor persistence and completion of students throughout their educational journey and facilitate workplace learning strategies and/or job placement for students.

E.1 Promote data-driven decision-making.

E.2 Initiate further data collection for just-in-time use in response to emergencies.

E.3 Align metrics to monitor outcomes.

CCCCO's Vision for Success and the Governor's CCC Roadmap

VISION FOR SUCCESS GOALS	THE GOVERNOR'S CCC ROADMAP
<p>Increase completion of degrees, credentials, certificates, and job-specific skill sets by 20% by 2022</p> <p>Baseline: 145,218 (Source: 2019-20)</p>	<ul style="list-style-type: none"> • Increase the percentage of students earning degrees, certificates and specific skill sets for in-demand jobs by 20% by 2026; • Increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15%; • Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education and early education.
<p>Increase transfers to UC and CSU by 35% by 2022</p> <p>Baseline: 91,584 (Source: 2019-20)</p> <p>ADT: 58,471 (2019-20)</p>	<ul style="list-style-type: none"> • Increase the number of transfers to the UC or CSU in proportion to enrollment growth in those systems; • Annually publish, for all colleges, the 2-year associate degree graduation rate and the share of first-time students who have successfully completed at least 30 units before entering their second year, disaggregated for underrepresented and Pell students; • Establish pathways in those fields from high school through university, including development of Associate Degree for Transfer and transfer pathways along with dual enrollment opportunities that ensure transfer of community college credits toward degree programs.
<p>Decrease the average number of units accumulated by associate degree earners to 79 units by 2022 (down from an average of 87 units in 2017)</p> <p>Baseline: 83 units (2019-20)</p>	<ul style="list-style-type: none"> • Decrease the median units to completion in excess of 60 by 15% of the units, and establish systemwide stretch goals regarding the number of students completing or transferring within the minimum amount of time necessary.
<p>Increase the number of exiting CTE students employed in their field of study to 76% by 2022 (up from 60% in 2017)</p> <p>Baseline: 70% (2019-20)</p>	<ul style="list-style-type: none"> • Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent.
<p>Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027; including regional gaps</p> <p>Baseline varies by group, see the Student Success Metric dashboard for the 2019-20 data.</p>	<ul style="list-style-type: none"> • Improve systemwide graduation rates, transfer rates, and time to completion among underrepresented, Pell Grant recipients, and disabled students to meet the average of all students by 2026; • Close equity gaps in access to dual enrollment programs • Increase the percentage of completing students who earn a living wage by 15%.

Governance

The Central Valley/Mother Lode Regional Consortium, shortened to CVML, has a Governance Structure of 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:

The voting members of the Steering Committee (SC) are the 15 CEO-appointed CTE Deans. The ex-officio members include the CVML Regional Chair, Center of Excellence Director, Key Talent (i.e. Regional Directors/RDs and Technical Assistance Provider or TAP). The SC reviews and approves regional project proposals, annual SWP plans and project budgets; makes funding and region-wide projects recommendations to the CEOs; develops and champions regional projects; evaluates SW project performance; and approves the region's priority and emerging sectors.

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 CVML's Strategic Pillars and Strategic Priorities for the investment of regional SWP funds.



Colleges/Districts:

- 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
 - Madera Community College
 - Reedley College
- West Hills CCD
 - West Hills Coalinga
 - West Hills Lemoore
- West Kern CCD
 - Taft College
- Yosemite CCD
 - Columbia College
 - Modesto Junior College

Member Commitments:

- 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 council/ committee and colleges.
- Attend SC meetings; fulfill PR obligations.



BUILDING THE WORKFORCE, PARTNERING IN CAREER EDUCATION
GOVERNANCE STRUCTURE

Committed to Transparency and Informed Decision Making

Responsibility:

Establish and maintain governance model, stay informed of potential action items and issues. Convened in partnership with the Central Valley Higher Education Consortium (CVHEC). Appoint CTE Dean as college representative to the CRC Steering Committee and Program Review Committee.

Authority:

- Approve the distribution formula for Strong Workforce regional funds
- Approve Strong Workforce Regional Plan (1/31/17, updated 2022)
- Resolve disputes related to:
 - Fiscal allocation
 - Program endorsement
 - Other CRC related disputes
- Appoint CTE Dean as college representative to the CRC Steering Committee and Program Review Committee

CRC Steering Committee

Membership:

- CRC Chair
 - Voting members of CRC*
 - COE Director (ex-officio)
 - Key Talent (ex-officio)
- *1 appointed by each college president

Authority:

- Prepare, review/endorse college regional project proposals and evaluate effectiveness for the SWP regional plan
- Identify emerging and priority sectors
- Review/endorse college and regional project proposals and evaluate effectiveness
- Make recommendations of CTE SW Funding Allocations to CEOs/CIOs

Standing Committees

Program Review

Membership:

- College CTE Deans*
 - CRC Chair
 - Key Talent as necessary
- *Each college has one vote

Authority:

- Review & endorse colleges' new & revised CTE program proposals

Key Talent

Membership:

- CRC Chair
- COE Director
- K-14 Technical Assistance Provider
- 3 Sub-Regional Directors (N/S/C)
- 8 Pathway Coordinators

Authority:

- Develop and/or recommend sector projects for SWP funding
- Develop & implement DWM annual workplans and budgets

SWP Programmatic Partners

Non-Voting Consortium Members – Advisory / External Partners:
All stakeholders including college and district administration; faculty and staff; Key Talent; Industry; WDB/WIBs; Adult Ed, EDCs; and other interested parties.

Governance

The Steering Committee, abbreviated as SC, meets face-to-face six times per year with a virtual attendance option. The following CTE Deans are representatives of their colleges CEOs:

STEERING COMMITTEE MEMBERS (CTE DEANS):	
Anthony Cordova (Bakersfield)	Devin Daugherty (Taft)
Dave Clark (Reedley)	Jonna Schengel (Sequoias)
Nicole Griffin (Cerro Coso)	Osvaldo Del Valle (Porterville)
Becky Barabe (Fresno)	Bryan Tassey (Merced)
Sarah Maokosy (Coalinga)	Kris Costa/Amy Baker (Lemoore)
Pedro Mendez (Modesto)	Justin Garcia (Madera)
Danell Hepworth (Delta)	Laura Hill (Clovis)
Brandon Price (Columbia)	

CVML Office:

Day-to-day operation of the organization is managed by the CVML Regional Chair, CVML Project Specialist, and various support staff. Starting in 2021, Regional Directors will receive direction, guidance, and leadership from their respective Regional Consortia chairs, who are also responsible for coordinating objectives and outcomes, and grant performance in place of the Regional Director's host college Responsible Administrator. Regional Directors are expected to continue to coordinate and collaborate with the Statewide Directors for their industry, the Center of Excellence Director for their region, as well as with the Statewide COE HUB.

Committees and Workgroups:

Currently, there are four standing committees and two regional workgroups. The standing committees are the following:

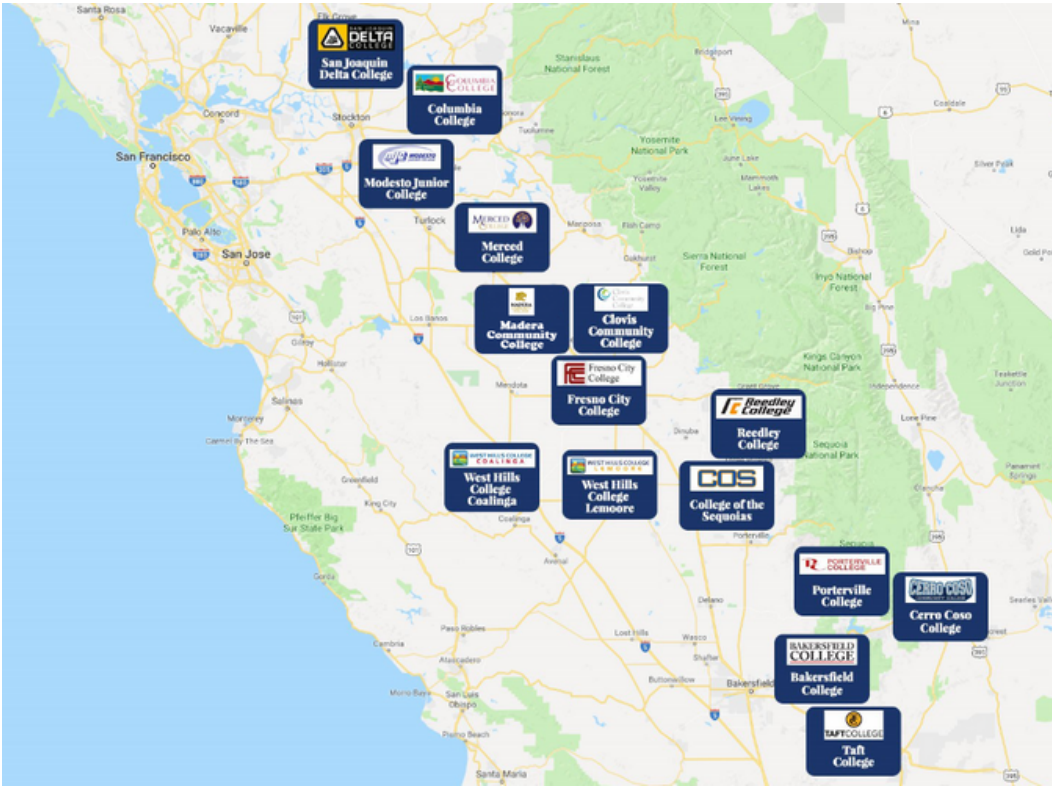
- Program Review Committee:** Primary responsibility is to review and recommend new CTE program proposals to the Chancellor's Office. There is one voting member from each of the region's 15 colleges. Programs are reviewed on a rolling basis as they are submitted, and endorsements are approved at SC convenings.
- Ad-Hoc Marketing Committee:** Meets with the region's marketing consultant to provide direction and input on the internal and external marketing campaign.
- K-12 Selection Committee:** As legislatively outlined, the Selection Committee membership is 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 CVML K-12 Strong Workforce Selection Committee has 18 members from the entire region. They are responsible for reviewing and scoring all K12 grant proposals; and making all the decisions relating to the distribution of fiscal resources for the K-12 component of SWP. The term of office is three years.

4. **Key Talent Committee:** 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. Currently these include Regional Directors, Technical Assistance Providers and K12 Pathway Coordinators. Key Talent meet twice a month; attend the SC meetings; meet annually for work plan collaboration; and formally and informally for additional regional projects.

Key Talent	
North-Regional Consultant	Vickie Mulvaney-Trask
Central-Regional Director	Gary Potter
South-Regional Director	Adia Smith
Director, Center of Excellence	Nora Seronello
K14 Technical Assistance Provider	Octavio Patiño
Kern CCD Pathway Coordinator	Carrie Bloxom
Merced CCCD Pathway Coordinator	Lily Pulido
State Center CCD Pathway Coordinator	Michelle Wong
Sequoias CCD Pathway Coordinator	Grecia Pacheco
San Joaquin Delta CCD Pathway Coordinator	Pam Knapp
West Hills CCD Pathway Coordinator	Kenny Lopez
West Kern CCD Pathway Coordinator	Yeni Lopez
Yosemite CCD Pathway Coordinator	Kevin Fox

5. **Ad-Hoc Grants:** Reviews grant opportunities that support regional priorities and makes recommendations to the SC; includes representatives from the SC with input from other key stakeholders...

6. **Ad-Hoc Data:** Identifies research topics to promote regional priorities that advance Strong Workforce, K12 Strong Workforce, and Perkins metrics...



COMMUNICATION STRAGIES



Communication occurs through a variety of mechanisms. The aftereffects of the COVID-19 pandemic has introduced virtual strategies (i.e. phone calls, email, newsletters, electronic meetings) with some face-to-face meetings.

The CVML Regional Chair has overall responsibility ensure the flow of information and to convene regular, as well as specialized meetings, in order to accomplish the following:

1. Maintain regular communication and handle CVML tasks;
2. Ensure communication with college CEOs;
3. Bring together Steering Committee members for decisions regarding regional priorities, identified needs, regional projects, program endorsements, and funding;
4. Coordinate the functions of Key Talent including Regional Directors, TAPs and Pathway coordinators; and
5. Engage stakeholders including K-12 partners, college representatives, industry, WIOA and other community partners to carry out the goals of the Strong Workforce programs and create sustainable, career education programs.

Each **Regional Project** shall have a **Lead College** with a person designated as a **Project Lead**. **Roles** include the following:

1. Serve as the regional point of contact for the project.
2. Convene project team frequently (monthly is desired, but not less than quarterly) to ensure all partner colleges are engaged and collaborating as appropriate.
3. Coordinate/lead annual project proposal/budget development.
4. Provide day-to-day oversight of the project management funds and execution of the project management workplan.
5. Facilitate and coordinate efforts among partner colleges to achieve the mission, goals and objectives of the project.
6. Provide oversight of the project(s) to which they are assigned. A project manager may have oversight over multiple projects and will allocate their time and effort appropriately.
7. Research, collect, compile, analyze data and metrics pertinent to the project to ensure the project is moving forward and that partners are meeting project timelines and achieving key milestones; and disseminate to the project partners and other stakeholders through agreed upon channels.
8. Provide routine updates to the consortium regarding performance of the project. This includes consolidating and editing quarterly narrative reports from information provided by partner colleges to the fiscal agent, preparing an annual summary report, and sharing best practices and lessons learned.
9. Ensure that evaluation systems are in place related to the goals and objectives of the project and report progress and potential roadblocks to the regional chair, project partners, and CVML governing bodies.
10. Identify and coordinate professional development opportunities.
11. Identify opportunities to sustain and scale the project through additional funding, grants, etc.

COMMUNICATION STRATEGIES



12. Initiate and maintain solid internal and external partner relationships, to include:
 - a. Ongoing and regular communication with the regional chair and fiscal agent.
 - b. Collaboration with the regional directors in order to leverage their expertise and employer networks, to identify where natural intersections exist between the project and the work, and to identify opportunities for cross-sector collaboration.
 - c. Maintaining a close liaison with the regional chair, alerting them to stories of interest, and assist in the development and dissemination of press releases and outreach materials related to the project.
 - d. Managing and interacting with consultants working on key activities.

ENGAGEMENT

CVML engagement occurs with various stakeholders in a variety of areas:

K-12-A K-14 TAP provides support for K-12 with the assistance of up to eight K-12 Pathway Coordinators assigned to the Community College District offices. A total investment of over \$6 million dollars in the CVML region through K12 SWP grants have resulted in 87 awards to districts since 2018. K-12 partners are involved in meetings and email communication but there are additional opportunities to increase engagement in the region's work as partners focus on student success in middle and high school and transition students to the region's colleges.

Colleges are engaged through their work through the Steering Committee and CVML Regional Projects. Additionally, local college projects and efforts provide an additional focus on student success and related metrics.

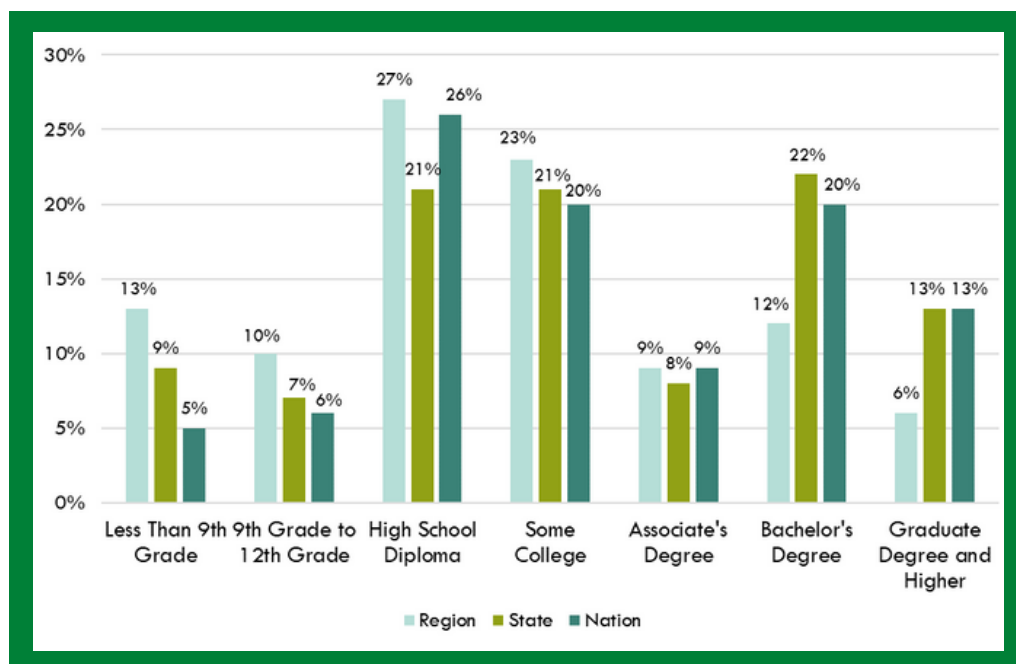
Industry engagement occurs through regular outreach by colleges through advisory panels and participation in regional projects. Regional Directors are tasked with increasing employer engagement throughout the region.

Community Organizations (WIOA, CVHEC, Guided Pathways Regional Coordinators, Community Based Organizations, Nonprofits) provide specialized services that are in alignment with CVML goals and priorities. Participation occurs in a variety of meetings and presentations are provided to ensure all partners are aware of services that support student success.

LABOR MARKET OVERVIEW

Labor market data is provided by the Centers of Excellence and utilized by CVML partners in making programmatic decisions on local and regional projects. Each meeting of the CVML utilizes data and associated analysis. Labor market data is located on [the CVML website](#), and additional LMI and sector report links are available on the [COE website](#).

Educational Attainment



-2023 Overview: Central Valley/Mother Lode Region

Labor Force and Employment

Exhibit 8: Labor force size, employment, and unemployment in the CVML region, 2017-2021

	2017	2021	5-Year Change
Labor Force	1,913,870	1,914,980	1,110
Employment	1,752,230	1,737,080	(15,150)
Unemployment	161,340	177,840	16,500
Unemployment Rate	8%	9%	1%

Exhibit 9: Labor force size, employment, and unemployment in California, 2017-2021

	2017	2021	5-Year Change
Labor Force	19,185,400	18,923,200	(262,200)
Employment	18,258,100	17,541,900	(716,200)
Unemployment	927,300	1,381,200	453,900
Unemployment Rate	5%	7%	2%

-2023 Overview: Central Valley/Mother Lode Region

LABOR MARKET OVERVIEW

Labor market data is provided by the Centers of Excellence and utilized by CVML partners in making programmatic decisions on local and regional projects. Each meeting of the CVML utilizes data and associated analysis. Labor market data is located on [the CVML website](#), and additional LMI and sector report links are available on the [COE website](#).

Demographics

Exhibit 3: Projected change in race/ethnicity in the CVML region

Race/Ethnicity	2021	2026	5-Year Change	5-Year % Change
White, Hispanic	2,131,199	2,277,929	146,730	7%
White, Non-Hispanic	1,433,802	1,333,544	(100,258)	(7%)
Asian, Non-Hispanic	366,947	406,292	39,345	11%
Black, Non-Hispanic	199,096	203,317	4,221	2%
Two or More Races, Non-Hispanic	106,679	120,204	13,525	13%
American Indian or Alaskan Native, Hispanic	96,828	104,510	7,682	8%
Two or More Races, Hispanic	67,689	77,544	9,855	15%
Black, Hispanic	49,441	54,873	5,432	11%
Asian, Hispanic	40,650	44,661	4,011	10%
American Indian or Alaskan Native, Non-Hispanic	29,660	29,390	(270)	(1%)
Native Hawaiian or Pacific Islander, Non-Hispanic	13,863	15,416	1,553	11%
Native Hawaiian or Pacific Islander, Hispanic	8,066	9,061	995	12%
TOTAL	4,543,920	4,676,741	132,821	3%

-2023 Overview: Central Valley/Mother Lode Region

Source: [Lightcast](#) 2022.4

Population
trends show
there will be...

Exhibit 4: Projected change in age cohorts in the CVML region, 2021-2026

Age Cohort	2021	2026	Change	% Change	2021 % of Cohort
Under 5 years	313,196	308,557	(4,639)	(1%)	6.89%
5 to 9 years	349,808	333,854	(15,954)	(5%)	7.70%
10 to 14 years	373,320	353,606	(19,714)	(5%)	8.22%
15 to 19 years	345,483	367,250	21,767	6%	7.60%
20 to 24 years	308,493	324,158	15,665	5%	6.79%
25 to 29 years	326,769	317,778	(8,991)	(3%)	7.19%
30 to 34 years	334,078	327,484	(6,594)	(2%)	7.35%
35 to 39 years	315,676	341,338	25,662	8%	6.95%
40 to 44 years	289,500	316,315	26,815	9%	6.37%
45 to 49 years	257,237	282,681	25,444	10%	5.66%
50 to 54 years	252,991	248,841	(4,150)	(2%)	5.57%
55 to 59 years	249,438	240,011	(9,427)	(4%)	5.49%
60 to 64 years	238,357	233,148	(5,209)	(2%)	5.25%
65 to 69 years	199,594	218,809	19,215	10%	4.39%
70 to 74 years	160,395	177,433	17,038	11%	3.53%
75 to 79 years	104,249	136,077	31,828	31%	2.29%
80 to 84 years	65,559	80,982	15,423	24%	1.44%
85 years and over	59,777	68,419	8,642	14%	1.32%
TOTAL	4,543,920	4,676,741	132,821	3%	100%

Source: [Lightcast](#) 2022.4

-2023 Overview: Central Valley/Mother Lode Region

The region is involved in a variety of state and federal community college grants and initiatives that support the workforce mission of the Central Valley/Mother Lode Regional Consortium, including the following:

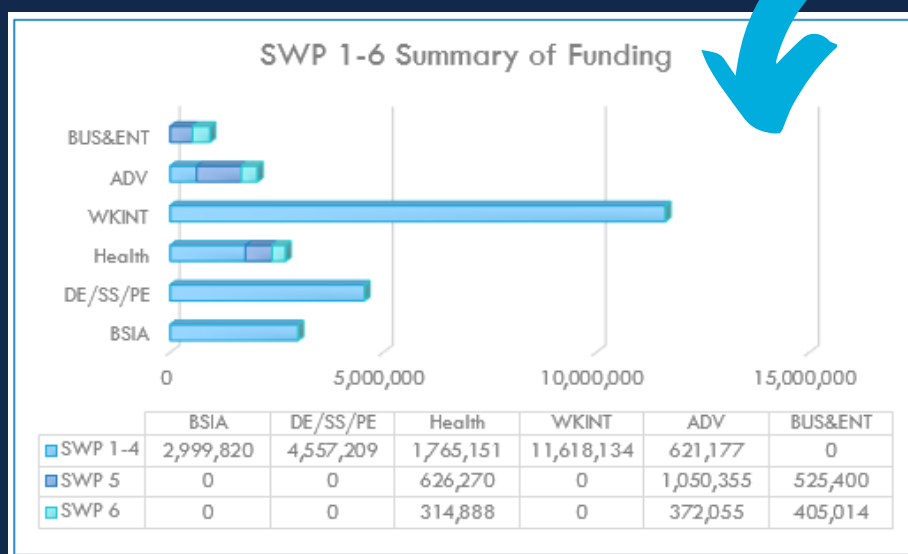
1. AWS Cloud Computing
2. Basic Needs Services
3. California Apprenticeship Initiative (CAI)
4. Communities Local Energy Action Program (LEAP)
5. Community Economic Resilience Fund (CERF)
6. EDA Build Back Better
7. Guided Pathways
8. High Road Transition Partnership
9. Homeless and Housing Insecurity Pilot Program
10. K12 Strong Workforce Program (SWP)
11. Invention and Inclusive Innovation Initiative (i3)
12. Middle College High School
13. Perkins
14. Racial Equity for Adult Credentials in Higher Education (REACH) Collaborative
15. Regional Education K-16 Education Collaborative
16. Regional Equity and Recovery Partnership (RERP)
17. Rising Scholars
18. Strong Workforce Program (SWP)
19. Student Success and Equity
20. Vision for Success
21. Zero Textbook Cost

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 CVML and the Strong Workforce Program. 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.

Prior projects focused primarily on advanced manufacturing, agriculture, cybersecurity, health, dual enrollment, and various technician programs; teacher pipeline, energy and utilities pipeline enhancement; counselor professional development; adult education; marketing and outreach; specialized software support (i.e. Amatro, Geographic Solutions, Jobspeaker, LinkedIn Learning, Talent Pipeline Management, and Verify Viper); credit for prior learning assessment; data tools; pre-apprenticeship; internship development, and open educational resources for CTE courses (Zero Textbook Cost). Some projects have now closed; some projects will be continued, and additional projects will be developed and realigned to meet current priorities.

The Central Valley/Mother Lode Region invested its regional share of over \$36M Strong Workforce funds from Round 1 through Round 4 across 51 regional projects. Regional Round 4 projects yielded \$1,747,536 in Incentive Funding and an additional incentive funding for each of the 8 college districts and all of the colleges in 2019-2020.

The chart below captures funding in **the top 3 industry priority sectors** as well as funding in other areas.

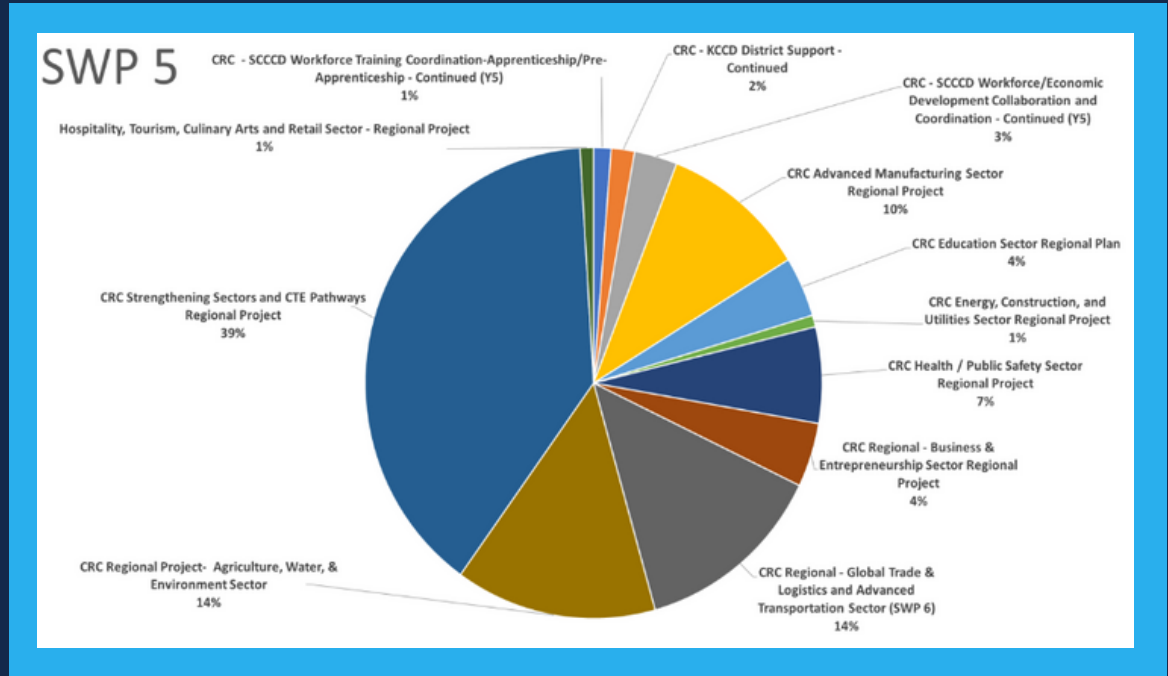


14% of CVML Regional and Region-Wide funds have been directly invested into work-based learning projects.

30% of CVML the students surveyed from the Career Technical Employment Outcome Survey (CTEOS) reported having a full-time job for a total of 1,316 students.

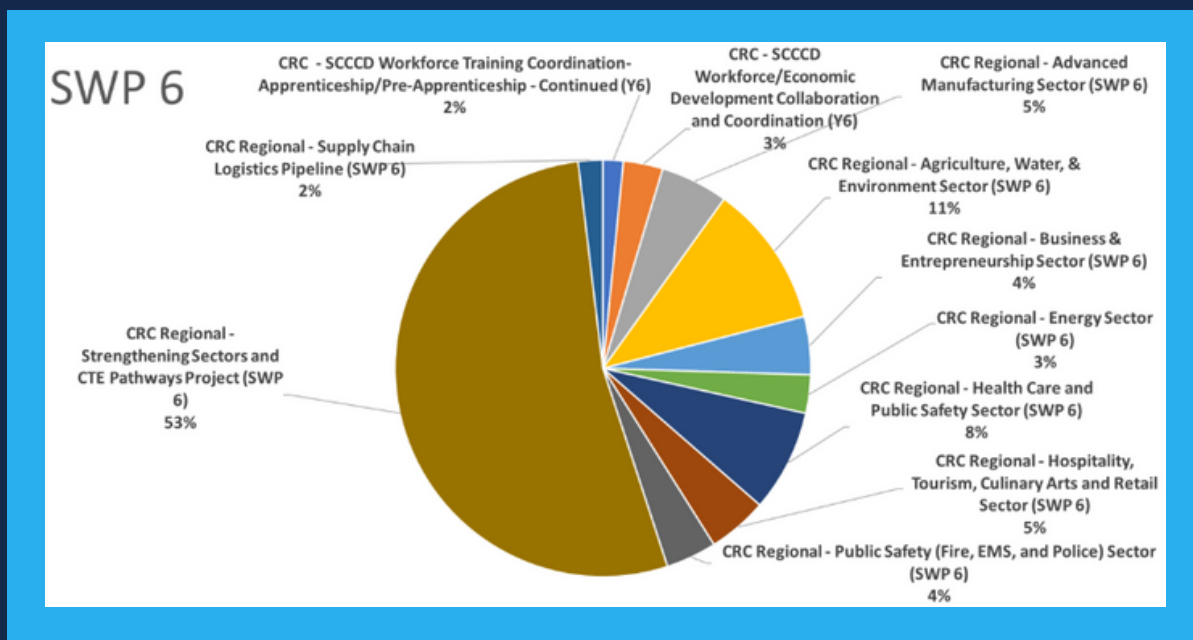
For **Round 5 (2020-2021, SWP 5)**, the CVML invested over \$12 M on 12 regional projects and 6 region-wide projects in these priority areas:

- Regional CTE Support
- Professional Development
- Marketing and Outreach
- CTE Subscription Services



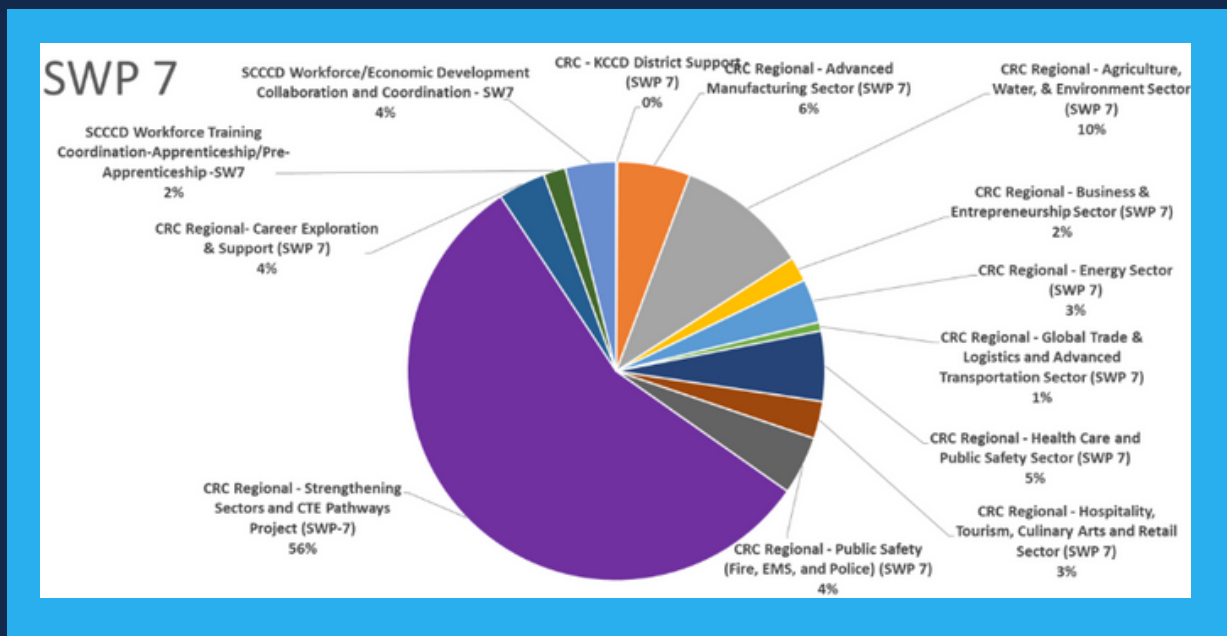
For [Round 6 \(2021-2022, SWP 6\)](#), the CVML invested over \$14 M on 11 regional projects and 8 region-wide projects in these priority areas:

- Regional CTE Support
- Professional Development
- Marketing and Outreach
- CTE Subscription Services



For **Round 7 (2022-2023, SWP 7)**, the CVML invested over \$14 M on 14 regional projects and 3 region-wide projects in these priority areas:

- Regional CTE Support
- Professional Development
- Marketing and Outreach
- CTE Subscription Services



K12 SWP Rounds 1-5

In 2018, the California legislature authorized the K12 Strong Workforce Program (K12 SWP) with the goal of aligning career education programs to college programs via K12 local education agencies (LEAs). Focus was placed on creating, improving, and expanding career technical education (CTE) courses and pathways for students entering into postsecondary education. Living wage employment via dual and concurrent enrollment, early college, work-based learning were common avenues to achieve these outcomes.

To date, there have been five rounds of K12 Strong Workforce Program funding. Of which, the Central Valley/Mother Lode Regional Consortium K12 Selection Committee has awarded the following:

- Round 1 (2018-2019): 25 LEAs for a combined total of \$22,371,470,
- Round 2 (2019-2020): 20 LEAs for a combined total of \$20,636,915,
- Round 3 (2020-2021): 30 LEAs for a combined total of \$20,846,960,
- Round 4 (2021-2022): 22 LEAs for a combined total of \$18,005,820, AND
- Round 5 (2022-2023): 28 LEAs for a combined total of \$23,283,728.

REGIONAL TOP PRIORITY SECTORS

Currently, the CVML focuses on the priority sectors below. The CVML has been proactive in understanding where equity gaps exist in industry sectors to establish a baseline in order to reduce them. The data below is from the Centers of Excellence LMI CVML Report (2020-2021), updated in April 2022, which coincides with the first year that these reports began to track equity gaps.

CENTRAL VALLEY PRIORITY INDUSTRIES	
<ul style="list-style-type: none"> Advanced Manufacturing Agriculture, Water & Environmental Technologies Health Retail, Hospitality and Tourism Business and Entrepreneurship 	
MOTHER LODGE PRIORITY INDUSTRIES:	
<ul style="list-style-type: none"> Retail, Hospitality and Tourism Business and Entrepreneurship Information & Communication Technologies (ICT)/ Digital Media 	
EMERGING INDUSTRIES:	
<ul style="list-style-type: none"> Energy, Construction and Utilities Advanced Transportation and Logistics 	
EMERGING INDUSTRIES:	
<ul style="list-style-type: none"> Health Advanced Manufacturing 	

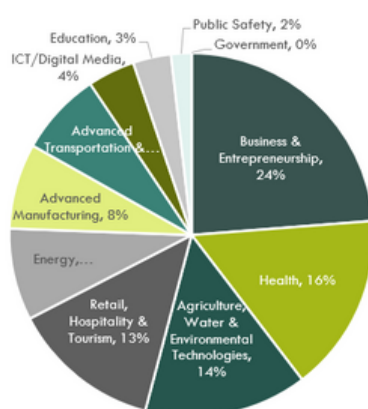
Additionally, while not identified as priority sectors or supported by CCCCO funded regional directors, the region recognizes auxiliary sectors/career clusters, which are the following:

- 1) economic priorities sub-regionally,
- 2) are in high demand, and/or
- 3) offer employment that pays a living wage.

These sectors/career clusters include:

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

Exhibit 20. Sector percentages by number of jobs in the region, 2021



-2023 Overview: Central Valley/Mother Lode Region

Exhibit 19. Number of jobs by sector in the region, 2021

Sector	2021 Jobs
Business & Entrepreneurship	362,920
Health	242,454
Agriculture, Water & Environmental Technologies	221,138
Retail, Hospitality & Tourism	203,115
Energy, Construction & Utilities	124,888
Advanced Manufacturing	116,063
Advanced Transportation & Logistics	113,613
ICT/Digital Media	64,107
Education	51,635
Public Safety	27,531
Government	137
TOTAL	1,527,601

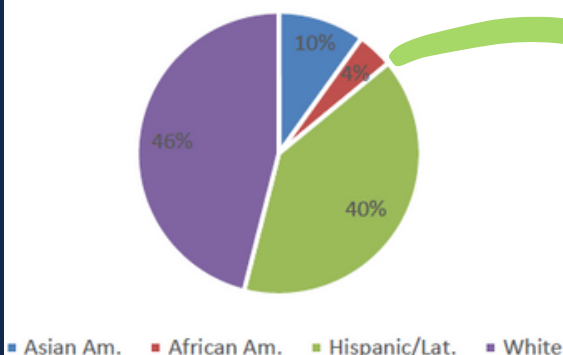
-2023 Overview: Central Valley/Mother Lode Region

REGIONAL TOP PRIORITY SECTORS

Currently, the CVML focuses on the priority sectors below. The CVML has been proactive in understanding where equity gaps exist in industry sectors to establish a baseline in order to reduce them. The data below is from the Centers of Excellence LMI CVML Report (2020-2021), updated in April 2022, which coincides with the first year that these reports began to track equity gaps.

Central Valley/Mother Lode Consortium (CVML)—Percent Underrepresented					
Industry Sectors	Asian American	African American	Hispanic/Latinx	White	Gender
Advanced Manufacturing	-3%	-2%		-5%	28% F/72% M
Agriculture, Water, and Environmental Technologies	-4%	-4%	-9%		28% F/72% M
Business & Entrepreneurship	-1%	-1%	-5%		65% F/ 35 % M
Education	-2%			-4%	85% F/15% M
Energy, Construction, & Utilities	-6%	-2%			6% F/94% M
Health				-6%	83% F/17% M
Information Communication & Digital Media		-1%	-5%		
Logistics	-2%	-1%		-3%	11% F/89% M
Public Safety	-5%		-4%		33% F/67% M
Retail, Hospitality, & Tourism		-2%		-4 %	50%/50%

CVML: Percent in the Workforce



In the 2023 CVML Labor Market Overview, it disaggregates the percent of workers according to ethnic background, which was compared to the labor force to indicate where disparities exist in industry priority sectors.

REGIONAL PERFORMANCE (SWP)

The CVML has been proactive in understanding where equity gaps exist in industry sectors to establish a baseline in order to reduce them. The data below is from the Centers of Excellence LMI CVML Report (2020-2021), updated in April 2022, which coincides with the first year that these reports began to track equity gaps.

Since **Round 1** of the Strong Workforce funding, and before the pandemic hit, the CVML colleges saw gains in enrollment and in completion, according to the Strong Workforce Dashboard (Launchboard) and the Community College Pipeline (Launchboard).

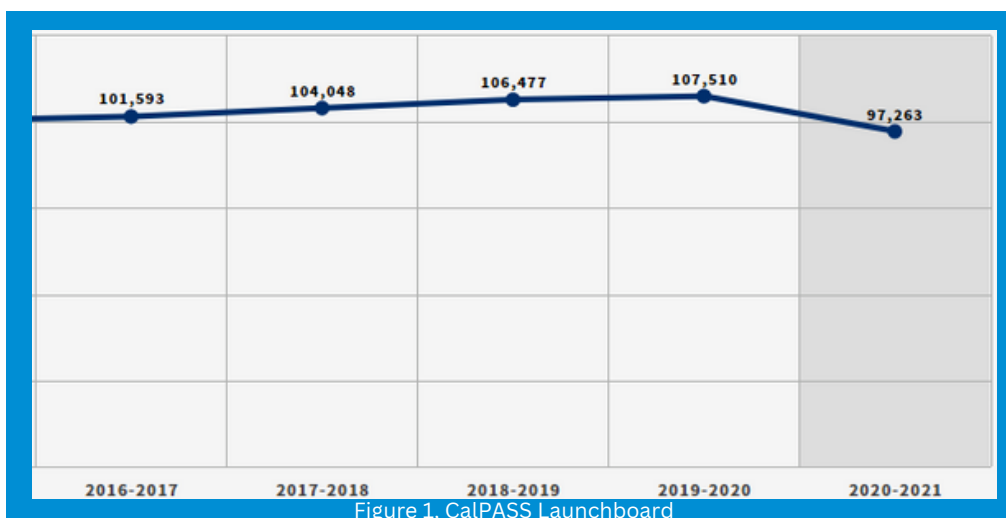
The CVML serves a diverse population of students with 79%, in 2020-2021, qualifying as economically disadvantaged. In the summary below, nearly 20% of students earn 9+ CTE units, almost mirroring the percentage breakdown of economically disadvantaged students. However, more students completed a noncredit CTE or workforce preparation course than for credit courses, almost tripling the success rates of for credit courses.

Equity gaps were identified in age group, gender, and in race: fewer students aged 19 or less completed CTE programs. Moreover, men, Black/African American, and American Indian/Alaska Native were underrepresented in completing CTE programs.

Despite those gaps, the CVML performed well in moving the metrics in the SWP and Vision for Success Goals. In four years (2016-2019), the CVML increased the number of students who took at least .5 units or more by 6%. Modest gains were made in students earning 9+ CTE units (3%), although the number of students who achieved a noncredit milestone dipped in 2019-2020 by 22%, prior to that year, students were performing well.

SWP Students (2019 to 2021)

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

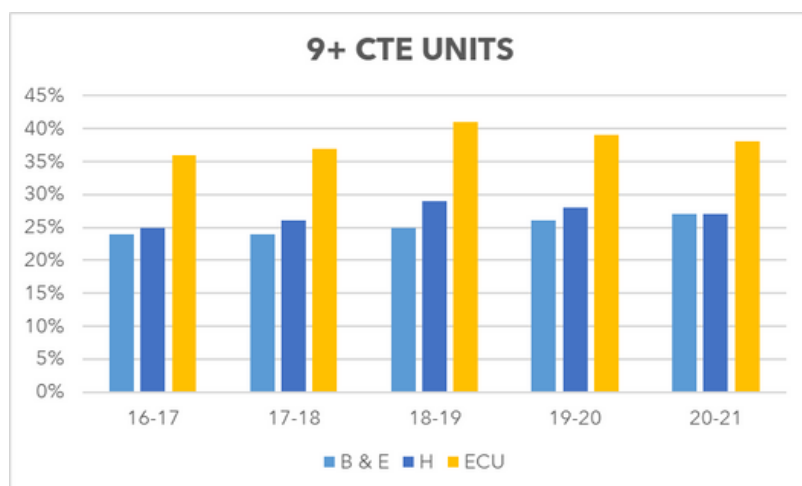


Between 2016 and 2020, there has been a 2% increase of students who took .5 units or more units, but a 9.5% drop following the pandemic in 2020.

The top three priority industry sectors are Business & Entrepreneurship (B & E); Health (H); and Energy, and Construction, Utilities (ECU) with a high success rate for Business and Entrepreneurship followed by Health and then Energy, Construction, and Utilities.

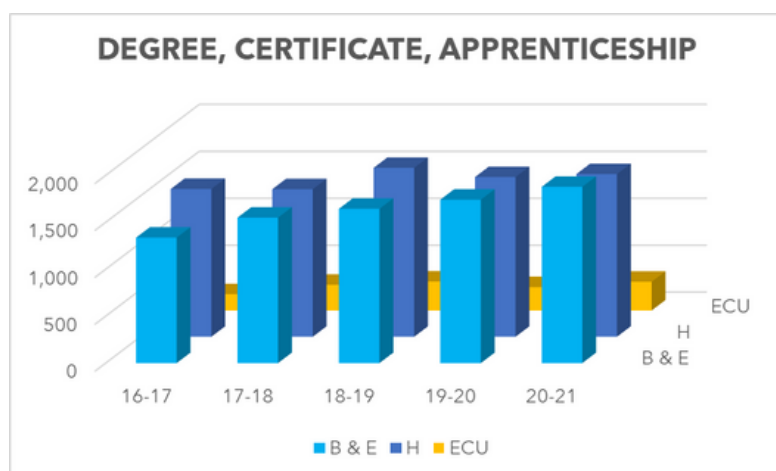
Earned 9+ Units in a Single Year

YEARS	B & E	H	ECU
16-17	24% (4,344/18,175)	25% (5,030/20,148)	36% (997/2,765)
17-18	24% (4,446/18,337)	26% (5,458/21,056)	37% (1,191/3,183)
18-19	25% (4,925/19,441)	29% (6,477/22,167)	41% (1,370/3,339)
19-20	26% (5,167/19,841)	28% (6,382/22,979)	39% (1,381/3,587)
20-21	27% (5,149/19,384)	27% (5,708/21,214)	38% (1,099/2,897)



Earned a Degree, Certificate, or an Apprenticeship

YEARS	B & E	H	ECU
16-17	1,337	1,575	174
17-18	1,550	1,572	274
18-19	1,644	1,800	309
19-20	1,741	1,702	249
20-21	1,878	1,734	306



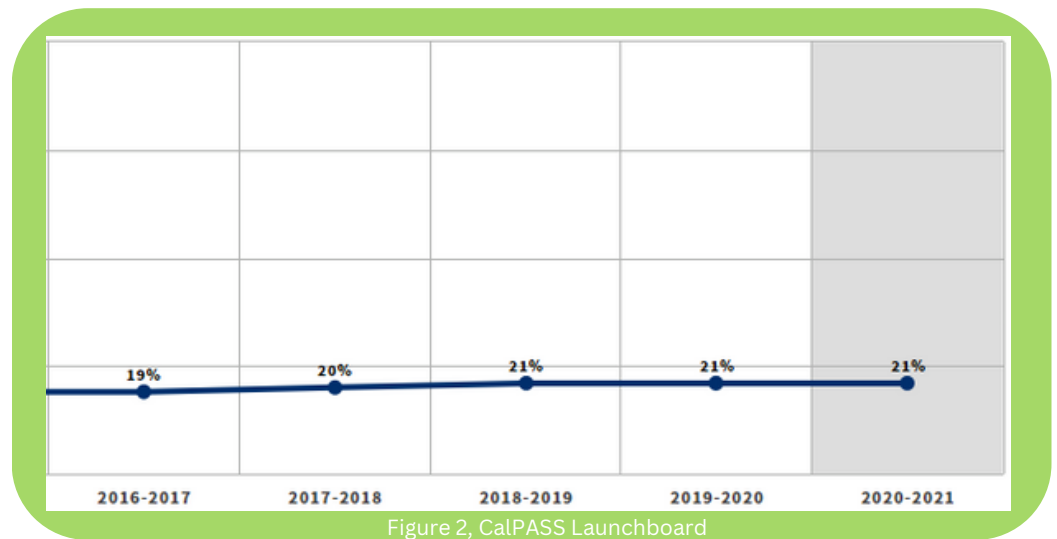
12 Occupational Groupings/ Sectors:

- Agriculture, water, and environmental technologies (AgWET)
- Advanced manufacturing
- Business and entrepreneurship (Business)
- Energy, construction, and utilities (ECU)
- Education
- Global trade
- Health care
- ICT/digital media
- Logistics
- Mechanics and welding
- Protective services
- Retail, hospitality, and tourism (RHT)

SWP Students Who Earned 9 or More Career Education Units (2016 to 2021)

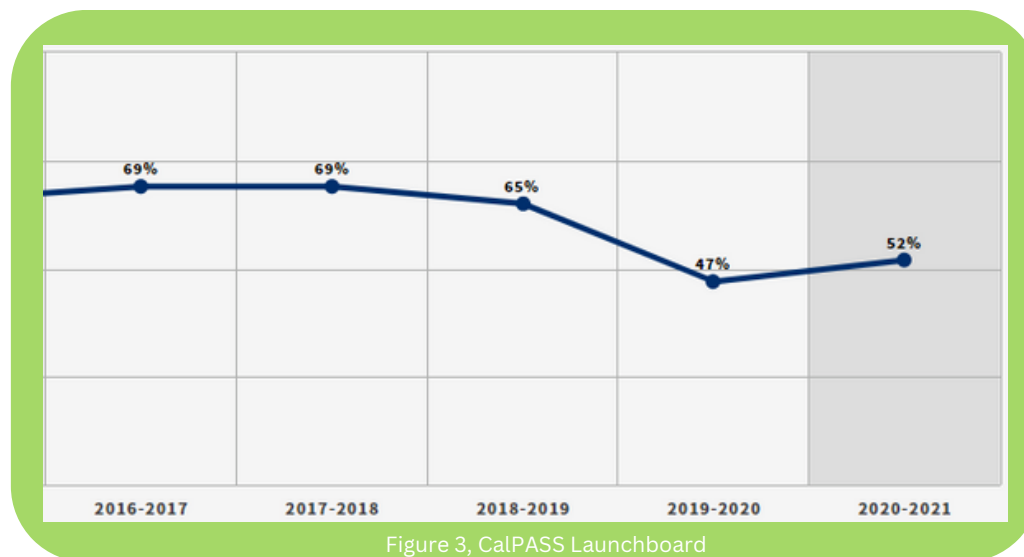
Among all SWP students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

A similar increase of 2% occurred for students who attained 9 or more career units and has remained at 21% since 2018-19.



SWP Students Who Completed a Noncredit CTE or Workforce Preparation Courses

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 a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year



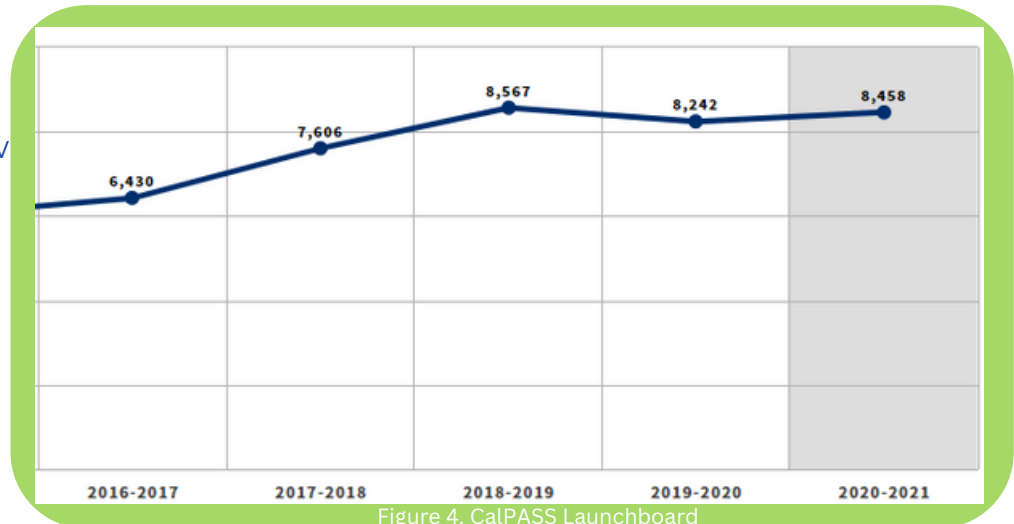
Over the 5 years of available data for noncredit CTE or workforce preparation, the CVML saw a 22% decline in 2019-2020 and modest increase of 5% in 2020-2021.

79% of CVML students who qualify for financial aid.

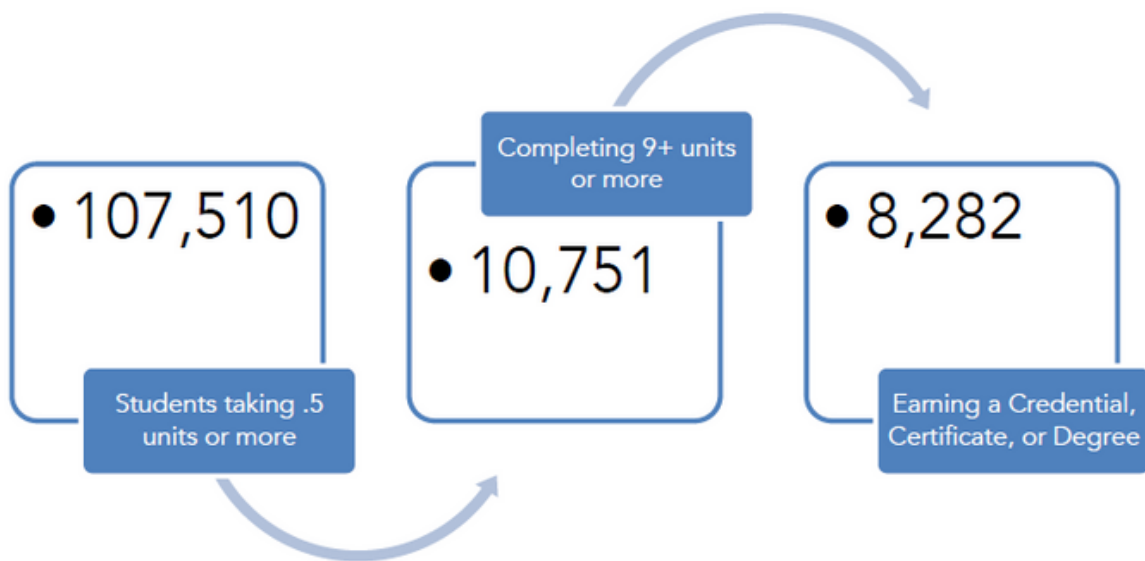
SWP Students Who Earned a Degree, Certificate, or an Apprenticeship (2016 to 2021)

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

Between 2016 and 2019, the CVML saw a 25% increase in completion but saw a small dip during the pandemic.



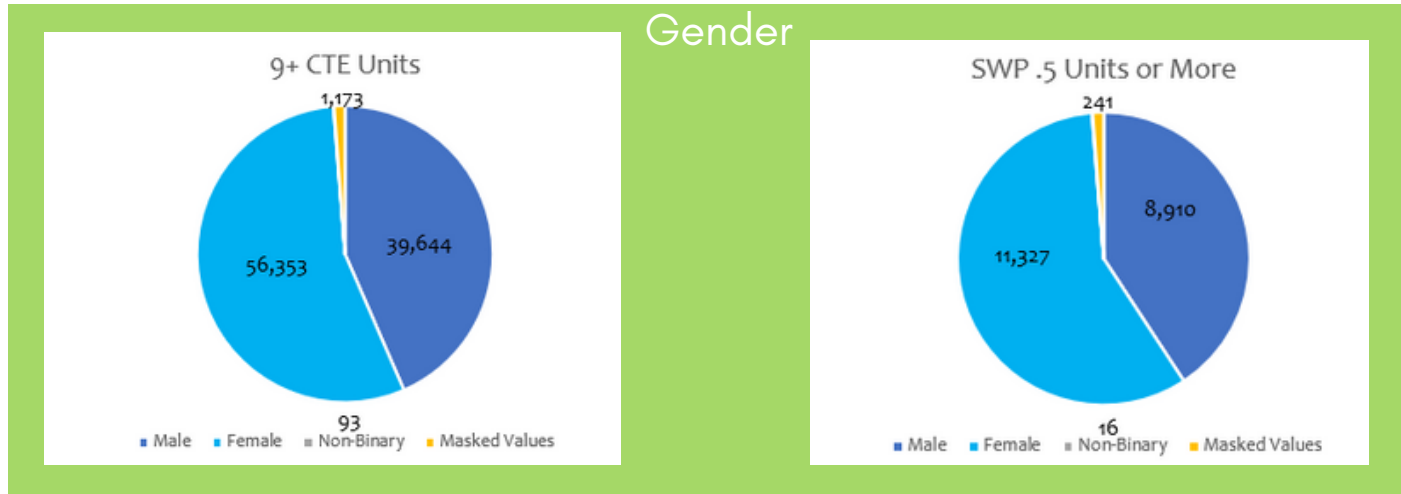
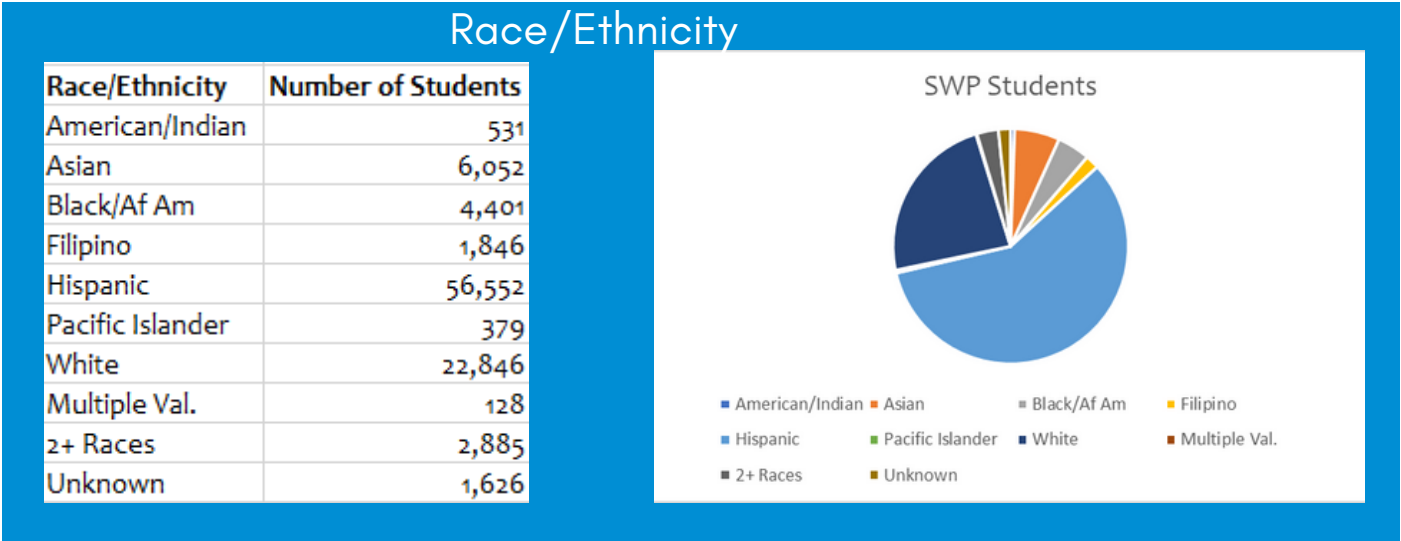
Pre-Pandemic Success Trends



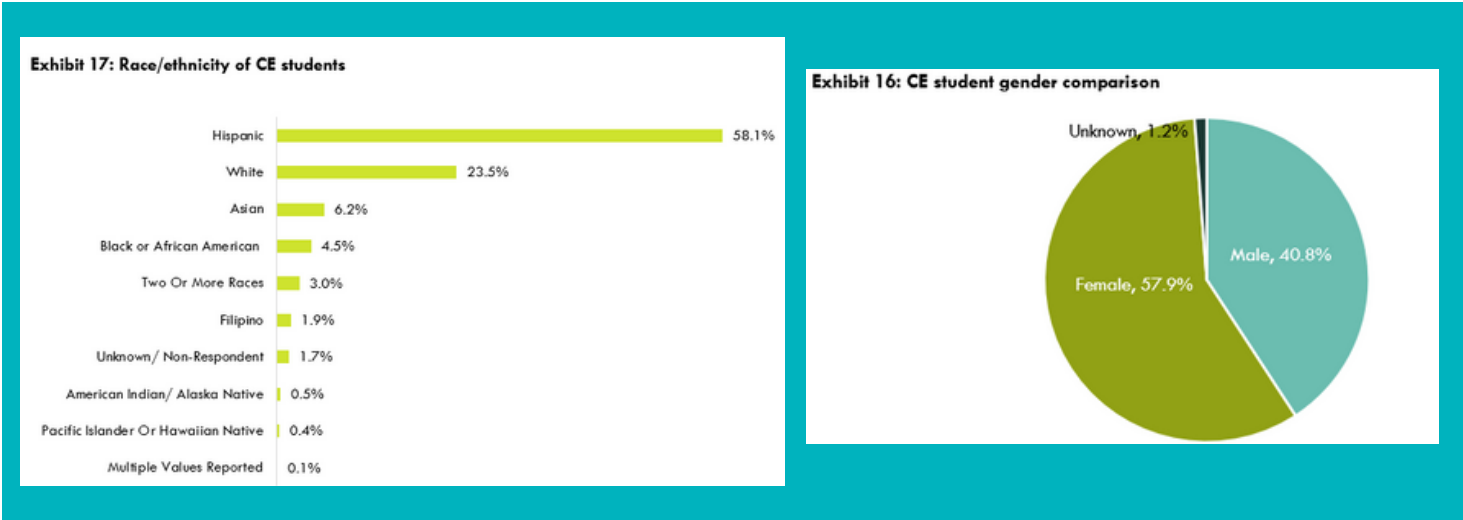
22%

of CVML students earned 9+ units, a momentum point that roughly forecasts completion. This percent is almost the same percent of students who are socioeconomically disadvantaged.

CalPASS Launchboard (2020-2021) disaggregates student outcomes by race/ethnicity and gender, which are presented below:



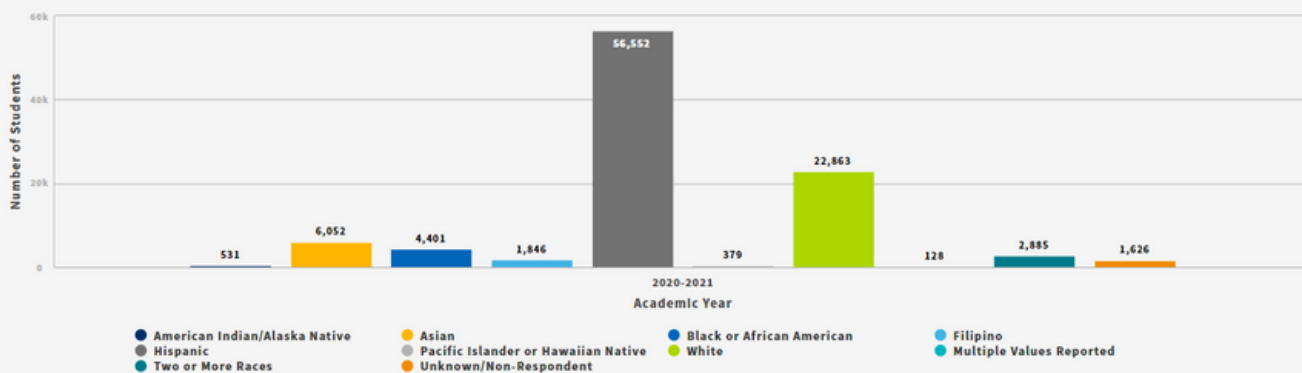
Also, the Centers of Excellence CVML Overview (2023) has disaggregated the data according to the student population from 2021 in the following exhibits:



The following graphs from the CalPASS Launchboard summarize the CVML's success rates by ethnicity and gender.

Strong Workforce Program Students

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



Source: Chancellor's Office Management Information System

Figure 1, CalPASS Launchboard

An average of 21% of CVML students earn 9+ CTE units. This percent differs per race/ethnicity: Black/African (14%), Hispanic (20%), White (24%), and Filipino (30%).

21%

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

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

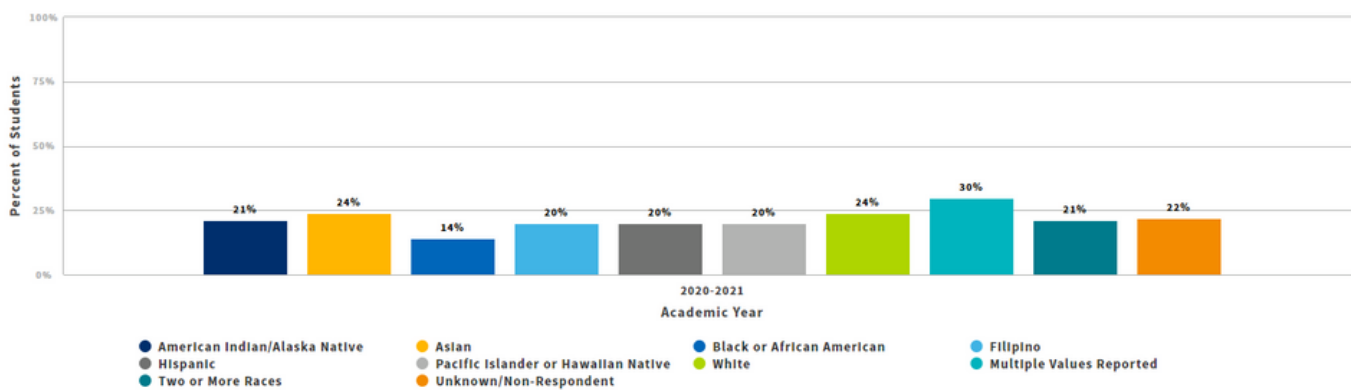


Figure 2, CalPASS Launchboard

The following graphs from the CalPASS Launchboard summarize the CVML's success rates by ethnicity and gender.

Strong Workforce Program Students

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

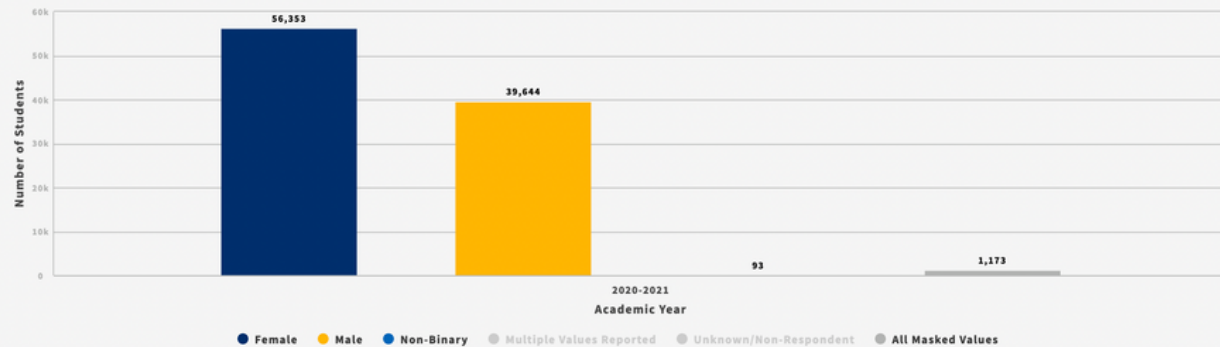


Figure 3, CalPASS Launchboard

When reviewing gender, an average of 19% of CVML students earn 9+ CTE units. This percent differs per identified gender as follows: Female (20%), Male (22%), and Non-Binary (17%).

20%

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

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

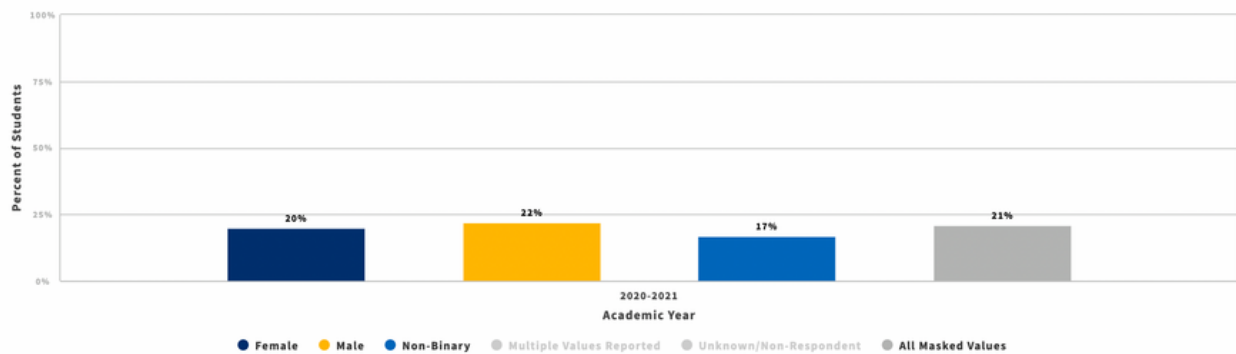


Figure 4, CalPASS Launchboard

The following graphs from the CalPASS Launchboard summarize the CVML's success rates for round 1 of K12 SWP.

K12 CTE Students

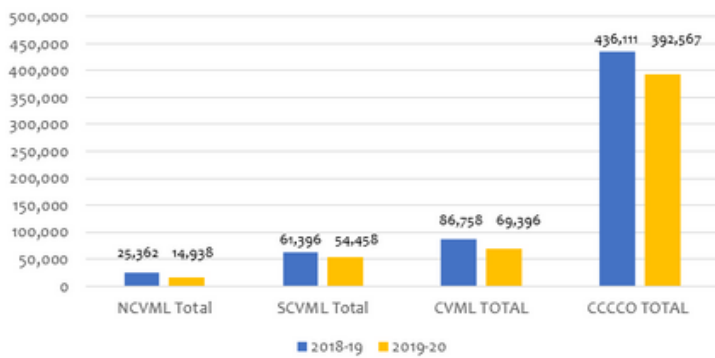


Figure 3, CalPASS Launchboard

The number of students enrolled in 1 or more CTE courses

K12 CVML CTE Students Compared to State K12 CTE Students

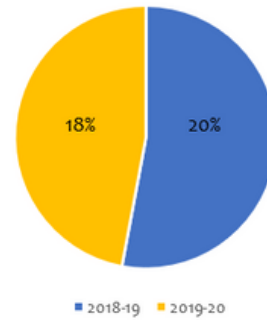


Figure 4, CalPASS Launchboard

The total number of K12 students in 9th-12th grades

K12 CTE Participants

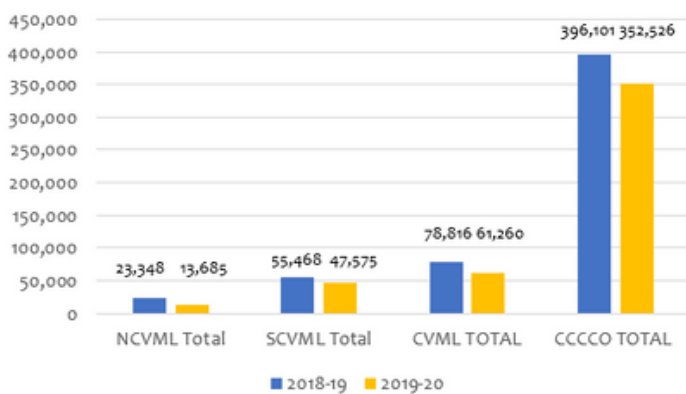


Figure 5, CalPASS Launchboard

The percentage of students who completed 1 course or more in a CTE pathway with a C- or better

K12 CVML Percent of CTE Participants Compared to the State

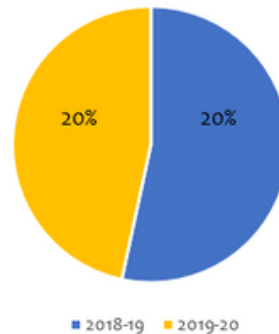


Figure 6, CalPASS Launchboard

The percentage of students who completed 300 career education hours in an industry pathway with a C- or better

K12 CTE Completers

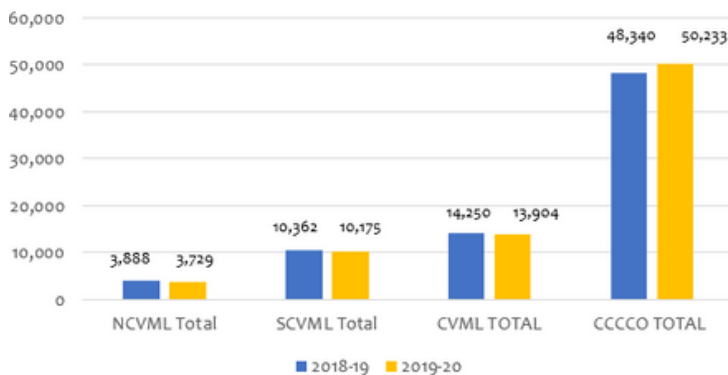


Figure 7, CalPASS Launchboard

The percentage of students who completed at least 1 course in a CTE pathway for early college credit, work-based learning, or third-party certification

K12 CVML Percentage of CTE Completers Compared to the State

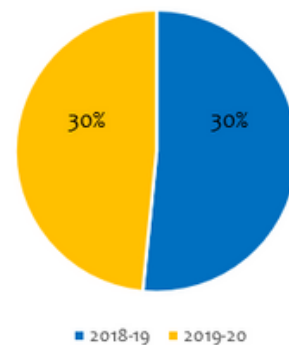


Figure 8, CalPASS Launchboard

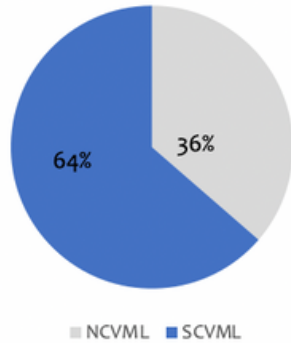
The percentage of students who completed 300 career education hours in an industry pathway or successfully completed a capstone (C- or better)



K12: Manufacturing & Product Development

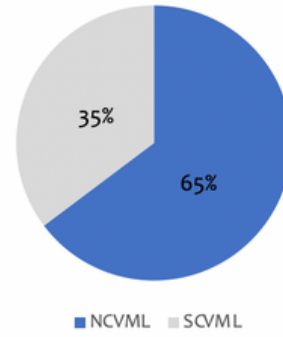
This sector includes Graphic Production Technologies, Machining and Forming Technologies, Welding and Materials Joining, and Product and Innovation Design. 440 students completed 300+ career education hours/received a C- or better in a capstone course, and 207 students completed a work-based learning milestone. 207 students completed 1 course in a CTE pathway, WBL, or a third-party certification in this sector.

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



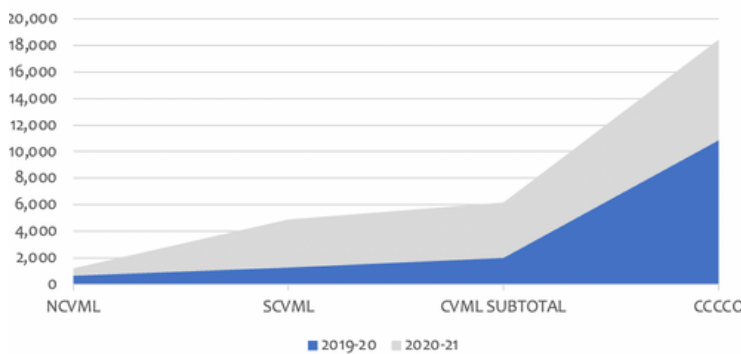
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



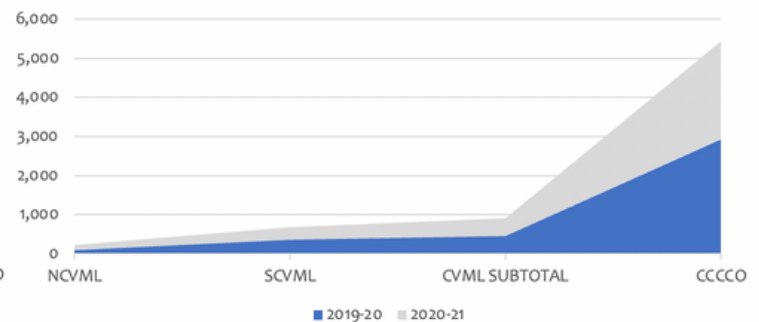
CC: Advanced Manufacturing

This sector has the 6th largest supply gap with approximately 8% of the CVML jobs, which includes occupations, such as a Production Supervisor, Welder, or a Maintenance Mechanic, among others, according to the 2023 CVML Overview (16).

Earned 9+ CTE Units



Earned a Degree, Certificate, or Apprenticeship Journey Status



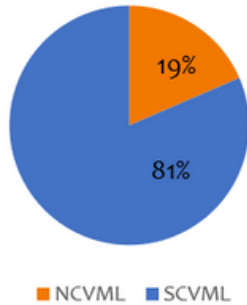
According to the 2023 CVML Overview, in 2021, about 4,515 annual openings are projected in this sector (17). Wages range from \$16.09 to \$33.40, above the CVML Living Wage for a single adult (\$12.31/hr) (18). The CVML has invested \$2,500,859 of SWP 5-SWP 7 funds across three regional projects and \$697,263 in K12 SWP funds. Momentum points from initial interest in a CTE program to completion remain an opportunity. For example, 5,064 ADVM college students took at least .5 units in this sector in 2020-21, but 30% of them earned 9+ CTE units that year. In that same year, the region invested \$258/college student. Since 2016, 2,255 students have completed a certificate, degree, or apprenticeship with an average completion of 451 students/year, thus potentially filling 10% of the annual openings.



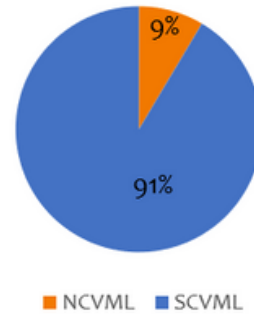
K12: Transportation

The Advanced Transportation & Logistics sector includes Operations, Structural Repair and Refinishing, and Systems Diagnostics and Service. 524 students completed 300+ career education hours/received a C- or better in a capstone course, and 117 students completed a work-based learning milestone.

2019-20: Percent of K12 CVML Students



2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

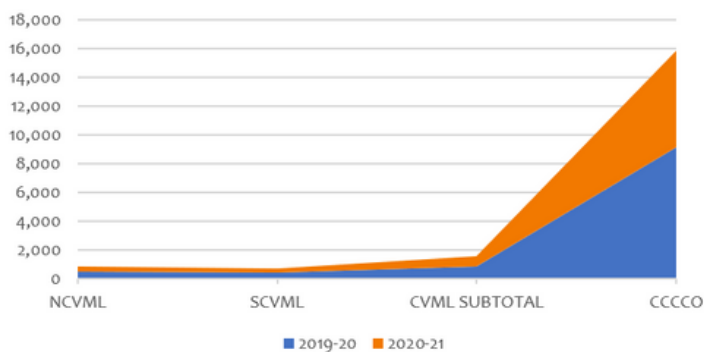
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



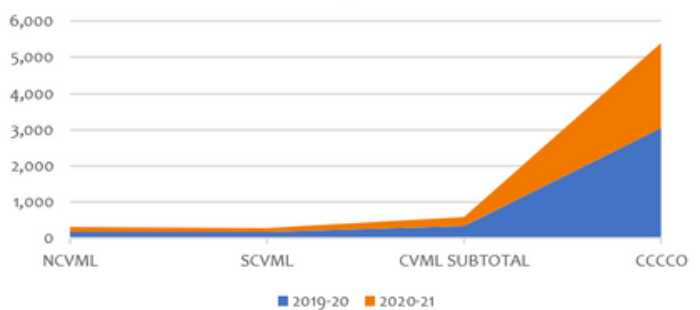
CC: Advanced Transportation and Logistics

This sector has the 7th largest supply gap with approximately 7% of the CVML openings, which includes occupations, such as Truck Driver, Airline Pilot, Air Traffic Controller, Automotive Body Repair, Bus Driver, Inventory Clerk, Shipping and Receiving, among others, according to the 2023 CVML Overview (25).

Earned 9+ CTE Units



Earned a Degree, Certificate, or Apprenticeship Journey Status



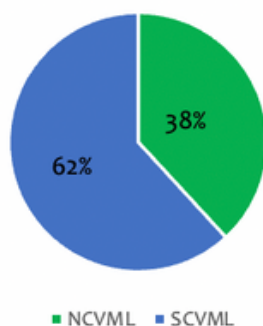
According to the 2023 CVML Overview, in 2021, 10,270 annual openings are projected in this sector (17). Wages range from \$23.17 to \$61.73, well above the CVML Living Wage for a single adult (\$12.31/hr) (25). The CVML has invested \$1,748,191 of SWP 6-7 funds across two regional projects and \$772,8343 in K12 SWP funds. Momentum points from initial interest in a CTE program to completion remain an opportunity. While 1,802 ADVT college students took at least .5 units in this sector, 38% went on to earn 9+ CTE units in a single year (2020-21). In that same year, the region invested \$931/college student. Since 2016, 1,455 students have completed a certificate, degree, or apprenticeship with an average completion of 291 students/year, thus potentially filling 3% of the annual openings.



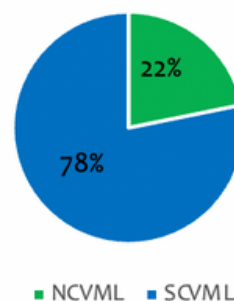
K12: Agriculture & Natural Sciences

This sector includes Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, Plant and Soil Science. 3,420 students completed 300+ career education hours/received a C- or better in a capstone course, and 1,334 students completed a work-based learning milestone.

2019-20: Percent of K12 CVML Students



2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

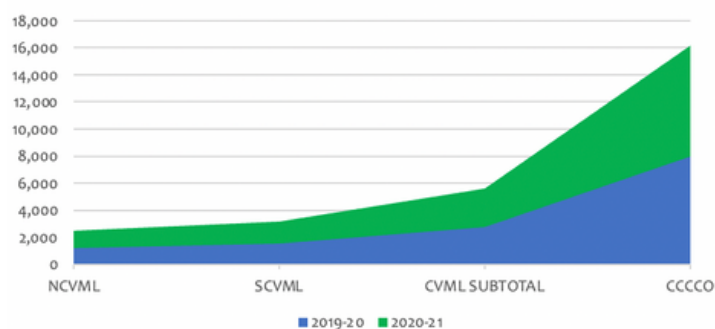
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



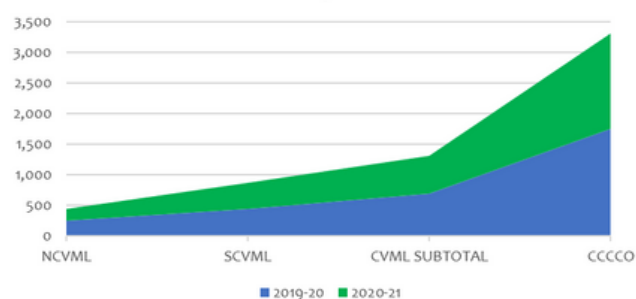
CC: Agriculture, Water, & Environmental Tech.

This sector is the third largest with the supply gap of 14%. This sector includes occupations in Agricultural Equipment Operators, Farmers/Ranchers, Farm Equipment Mechanics, Veterinary Assistants, and others (2023 CVML Overview 30).

Earned 9+ CTE Units



Earned a Degree, Certificate, or Apprenticeship Journey Status



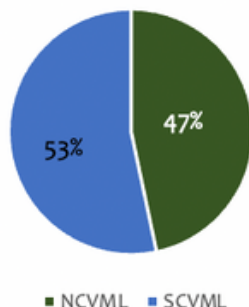
According to the 2023 CVML Overview, it projects 7,711 annual openings in this sector (30). Wages range from \$14.69 to \$37.82, well above the CVML Living Wage (31). The CVML has invested a total of \$4,287,439 SWP funds across three regional projects and one region-wide project and 13,163,092 in K12 SWP funds. Momentum points from initial interest in a CTE program to completion remain an opportunity. For example, 8,196 college students took at least .5 units in this sector, but 35% earned 9+ CTE units in a single year. In 2020-21, the region invested \$216/college student. In that same year, 623 students completed a certificate, degree, or apprenticeship. Since 2016, 2,764 students have completed a certificate, degree, or apprenticeship with an average completion of 553 students/year, thus potentially filling 7% of the annual openings.



K12: Business and Finance

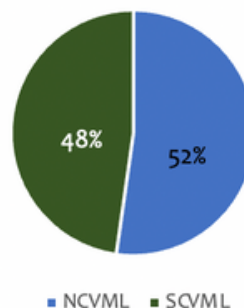
This sector includes Business Management, Financial Services, and International Business. It also includes **Marketing, Sales, and Service Industry**. 720 students completed 300+ career education hours/received a C- or better in a capstone course in Business and Finance compared to 430 students in Marketing, Sales, and Service Industry. 155 students completed 1 course in a CTE pathway, WBL, or a third-party certification in B & F compared to 61 students in MSS.

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



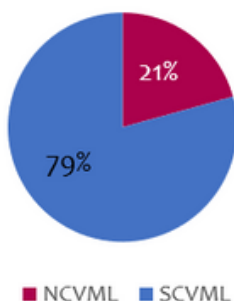
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



K12: Marketing, Sales, and Service

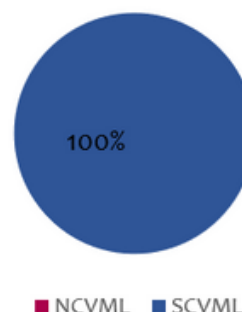
The Marketing, Sales, and Service Industry includes Marketing, Professional Sales, and Entrepreneurship/Self-Employment.

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students

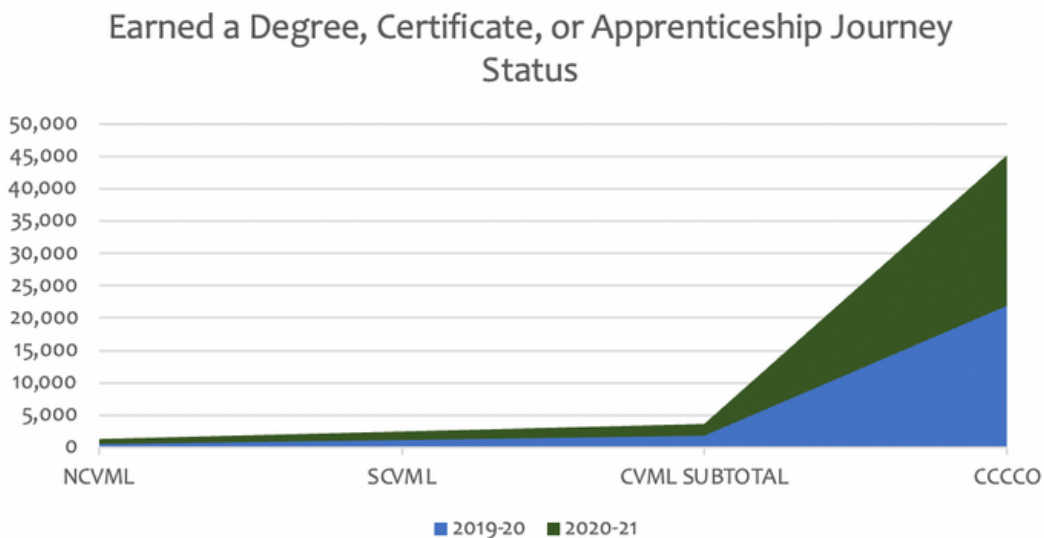
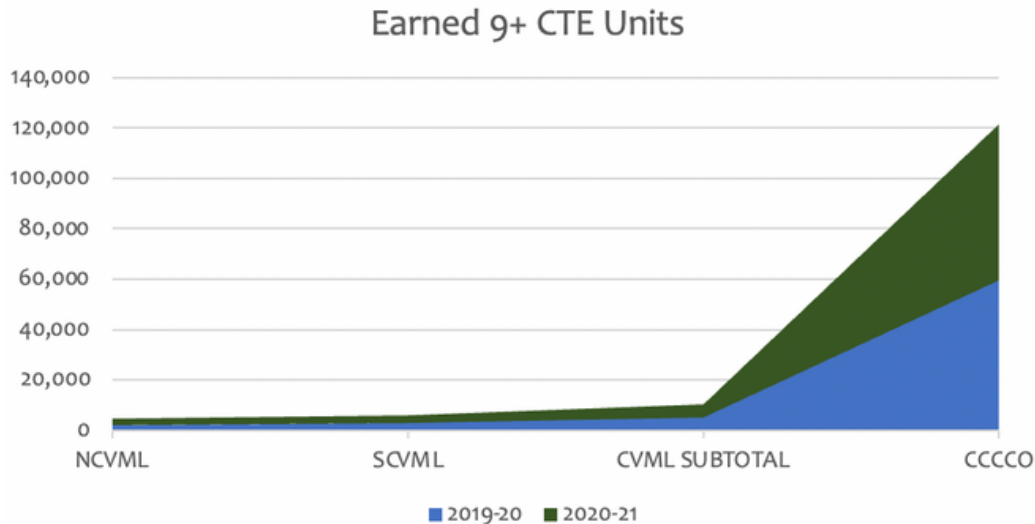


Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



CC: Business and Entrepreneurship

This sector has the largest supply gap with 24% of the jobs, and it includes occupations, such as Customer Service Representative, Receptionist, Bookkeeper, Human Resource Representatives, and the like (2023 CVML Overview 37).



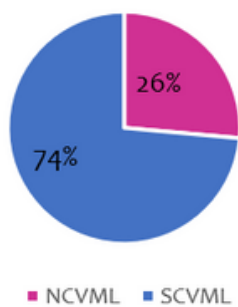
According to the 2023 CVML Overview, there are 13,509 annual openings in this sector (44) in 2021 (15). Wages range from \$16.12 to \$40.42 (38). The CVML has invested a total of \$1,262, 468 of SWP 5-7 funds in three regional projects and 1,069, 445 in K12 SWP funding. Momentum points from initial interest in a CTE program to completion remain an opportunity. While 19,384 college students took at least .5 units in this sector, 27% went on to earn 9+ CTE units in a single year. In 2020-21, the region invested \$29/college student. In that same year, 1,878 students completed a certificate, degree, or apprenticeship. Since 2016, 8,154 students have completed a certificate, degree, or apprenticeship with an average completion of 1,631 students/year, thus potentially filling 12% of the annual openings.

K12: Education, Child Development, & Family Svcs



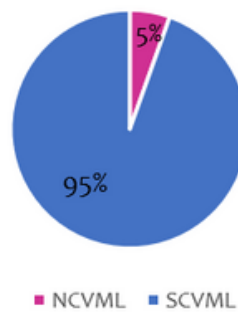
This sector includes Child Development, Consumer Services, Education, and Family and Human Services. 696 students completed 300+ career education hours/received a C- or better in a capstone course, and 403 students completed a work-based learning milestone.

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



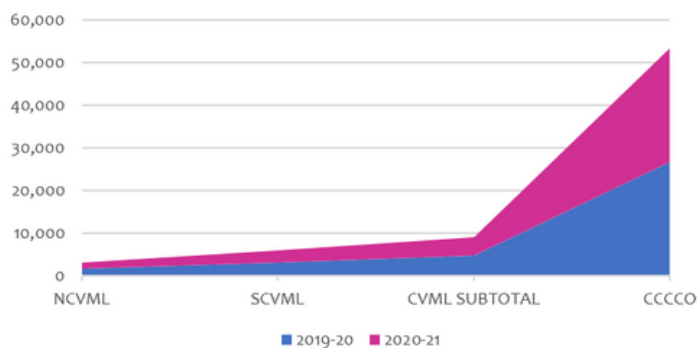
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



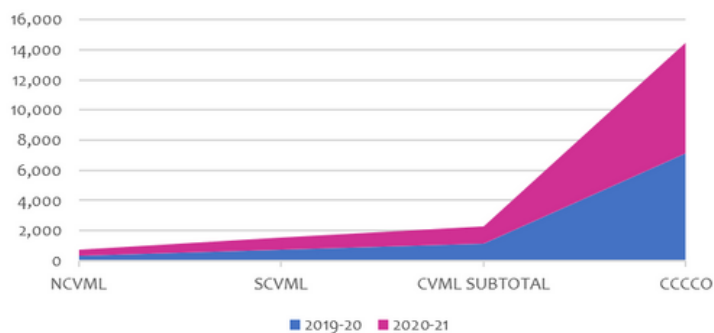
CC: Education and Human Development

This sector has the ninth largest supply gap with 3% of the jobs for this region and includes occupations, such as Teacher Assistant, Preschool Teacher, Library Technician (2023 CVML Overview 46).

Earned 9+ CTE Units



Earned a Degree, Certificate, or Apprenticeship Journey Status



According to the 2023 CVML Overview, there are 5,568 annual openings in this sector (18). Wages range from \$15.08 to \$30.69, well above the CVML Living Wage (60). The CVML has invested a total of \$526,036 SWP funds in one regional project and \$5,162,493 in K12 SWP funds. Momentum points from initial interest in a CTE program to completion remain an opportunity. For instance, 20,943 college students took at least .5 units in this sector, but 20% earned 9+ CTE units in a single year. In 2020-21, the region invested between \$25/college student. In that same year, 1,734 students matriculated. Since 2016, 5,052 students have completed a certificate, degree, or apprenticeship with an average completion of 1,010 students/year, thus potentially



K12: Energy, Environment, and Utilities

The ECU sector includes Environmental Resources, Energy and Power Technology, and Technologies. It also includes **Building and Construction Trades** as well as **Engineering and Architecture**. In EEU, 681 students completed 300+ career education hours/received a C- or better in a capstone course, 528 in BTC, and 755 students in EA. 681 students completed at least 1 course in a CTE pathway, WBL, or third-party certification, 235 in BTC, and 301 students in EA.

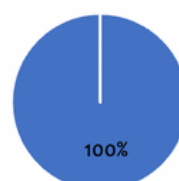
2019-20: Percent of K12 CVML Students



■ NCVML ■ SCVML

Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



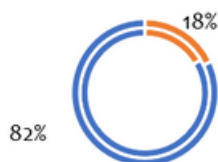
■ NCVML ■ SCVML

Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



K12: Building Trades and Construction

2019-20: Percent of K12 CVML Students



■ NCVML ■ SCVML

Completed 300 career education hours in an industry pathway with a C- or better

Percent of K12 CVML Students



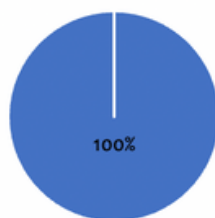
■ NCVML ■ SCVML

Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



K12: Engineering and Architecture

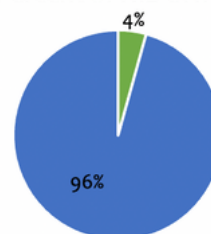
2019-20: Percent of K12 CVML Students



■ NCVML ■ SCVML

Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



■ NCVML ■ SCVML

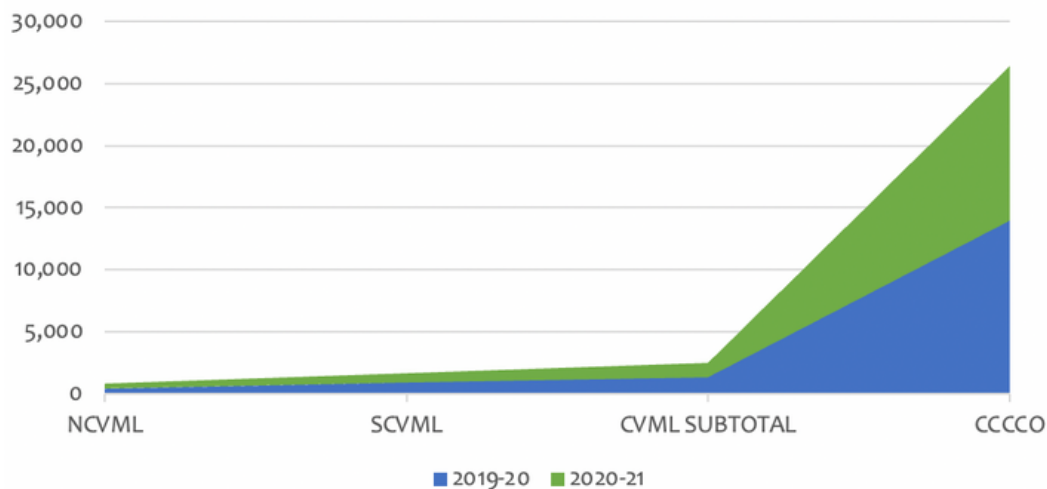
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



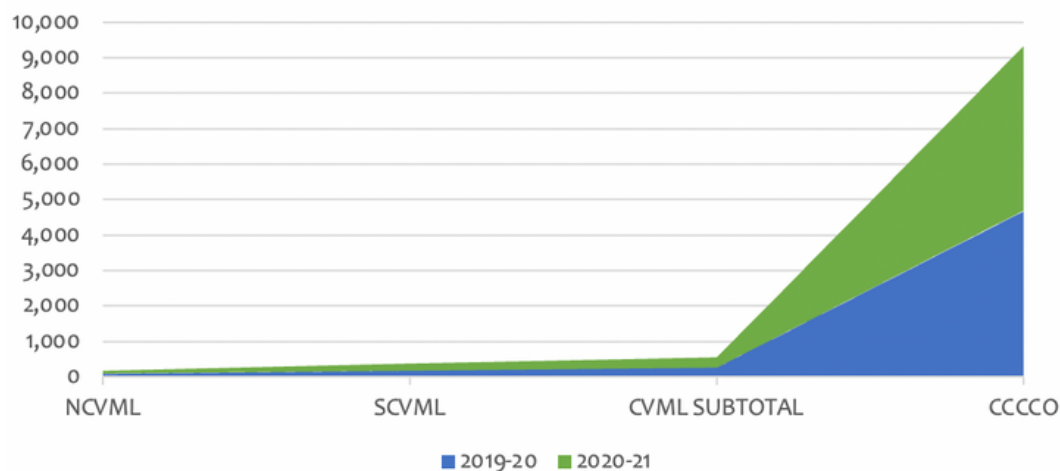
CC: Energy, Construction, and Utilities

This sector has the fifth largest supply gap and includes occupations, such as Forklift Operator, Maintenance Technician, Field Service Technician, and the like (2023 CVML Overview 51).

Earned 9+ CTE Units



Earned a Degree, Certificate, or Apprenticeship
Journey Status



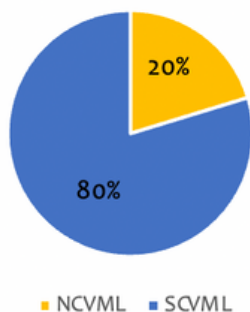
According to the 2023 CVML Overview, there are 10,260 annual openings in this sector (52). Wages range from \$16.52 to \$43.56 (53). Since 2020-2021, the CVML has invested a total of \$795,052 SWP funds in three regional projects and \$3,284,978 in K12 SWP funds. Momentum points from initial interest in a CTE program to completion remain an opportunity. While 2,897 college students took at least .5 units in this sector, 38% went on to earn 9+ CTE units in a single year. In 2020-21, the region invested \$35/college student. In that same year, 306 students completed a certificate, degree, or apprenticeship. Since 2016, 1,312 students have completed a certificate, degree, or apprenticeship with an average completion of 262 students/year, thus potentially filling 3% of the annual openings.



K12: Health, Science, and Medical Tech.

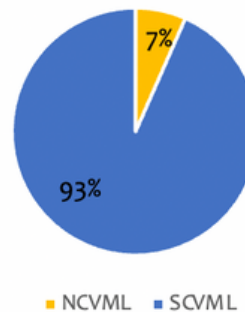
The Health sector includes Biotechnology, Patient Care, Health Care Administrative Services, Public and Community Health, and Mental and Behavioral Health. 2,109 students completed 300+ career education hours/received a C- or better in a capstone course, and 530 students completed a work-based learning milestone.

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



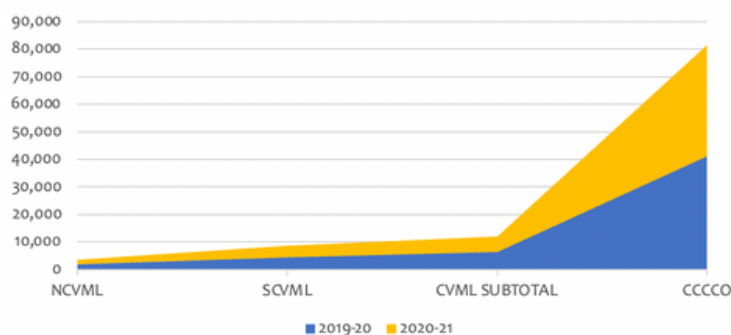
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



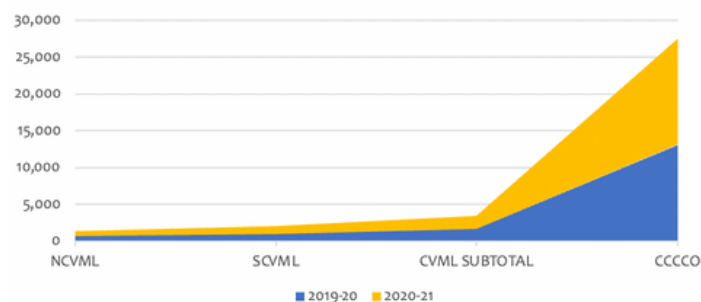
CC: Health

This sector has the second largest supply gap with 16% of the jobs and includes occupations in Agricultural Equipment Operators, Farmers/Ranchers, Farm Equipment Mechanics, Veterinary Assistants, and others (2023 CVML Overview 30).

Earned 9+ CTE Units



Earned a Degree, Certificate, or Apprenticeship Journey Status



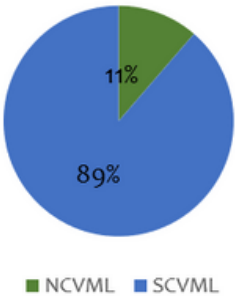
According to the 2023 CVML Overview, there are 21,540 annual openings in this sector (18). Wages range from \$19.13 to \$36.34, well above the CVML Living Wage (60). The CVML has invested a total of \$2,291,893 in three regional projects and \$7,932,948 in K12 SWP funds. Momentum points from initial interest in a CTE program to completion remain an opportunity. For example, 21,214 college students took at least .5 units in this sector, but 27% went on to earn 9+ CTE units in a single year. In 2020-21, the region invested \$38/college student. In that same year, 1,734 students matriculated. Since 2016, 8,387 students have completed a certificate, degree, or apprenticeship with an average completion of 1,677.4 students/year, thus potentially filling 8% of the annual openings.



K12: Information and Communication Tech.

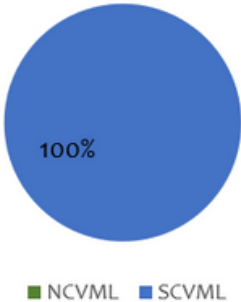
The ICT sector includes Information Support and Services, Networking, Software and System Development, and Games and Simulation. Additionally, it includes Arts, Media, and Entertainment. 792 students completed 300+ career education hours/received a C- or better in a capstone course, 1,571 in AME, and 149 students completed a work-based learning milestone in ICT and 369 in AME.

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



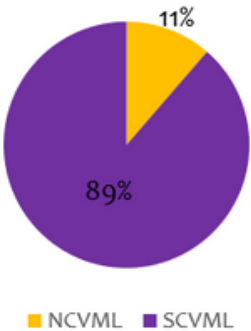
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



K12: Arts, Media, and Entertainment

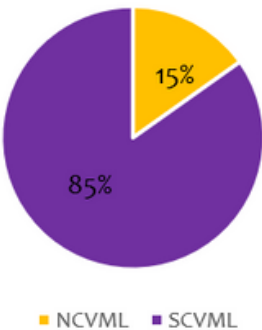
This sector includes occupations in Design, Visual, and Media Arts, Performing Arts, Production and Managerial Arts, and Game Design and Integration. .

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of CVML Students

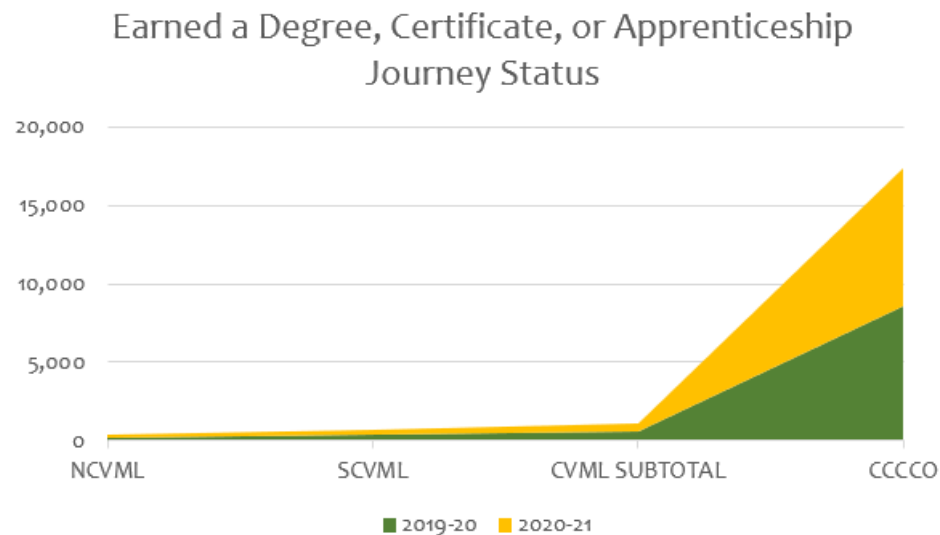
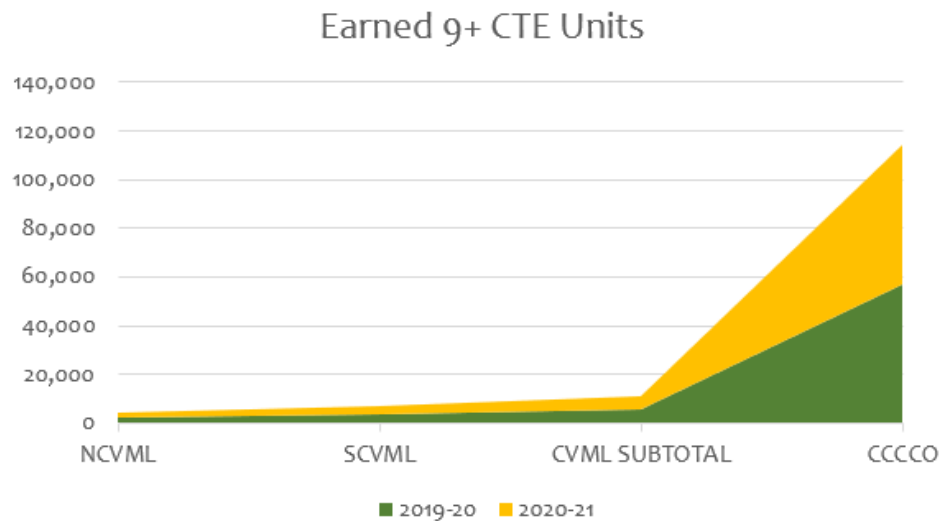


Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



CC: ICT/Digital Media

This sector has the seventh largest supply gap with the following representative occupations: Administrative Assistant, Office Assistant, Executive Assistant, Graphic Designers, and Computer Network Support Specialists (2023 CVML Overview 71).



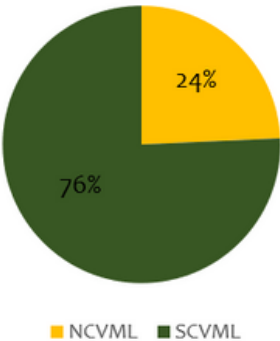
According to the 2023 CVML Overview, there are 6,481 jobs annual openings in this sector (71). Wages range from \$18.18 to \$42.30 (72). The CVML has invested \$711,877 in K12 SWP funding. Momentum points from initial interest in a CTE program to completion remain an opportunity. For example, 20,681 college students took at least .5 units in this sector, but 25% went on to earn 9+ CTE units in a single year. Since 2016, 2,719 students have completed a certificate, degree, or apprenticeship with an average completion of 544 students/year, thus potentially filling 8% of the annual openings.



K12: Public Services

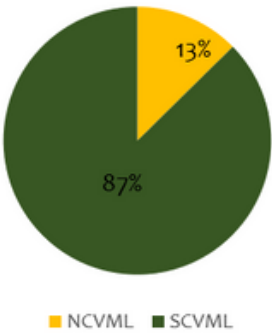
This sector includes Public Services, Emergency Response, and Legal Practices. 922 students completed 300+ career education hours/received a C- or better in a capstone course, and 117 students completed a work-based learning milestone.

2019-20: Percent of K12 CVML Students



Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



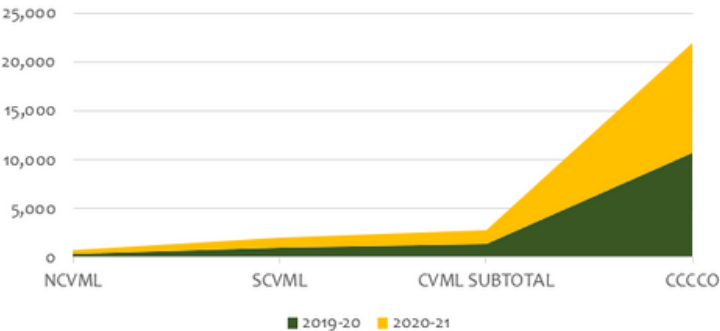
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



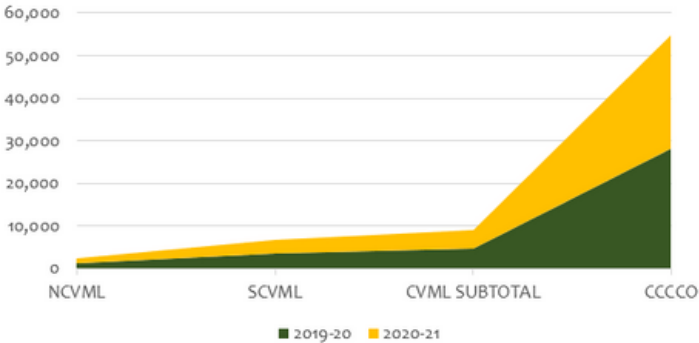
CC: Public Safety

This sector has the tenth largest supply gap with 2% of the jobs in occupations, such as Police, Correctional Officer, Forensic Science Technician, Dispatch, among other similar jobs (2023 CVML Overview 79).

Earned a Degree, Certificate, or Apprenticeship Journey Status



Earned 9+ CTE Units



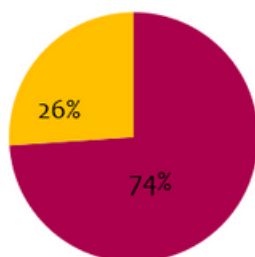
According to the 2023 CVML Overview, there are 3,705 annual openings in this sector (79). Wages range from \$23.65 to \$50.42, well above the CVML Living Wage (80). The CVML has invested a total of \$3,215,713 in four regional projects and \$2,474,367 in K12 SWP funds. Momentum points from initial interest in a CTE program to completion remain an opportunity. While 15,735 college students took at least .5 units in this sector, 27% went on to earn 9+ CTE units in a single year. In 2020-21, the region invested between \$52/college student. In that same year, 1,401 students matriculated. Since 2016, 6,418 students have completed a certificate, degree, or apprenticeship with an average completion of 1,284 students/year, thus potentially filling 35% of the annual openings.



K12: Hospitality, Tourism, and Recreation

The Retail, Hospitality, and Tourism sector includes Food Science, Dietetics, and Nutrition; Food Services; and Hospitality. Additionally, it includes Fashion Interior Design (Fashion Design and Merchandising, Interior Design, and Personal Services). 867 students completed 300+ career education hours/received a C- or better in a capstone course, 113 in FID, and 210 students completed a work-based learning milestone in HTR and 18 in FID.

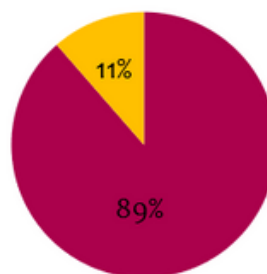
2019-20: Percent of K12 CVML Students



■ NCVML ■ SCVML

Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



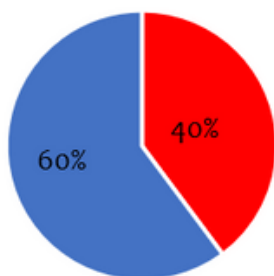
■ NCVML ■ SCVML

Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



K12: Fashion and Interior Design

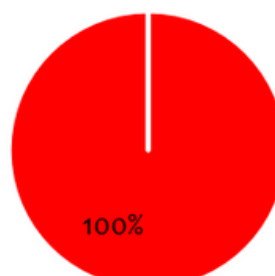
2019-20: Percent of K12 CVML Students



■ NCVML ■ SCVML

Completed 300 career education hours in an industry pathway with a C- or better

2019-20: Percent of K12 CVML Students



■ NCVML ■ SCVML

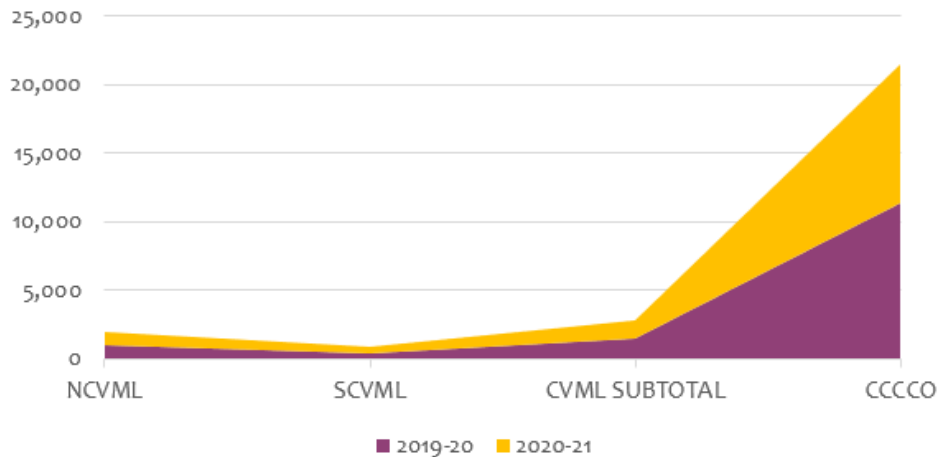
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



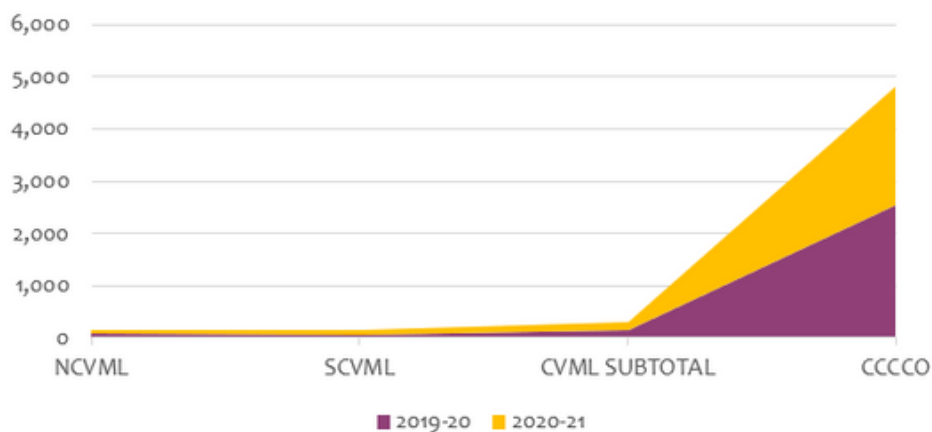
CC: Retail, Hospitality, and Tourism

This sector has the fourth largest supply gap and includes occupations, such as Chef/Head Cook, Food Service Manager, Cafeteria Cook, Janitor, Manicurist, Pedicurist, and Hairstylist (2023 CVML Overview 71).

Earned 9+ CTE Units



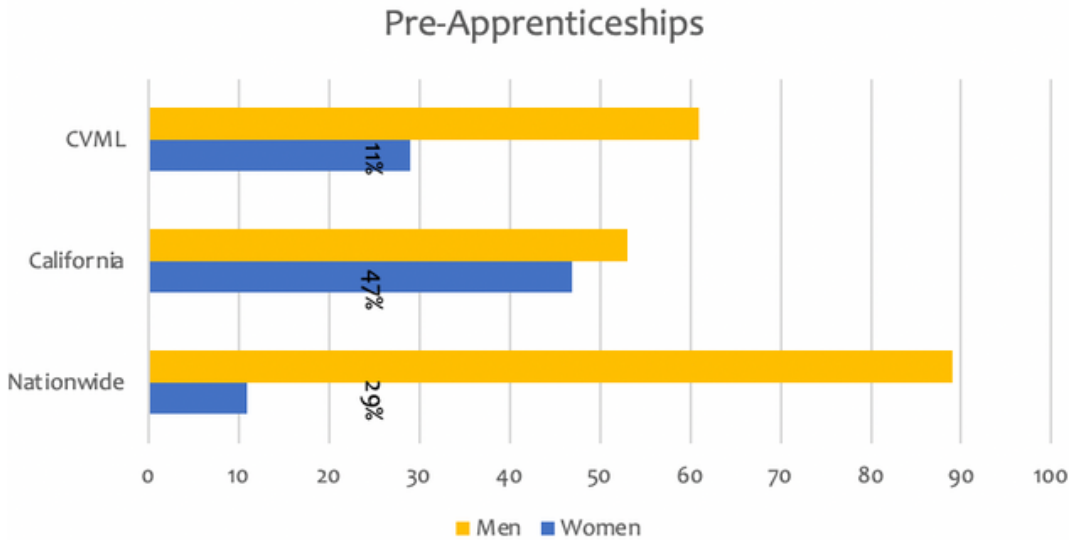
Earned a Degree, Certificate, or Apprenticeship
Journey Status



According to the 2023 CVML Overview, there are 8,052 jobs annual openings in this sector (86). Wages range from \$14.68 to \$34.94 (87). The CVML has invested \$951,971 in SWP funds and \$1,953,776 in K12 SWP funding. Momentum points from initial interest in a CTE program to completion remain an opportunity. While 5,105 college students took at least .5 units in this sector, 25% went on to earn 9+ CTE units in a single year. In 2020-21, the region invested between \$23/college student. Since 2016, 796 students have completed a certificate, degree, or apprenticeship with an average completion of 159 students/year, thus potentially filling 2% of the annual openings.

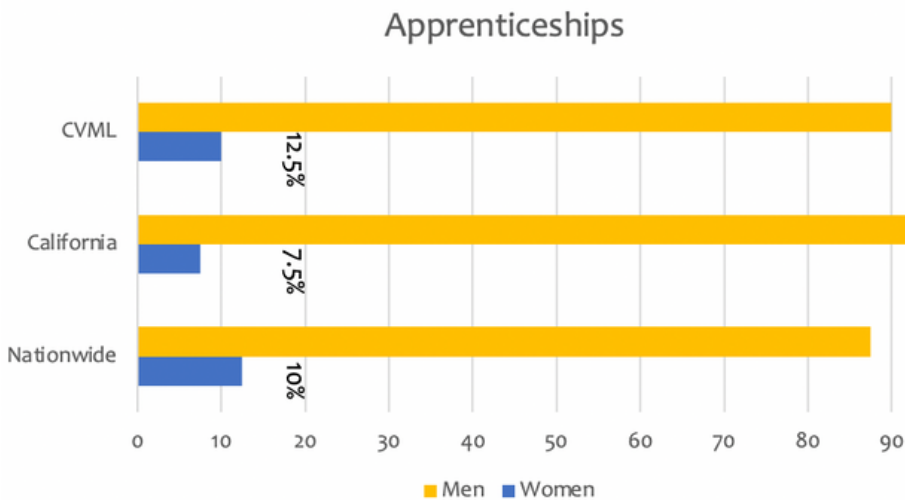
K12: Pre-Apprenticeships

According to the Department of Industrial Relations (DIR) Dashboard, the CVML has 24 registered apprenticeships with 79% of them in Stockton with a male/female gender ratio of 89:11.

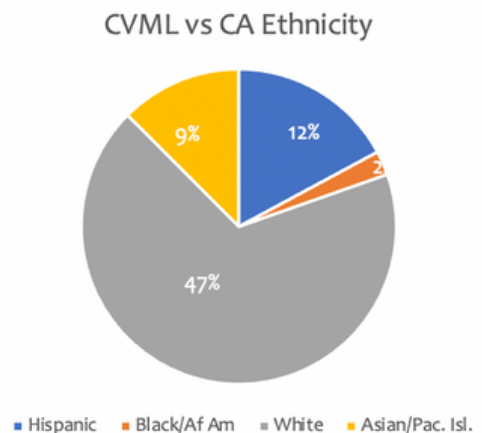
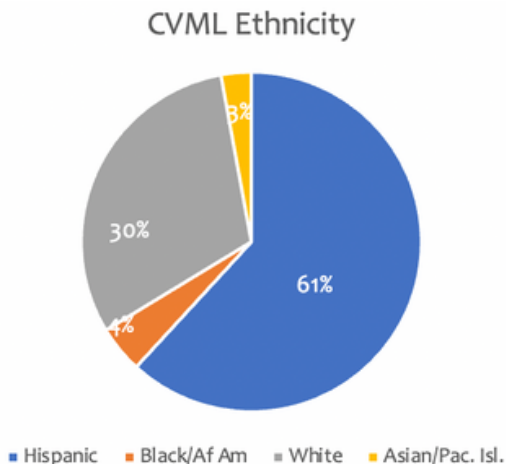


CC: Apprenticeships

The DIR Dashboard indicates that there are 10,075 registered apprenticeships with a male/female gender ratio of 87.5:12.5. 61% of the apprenticeships are Latinx/Hispanic.



By 2029, the CVML needs to have 57,500 registered apprenticeships to meet the Governor's Goal.



REGIONAL TARGETS

Increase high school **enrollment** in 1 CTE course

**41%
to
45%**

Increase the number of **students who complete 1+ CTE units by 3%.**

Increase the number of K12 CTE Completers by **3%**



Increase **the number of K12 CTE Completers in Work-Based Learning by 3%**

Decrease equity gaps in race and gender in industry priority sectors by

ADVM	AWET	BUS & ENT	ECT	HEALTH	PUB. SAF.
2%	5%	3%	3%	6%	4%

Key: ADVM-Advanced Manufacturing, AWET-Agriculture, Water, and Environmental Technologies, ECT-Energy, Construction, & Utilities, PUB. SAF-Public Safety

REGIONAL TARGETS

Increase
enrollment to
post-pandemic
levels by **9.5%**

Increase the
number of
**students who
earn 9+ CTE
units by 3%.**

Increase
certificate,
degree, or
apprenticeship
attainment by
5%



Increase **noncredit
CTE or Workforce
Preparation** **15%**
Courses to post-
pandemic levels by

Decrease equity gaps in race and gender in
industry priority sectors by

ADVM	AWET	BUS & ENT	ECT	HEALTH	PUB. SAF.
2%	5%	3%	3%	6%	4%

Key: ADVM-Advanced Manufacturing, AWET-Agriculture, Water, and Environmental Technologies, ECT-Energy, Construction, & Utilities, PUB. SAF-Public Safety

APPENDIX A: PERFORMANCE METRICS

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

Strong Workforce Program (SWP)

SWP 6 Formula (Per Ed Code)	SWP 6 Modified Formula (Augmentation)
1/3 Unemployment Rate	1/3 Unemployment Population
1/3 CTE FTES	1/3 CTE FTES
1/6 Job Openings	1/3 Job Openings
1/6 Incentive Formula	Not Applicable

K12 Strong Workforce Program (K12 SWP)

K12 SWP Metrics that Measure K-12 Student-Level Outcomes	K12 SWP Metrics that Measure Postsecondary Student-Level Outcomes	K12 SWP Metrics that Measure Employment Student-Level Outcomes
Completed 2+ CTE courses in high school in the same program of study	Entered registered apprenticeship after participation in high school pre-apprenticeship program	Employed in a job closely related to a field of study after exiting CA Community College
Completed 2+ CTE courses in high school in the same program of study that include early college credit, work-based learning, or third-party certification	Enrolled in another form of job training (other than CA Community College)	Median annual earnings of students after exiting CA Community College
Graduated high school	Completed 9+ CTE units in the first year of a CA Community College	
Enrolled in a CA CC within one year of leaving a secondary school	Attained a CA Community College certificate/degree or journey-level status	
	Transferred to a 4-year institution after exiting a CA Community College	





APPENDIX A: PERFORMANCE METRICS

Perkins IV and Perkins V

POSTSECONDARY CORE INDICATORS		SECONDARY CORE INDICATORS	
Perkins IV		Perkins IV	
1P1: Technical Skill Attainment	1P1: Postsecondary Placement	1S1: Academic Attainment in Reading/Language Arts	1S1: Four-Year Graduation Rate
2P1: Completions, Certificates, Degrees and Transfer	2P1: Earned Recognized Postsecondary Credential	1S2: Academic Attainment in Mathematics	1S2: Extended-Year Graduation Rate
3P1: Student Retention or Transfer	3P1: Non-Traditional Program Concentration	3S1: Secondary School Completion	2S1: Academic Proficiency in Reading/Language Arts
4P1: Student Placement		4S1: Student Graduation Rate	2S3: Academic Proficiency in Science
5P1: Nontraditional Participation		5S1: Secondary Placement	3S1: Post-Program Placement
5P2: Nontraditional Completion		6S1: Nontraditional Participation	4S1: Nontraditional Program Concentration
		6S2: Nontraditional Completion	5S2: Program Quality-Attained Postsecondary Credits
			5S3: Program Quality-Participated in Work-Based Learning
			5S4,5S5,5S6...: Program Quality - Other






APPENDIX B: Industry Crosswalk

This Industry Crosswalk, courtesy of the California Perkins V State Plan, aligns the industry sectors in Career Technical Education (CTE) between the California Department of Education (CDE) and the California Community Colleges (CCC).

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	Agriculture and Natural Resources (ANR) <ul style="list-style-type: none"> • Agricultural Business • Agricultural Mechanics • Agriscience • Animal Science • Forestry and Natural Resources • Ornamental Horticulture • Plant and Soil Science 	Agriculture, Water and Environmental Technologies
	Arts, Media, and Entertainment (AME) <ul style="list-style-type: none"> • Design, Visual, and Media Arts • Performing Arts • Production and Managerial Arts • Game Design and Integration 	Information and Communication Technologies/Digital Media
	Building and Construction Trades (BCT) <ul style="list-style-type: none"> • Cabinetry, Millwork, and Woodworking • Engineering and Heavy Construction • Mechanical Systems Installation and Repair • Residential and Commercial Construction 	Energy, Construction, and Utilities
	Business and Finance (BF) <ul style="list-style-type: none"> • Business Management • Financial Services • International Business 	Business and Entrepreneurship







APPENDIX B: Industry Crosswalk

This Industry Crosswalk, courtesy of the California Perkins V State Plan, aligns the industry sectors in Career Technical Education (CTE) between the California Department of Education (CDE) and the California Community Colleges (CCC).

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	Education, Child Development, and Family Services (ECDFS) <ul style="list-style-type: none"> • Child Development • Consumer Services • Education • Family and Human Services 	Education and Human Development
	Energy, Environment, and Utilities (EEU) <ul style="list-style-type: none"> • Environmental Resources • Energy and Power Technology • Telecommunications 	Energy, Construction, and Utilities
	Engineering and Architecture (EA) <ul style="list-style-type: none"> • Architectural Design • Engineering Technology • Engineering Design • Environmental Engineering 	Energy, Construction, and Utilities
	Fashion and Interior Design (FID) <ul style="list-style-type: none"> • Fashion Design and Merchandising • Interior Design • Personal Services 	Retail, Hospitality and Tourism
	Health Science and Medical Technology (HSMT) <ul style="list-style-type: none"> • Biotechnology • Patient Care • Health Care Administrative Services • Health Care Operational Support Services • Public and Community Health • Mental and Behavioral Health 	Health

APPENDIX B: Industry Crosswalk

This Industry Crosswalk, courtesy of the California Perkins V State Plan, aligns the industry sectors in Career Technical Education (CTE) between the California Department of Education (CDE) and the California Community Colleges (CCC).

Graphic logo	CDE Industry Sectors and Pathways	CCC Priority Industry Sectors
	Hospitality, Tourism, and Recreation (HTR) <ul style="list-style-type: none"> Food Science, Dietetics, and Nutrition Food Services and Hospitality Hospitality, Tourism, and Recreation 	Retail, Hospitality and Tourism
	Information and Communication Technologies (ICT) <ul style="list-style-type: none"> Information Support and Services Networking Software and Systems Development Games and Simulation 	Information and Communication Technologies/Digital Media
	Manufacturing and Product Development (MPD) <ul style="list-style-type: none"> Graphic Production Technologies Machining and Forming Technologies Welding and Materials Joining Product Innovation and Design 	Advanced Manufacturing
	Marketing, Sales, and Service (MSS) <ul style="list-style-type: none"> Marketing Professional Sales Entrepreneurship/Self-Employment 	Business and Entrepreneurship
	Public Services (PS) <ul style="list-style-type: none"> Public Safety Emergency Response Legal Practices 	Public Safety
	Transportation (T) <ul style="list-style-type: none"> Operations Structural Repair and Refinishing Systems Diagnostics and Service 	Advanced Transportation and Logistics

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 1 CRC Regional- Advanced Manufacturing Sector (SWP 5 and 6)			
Plan ID		Plan Title	Funding:
11398 (SWP5)	CRC Advanced Manufacturing Sector Regional Project (SWP5)		\$ 1,352,366
14498 (SWP6)	CRC Regional - Advanced Manufacturing Sector (SWP 6)		\$ 490,527
Primary Contact-Project Lead		E-mail	
Anthony Cordova		anthony.cordova@bakerfieldcollege.edu	
Participating Colleges			
11398	Bakersfield College (Lead), Clovis Community College, College of the Sequoias, Fresno City College, Madera Community College, Modesto Junior College, Reedley College, San Joaquin Delta College, Taft College, West Hills College Lemoore		
14498	Bakersfield College (Lead), College of the Sequoias, Madera Community College, Merced College, West Hills College Lemoore		
Project Description			
11398	Focus on identifying students in various programs that are within the Advanced Manufacturing pathway to support their goals of obtaining a Baccalaureate Degree within Industrial Automation. Develop Educational Plans for Completion, focus on transferring, and online presence for remote learning.		
14498	Develop multiple pathways to employment: ensure qualified faculty to teach in Advanced Manufacturing pathways. Provide opportunities for professional development. Explore noncredit options for industry certifications. Articulate pathways to BC and Cal state Fresno. Embed industry certifications in all pathways Development of Instructional Spaces: Purchase of Electrical Trainers, Lab volts and other equipment that is currently in use within the industry sector. This will allow students hands-on training with the equipment being used in the workforce. Purchase tools and/or equipment in order to start up, expand, or enhance services for the manufacturing industry. Coordinate facility modification and/or development in order to offer necessary services for the manufacturing industry. Offer training and/or courses in a variety of modes of instruction to expand or upskills the manufacturing workforce. COS is currently using leased off-campus space to operate our Industrial Automation program. We want to move this program onto campus so we need to create a new lab to house it. Increased connectivity to Baccalaureate Programs: Focus on identifying students in various programs that are within the Advanced Manufacturing pathway to support their goals of obtaining a Baccalaureate Degree within Industrial Automation. Develop Educational Plans for Completion, focus on transferring, and online presence for remote learning.		
Metrics			
11398	Median Annual Earnings for SWP Exiting Students (SW_800) SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632) SWP Students Who Transferred to a Four-Year Postsecondary Institution (SW_620) SWP Students with a Job Closely Related to Their Field of Study (SW_701) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Advanced Manufacturing Sector Regional Project (cccco.edu)		
14498	Median Annual Earnings for SWP Exiting Students (SW_800) SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632) SWP Students Who Transferred to a Four-Year Postsecondary Institution (SW_620) SWP Students with a Job Closely Related to Their Field of Study (SW_701) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Advanced Manufacturing Sector (SWP 6) (cccco.edu)		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 2: Agriculture, Water & Environment Sector (SWP 5 and 6)			
Plan ID		Plan Title	Funding:
11602	CRC Regional Project- Agriculture, Water, & Environment Sector		\$ 2,458,032
14559	CRC Regional - Agriculture, Water, & Environment Sector (SWP 6)		\$ 326,976
Primary Contact-Project Lead		E-mail	
Autumn Gardia		autumn.gardia@mccd.edu	
Participating Colleges			
11602	Merced College (Lead) Clovis Community College Madera Community College Merced CCD Porterville College Reedley College San Joaquin Delta College West Hills College Coalinga		
14559	Merced College (Lead) Bakersfield College Clovis Community College Madera Community College West Hills College Coalinga		
Project Description			
11602	<p>WHCC Dual Enrollment team will be partially funded through SWP as it continues to expand ag pathways to service area high schools through cooperative planning with community partners.</p> <p>Increase capacity of adjunct instructors- WHCC full time faculty will develop dual enrollment instructor orientation and support resources in a Canvas course and implement voluntary dual enrollment instructor community of practice (COP) via Zoom to provide professional development opportunities amongst peers teaching within dual enrollment. Funds from Porterville College will be utilized to update and improve the curriculum of our Agriculture program. Regional SWP5 Funds will be utilized to develop, update and improve curriculum in Agribusiness, Plant science, Viticulture and Enology, Agriculture Mechanics and Food Safety programs at Madera Community College Agriculture is a regional priority as evidenced by the LMI data attached and through programs like the Dual Enrollment Program, colleges are able to embed CTE early into students' academic careers. Develop Viticulture and Enology Program at Madera: Develop Viticulture and Enology program at Madera Community College to offer short-term courses, certificates and Associate Degrees and ASTs Develop Ag Mechanics Program at Madera: Develop Agriculture Mechanics program at Madera Community College to offer short-term courses, certificates and Associate Degrees to meet the job market needs through training skill-builders, providing graduates with certificates and AS degree for immediate employment or AS-T for transfer to a four year college for completing Bachelors degree to enter the job market in Farm Machinery and Agricultural Mechanics. .</p>		
14559	Continuation of 11602 Projects		
Metrics			
11602	<p>Strong Workforce Program Students (SW_122) Select SWP Metrics</p> <p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632)</p>		
14559	<p>SWP Students Who Transferred to a Four-Year Postsecondary Institution (SW_620)SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p>		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 3: CRC Regional- Business & Entrepreneurship Sector (SWP5 and SWP6)			
Plan ID		Plan Title	Funding:
12105 (SWP5)	CRC Regional - Business & Entrepreneurship Sector Regional Project R5		\$ 525,400
14494 (SWP6)	CRC Regional - Business & Entrepreneurship Sector (SWP 6)		\$ 514,422
Primary Contact-Project Lead		E-mail	
Kris Costa		kriscosta@whccd.edu	
Participating Colleges			
12105	West Hills College Lemoore (Lead), Bakersfield College, Clovis Community College, Porterville College, Taft College, West Hills College Coalinga		
14494	West Hills College Lemoore (Lead), Bakersfield College, Clovis Community College, West Hills College Coalinga		
Project Description			
12105	<p>Develop Industry Relevant Curriculum-Curriculum development: Create pathways for industry relevant training including non credit options in all institutions provide course mapping for curricular pathways</p> <p>Professional Development for Business faculty-Faculty professional development: Providing quality professional development for business faculty as they build pathways. Stipend faculty for development of industry relevant skills and knowledge.</p> <p>Purchase Industry relevant equipment and supplies-Lab technology adoption: Explore and implement new technologies for skill acquisition, including industry certification attainment. Development of innovative models for business, bookkeeping, and entrepreneurship will be central to this objective. Embed industry certifications in business pathways, where appropriate and requested by advisory</p> <p>Outreach, Recruitment and Ed Planning activities-Bridge Supply/Demand Gap: Colleges will utilize funding to increase student access to programs and develop dual enrollment opportunities for high school students in the Business pipeline</p> <p>Workforce Internship and Networking in BUS/ENTR-Address new industry priorities: Deliver quality work based learning opportunities to students in credit and non credit programs. Increase the number of internships available to students in business pathways and career exploration available to students in business pathways.</p>		
14494	Objectives continued from 12105		
Metrics			
12105	<p>SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course (SW_403)</p> <p>SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632)</p> <p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) https://nova.cccco.edu/swpr/proposals/12105/v2/preview</p>		
14494	<p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632)</p> <p>SWP Students Who Transferred to a Four-Year Postsecondary Institution (SW_620)</p> <p>SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course (SW_403)</p> <p>SWP Students with a Job Closely Related to Their Field of Study (SW_701)</p>		
	NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Business & Entrepreneurship Sector (SWP 6) (cccoco.edu)		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 4: Energy Sector SWP5 and SWP6			
Plan ID		Plan Title	Funding:
12250 (SWP5)	CRC Energy, Construction, and Utilities Sector Regional Project R5		\$ 100,164
14785 (SWP6)	CRC Regional - Energy Sector (SWP 6)		\$ 339,487
Primary Contact-Project Lead		E-mail	
Ganesan Srinivasan		ganesan.srinivasan@scccd.edu	
Anthony Cordova		Anthony.cordova@bakersfieldcollege.edu	
Participating Colleges			
12250	Madera Community College (Lead), Bakersfield College, Modesto Junior College		
14785	Bakersfield College (Lead),Cerro Coso Community College, Modesto Junior College		
Project Description			
12250	Training in Construction Crafts Technology-Bridge Supply/Demand Gap: Develop curriculum, offer short-term training program to meet the immediate needs of the construction industry. Construction is a booming industry in the Central Valley/ Mother Lode region. Both residential and commercial construction are exploding and there is a severe shortage of construction workers. This program will develop a curriculum for non-credit, not-for-credit and credit courses in construction management and offer certificate program. Online Curriculum and Program Development-Curriculum development: Development on-line education building inspection and construction management curriculum.		
14785	Curriculum Development- Develop new program to address ongoing market need: Ensure qualified faculty to each in Energy Pathways. Provide opportunities for professional development. Explore noncredit options for industry certifications. Develop California Renewable Energy Lab. Develop new program to address ongoing market need: Supporting the development of improving upon the reduction of Carbon Management and workforce transitioning skills within the Clean Energies.		
Metrics			
12250	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) SWP Exiting Students Who Attained the Living Wage (SW_802) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Energy, Construction, and Utilities Sector Regional Project (cccco.edu)		
14785	SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course (SW_403) SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632) SWP Exiting Students Who Attained the Living Wage (SW_802) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Energy Sector (SWP 6) (cccco.edu)		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 5: CRC Health and Safety Sector Regional SWP5 and SWP6		
Plan ID	Plan Title	Funding:
11445 (SWP5)	CRC Health / Public Safety Sector Regional Project (SWP5)	\$ 675,626
14787 (SWP6)	CRC Regional - Health Care and Public Safety Sector (SWP 6)	\$ 851,339
Primary Contact-Project Lead		E-mail
Anthony Cordova		anthony.cordova@bakerfieldcollege.edu
Participating Colleges		
11445	Bakersfield College (Lead), Cerro Coso Community College, Clovis Community College, College of the Sequoias, Madera Community College, Porterville College, San Joaquin Delta College, Taft College	
14787	Bakersfield College (Lead), Cerro Coso Community College, Clovis Community College, College of the Sequoias, Fresno City College, Madera Community College, Porterville College	
Project Description		
11445	<p>Sim Lab Operation – Bridge Supply/Demand Gap: Hire Sim Lab faculty member and Sim Lab technician. Upgrade software to cover more learning scenarios. Purchase additional simulation mannequins to support a second simulation workstation. Professional development for new faculty member and technician as well as for existing faculty with students using the Lab. Fund faculty to pursue accreditation status for simulation lab. Purchase additional simulation equipment to expand simulation workstations.</p> <p>Program Development – Bridge Supply/Demand Gap: Cerro Coso Community College (CCCC) - Our college is developing an RN program to expand upon our existing LVN program to meet high demand needs of the region. We are also exploring the development of an EMT paramedic component and wildland fire technology program to meet the needs of our diverse region. Efforts will be placed on research, curriculum development, infrastructure, and equipment procurement to establish these new programs. Clovis Community College (CCC) - Our college will be continuing to develop the OTA program to meet the high demand needs in the region. Additionally, we will be exploring development and expansion of other allied health programs including rehabilitation aide, home health aide, etc.</p> <p>Develop EMT Program- Bridge Supply/Demand Gap: Taft College (TC): Develop 3-5 courses to create an EMT certificate. COVID-19 has had a ripple effect upon the health industry with an unprecedented number of seasoned workers leaving the field.</p> <p>Upgrade Dental Hygiene Supplies/Equipment: TC-Upgrade outdated supplies and equipment. Upgrading supplies and equipment keeps the Dental Hygiene program current by familiarizing with industry standards.</p> <p>Counseling - Bridge Supply/Demand Gap: TC-EMT, which will be developed into a certificate program, Dental Hygiene, and Allied Health are programs where extensive counseling is needed to help students navigate through their programs to pursue their careers.</p>	

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

14787	<p>Development of new Programs- Develop new program to address ongoing market need: Focus on expanding new programs and adding additional seat capacity to all the existing programs. CTE Student Support Services - Coordinate with student services and workforce development partners to reduce barriers, ensure equity, and provide supportive services for students entering and proceeding through career education pathways.</p> <p>Expand Simulation Labs- Increase enrollment of existing program(s): Create and develop additional space for simulation labs. This will allow 2 additional sections to be offered. CTE Student Support Services - Coordinate with student services and workforce development partners to reduce barriers, ensure equity, and provide supportive services for students entering and proceeding through career education pathways.</p> <p>Enhance Existing Programs- Increase quality of existing program(s): Additional support for expansion and enhancement of existing health and public safety programs, to include the police academy and nursing programs. CTE Student Support Services - Coordinate with student services and workforce development partners to reduce barriers, ensure equity, and provide supportive services for students entering and proceeding through career education pathways.</p>
Metrics	
11445	<p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632)</p> <p>Median Annual Earnings for SWP Exiting Students (SW_800)</p> <p>Median Change in Earnings for SWP Exiting Students (SW_801)</p> <p>SWP Exiting Students Who Attained the Living Wage (SW_802)</p> <p>SWP Students with a Job Closely Related to Their Field of Study (SW_701)</p> <p>Strong Workforce Program Students (SW_122)</p> <p>NOVA: Strong Workforce Program - Regional Share 2.0 CRC Health / Public Safety Sector Regional Project (cccco.edu)</p>
14787	<p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>Median Annual Earnings for SWP Exiting Students (SW_800)</p> <p>SWP Exiting Students Who Attained the Living Wage (SW_802)</p> <p>SWP Students with a Job Closely Related to Their Field of Study (SW_701)</p> <p>NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Health Care and Public Safety Sector (SWP 6) (cccco.edu)</p>

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 6: Hospitality, Tourism, Cultural Arts and Retail Sector (SWP 5 and 6)			
Plan		Plan Title	Funding:
12248 (SWP5)	Hospitality, Tourism, Culinary Arts and Retail Sector - Regional Project R5		\$ 115,827
14505 (SWP6)	CRC Regional - Hospitality, Tourism, Culinary Arts and Retail Sector (SWP 6)		\$ 608,031
Primary Contact-Project Lead		E-mail	
Pedro Mendez		mendezp@yosemite.edu	
Ganesan Srinivasan		Ganesan.srinivasan@scccd.edu	
Participating Colleges			
12248	Madera Community College (Lead), Cerro Coso Community College, Merced College, State Center CCD		
14505	Madera Community College (Lead), Merced College, West Hills College Lemoore		
Project Description			
12248	Meeting the workforce needs in Hospitality sector -Curriculum development: Will develop curriculum for credit, non-credit and not-for-credit courses and offer certificate programs to meet the immediate employer needs. Will develop an AS program for continued academic and career advancement in the profession. Central Valley-Mother Lode region has tremendous potential to increase, eco- and agri- tourism. Hospitality sector is rapidly becoming one of the economic engines in the region especially to address the equity gaps in income. This project will address the immediate need for providing trained employees and help to strengthen this sector as a major contributor to the region's economy. Provide industry related training – Bridge Supply/Demand Gap: Provide lab setting/real world application of culinary skills to students enrolled in the Nutrition program through training in a Food Truck. Future Culinary/Hospitality students will also benefit from work experience in the Food Truck. On average each year, community colleges in the region confer 31 certificates and 31 degrees related to retail. The gap analysis reveals a shortage of 6,691 retail-related workers in the region. By comparison, community colleges in the region confer 173 certificates, 101 degrees and seven non-credit awards related to hospitality, tourism and entertainment.		
14505	Curriculum Development- Develop new program to address ongoing market need: Develop curriculum for credit, non-credit and not-for-credit courses and offer certificate programs to meet the immediate employer needs. Develop programs for continued academic and career advancement in the profession. Development of Open Educational resources to expand opportunities in the sector. Exploration of apprenticeship options. Central Valley-Mother Lode region has tremendous potential to increase, eco- and agri- tourism. Hospitality sector is rapidly becoming one of the economic engines in the region especially to address the equity gaps in income.		
Metrics			
12248	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) Median Change in Earnings for SWP Exiting Students (SW_801) NOVA: Strong Workforce Program - Regional Share 2.0 Hospitality, Tourism, Culinary Arts and Retail Sector - Regional Project (cccco.edu)		
14505	SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course (SW_403) SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) SWP Students with a Job Closely Related to Their Field of Study (SW_701) Strong Workforce Program Students (SW_122) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Hospitality, Tourism, Culinary Arts and Retail Sector (SWP 6) (cccco.edu)		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 7: CRC Regional – Public Safety -Fire, EMS, and Police (SWP 6)		
Plan ID	Plan Title	Funding:
14345 (SWP6)	CRC Regional - Public Safety (Fire, EMS, and Police) Sector (SWP 6)	\$ 450,157
Primary Contact-Project Lead		E-mail
Becky Barabe		becky.barabe@fresnocitycollege.edu
Participating Colleges		
14345	Fresno City College (Lead), Bakersfield College, Modesto Junior College	
Project Description		
14345	<p>FCC Regional Collaboration -Increase quality of existing program(s): Provide booth, sponsorship, registration, and/or travel expenses for participation in regional Public Safety events, conferences, or trainings. Provide travel and substitute expenses for participation in regional faculty and/or staff convenings; public safety or CTE-related conferences; and local, regional, statewide, or national professional development opportunities. Provide hosting, registration, travel, and/or career awareness materials for high school and/or college participants in Public Safety or Career Day events. Providing increased collaboration for in demand Public Safety related programs and occupations throughout the region.</p> <p>FCC Partnership Development-Increase enrollment of existing program(s) Develop regional/sub-regional Public Safety faculty and/or agency convenings to discuss new program development, curriculum improvements & industry certification alignment across the region; as well as, plan professional development opportunities for faculty, public safety events and projects, internship and/or apprenticeship opportunities. Plan and support regional/sub-regional Public Safety events to build stronger relationships amongst colleges, industry, K-12, and other local and regional stakeholders. Plan Public Safety or Career 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)</p> <p>FCC Equipment and/or Facilities Upgrades- Increase quality of existing program(s): Purchase tools and/or equipment in order to start up, expand, or enhance services for the Public Safety Sector. Coordinate facility modification and/or new construction development in order to offer necessary services for the Public Safety Sector. Offer training and/or courses in a variety of modes of instruction to expand or upskills the Public Safety workforce, including Instructional Service Agreements (ISAs). Providing improved equipment and/or facilities for in demand Public Safety related programs and occupations throughout the region.</p>	
Metrics		
14345	<p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)SWP</p> <p>Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632)</p> <p>NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Public Safety (Fire, EMS, and Police) Sector (SWP 6) (cccco.edu)</p>	

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 8: Strengthening Sectors and CTE Pathways SWP5 and SWP6			
Plan ID		Plan Title	Funding:
11797 (SWP5)	CRC Strengthening Sectors and CTE Pathways Regional Project (SWP5)		\$ 4,709,691
14527 (SWP6)	CRC Regional - Strengthening Sectors and CTE Pathways Project (SWP 6)		\$ 5,438,623
Primary Contact-Project Lead		E-mail	
Pedro Mendez		mendezp@yosemite.edu	
Participating Colleges			
11797	Modesto Junior College (Lead), Bakersfield College, Cerro Coso Community College, Clovis Community College, College of the Sequoias, Columbia College, Merced College, Porterville College, San Joaquin Delta College, Taft College, West Hills College Coalinga, West Hills College Lemoore		
14527	Modesto Junior College (Lead), Bakersfield College, Cerro Coso Community College, Clovis Community College, College of the Sequoias, Columbia College, Madera Community College, Merced CCD, Merced College, Porterville College, Taft College, West Hills College Coalinga, West Hills College Lemoore		
Project Description			
11797	<p>Program Development, Expansion and Innovation-Bridge Supply/Demand Gap: Grow student entering CTE Programs - [1] Grow the number of CTE dual enrollment courses scheduled and offered during the academic year, [2] Increase the # of high school students enrolling into CTE Programs and [3] Expand articulation and dual enrollment agreement across the region.</p> <p>Curriculum Development [1] Expand the development and offering of CTE fully online and/or hybrid courses offered in the region, [2] Grow the number of CTE courses offered in the region with OER resources, and [3] identify and adopt online education simulations and technology adopted by faculty in offering CTE remote learning and online education courses in the region.</p> <p>Employer Engagement, WBL Models & Std. Success- Bridge Supply/Demand Gap: Growing Student Pipeline by strengthening college capacity, systems and services for CTE program students and CTE program completers:</p> <p>Regional Collaboration and Research-Address new industry priorities: Participate in regional discussions and convenings through out the region that include but are not limited to: the CRC Steering Committee, CRC WBL Community of Practice, CVHEC, Adult Education Consortiums, County WIOA Boards, Regional Director Employer Engagement Convenings, K12 Strong Workforce Program Collaborations, etc. Institutional support ensuring current and timely data evaluation, impact studies, planning and policy development for Strong Workforce CTE Programs and associated pathway mapping.</p> <p>Professional Development-Faculty professional development: Provide professional development opportunities to staff, faculty and administrators engaged in work associated with dual enrollment/early college, online education targeting CTE programs, program research and pathway development and work based learning.</p>		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

14527	<p>CTE Program Development and Innovation- Develop new program to address ongoing market need: Expand articulation and dual enrollment agreement across the region. CTE Program Development. Expand the development and offering of CTE fully online and/or hybrid courses offered in the region. Grow the number of CTE courses offered in the region with OER resources. Identify and adopt online education simulations and technology adopted by faculty in offering CTE remote learning and online education courses in the region. Provide professional development opportunities to staff, faculty and administrators engaged in work associated with dual enrollment/early college, online education targeting CTE programs, program research and pathway development and work based learning.</p> <p>Employer Engagement & Work Based Learning Models- Develop new program to address ongoing market need: Growing Student Pipeline by strengthening college capacity, systems and services for CTE program students and CTE program completers: expand live workplace projects and/or work based learning, expose students to the culture of the workplace, provide workplace mentorship and offer internships, work experience and career placement for students</p> <p>Increase Employer Engagement within pathways and general support areas through responsive college systems and regional engagement that connect students and employers, encourages employer active program engagement and awareness of CTE Programs through classroom/ campus visits, advisory committee engagement, career fairs, and active recruitment partnerships with colleges and expands collaboration for internship and work experience with industry, K12 partners and government partners.</p> <p>Region Collaboration & Research-Increase enrollment of existing program(s): Participate in regional discussions and convenings throughout the region that include but are not limited to: the CRC Steering Committee, CRC WBL Community of Practice, CVHEC, Adult Education Consortiums, County WIOA Boards, Regional Director Employer Engagement Convenings, K12 Strong Workforce Program Collaborations, etc.</p>
Metrics	
11797	<p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>Strong Workforce Program Students (SW_122)</p> <p>SWP Exiting Students Who Attained the Living Wage (SW_802)</p> <p>NOVA: Strong Workforce Program - Regional Share 2.0 CRC Strengthening Sectors and CTE Pathways Regional Project (cccco.edu)</p>
14527	<p>SSWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632)</p> <p>Strong Workforce Program Students (SW_122) SWP Exiting Students Who Attained the Living Wage (SW_802) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Strengthening Sectors and CTE Pathways Project (SWP 6) (cccco.edu)</p>

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 9: Supply, Global Trade & Logistics Pipeline (SWP5) and (SWP6)			
Plan ID		Plan Title	Funding:
11841 (SWP5)	CRC Regional - Global Trade & Logistics (Advanced Transportation) Sector		\$ 1,227,596
14349 (SWP6)	CRC Regional - Supply Chain Logistics Pipeline (SWP 6)		\$ 218,075
Primary Contact-Project Lead		E-mail	
Becky Barabe		becky.barabe@fresnocitycollege.edu	
Participating Colleges			
11841	Fresno City College (Lead), Bakersfield College, Cerro Coso Community College, Reedley College, San Joaquin Delta College		
14349	Modesto Junior College (Lead), Bakersfield College, Fresno City College		
Project Description			
11841	<p>FCC Regional Collaboration-Faculty professional development: Provide booth, sponsorship, registration, and/or travel expenses for participation in regional Transportation/Logistics Summits. Provide hosting, registration, travel, and/or career awareness materials for high school and/or college participants in Transportation/Logistics or Career Day events.</p> <p>FCC Partnership Development- Address new industry priorities: Develop regional/sub-regional Transportation/Logistics faculty and/or Industry convenings to discuss new program development, internships, apprenticeships curriculum improvements & industry certification aligned across the region; plan professional development for faculty.</p> <p>FCC Equipment and/or Facilities Upgrades- Lab technology adoption: Purchase tools and/or equipment in order to start up, expand, or enhance services for the transportation/logistics industries. Coordinate facility modification, offer training and/or courses in a variety of modes of instruction to expand or upskills the transportation/logistics workforce.</p> <p>SJDC Regional Collaboration- Faculty professional development: Develop regional/sub-regional Automotive/Transportation/Logistics faculty and/or Industry convenings to discuss program development, curriculum improvements & industry certification alignment across the region will improve our program and provide students with the opportunity to gain specialized skills that are in demand by employers.</p> <p>SJDC Equipment & Shop Upgrades- Lab technology adoption: Purchase industry standardized tools and/or equipment in order to expand or enhance student success for the alternative fuels and advanced transportation industries. Offer training and/or courses in a variety of modes of instruction to expand or upskills the transportation/logistics workforce.</p> <p>RC Auto Shop Lab Upgrades- Lab technology adoption: The lab upgrades will allow students to be working with industry standard equipment.</p> <p>RC Flight Science Simulators- Lab technology adoption: Purchase of updated flight simulators will give students access to the most current technology and will reduce the cost of the program to students.</p> <p>RC Aviation Maintenance Equipment- Address new industry priorities: Industry standards require students to work on jet engines.</p> <p>CCCC Program Development- Bridge Supply/Demand Gap: Cerro Coso Community College (CCCC) - the objective is to explore the potential of creating a Truck Driver certificate program at our college to meet industry demands in the Global Trade and Logistics sector.</p>		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

14349	<p>Logistics: Regional Collaboration- Increase quality of existing program(s): Provide booth, sponsorship, registration, and/or travel expenses for participation in regional Supply Chain Logistics events, conferences, or trainings. Provide travel and substitute expenses for participation in regional faculty and/or staff convenings; industry or CTE-related conferences; and local, regional, statewide, or national professional development opportunities. Provide hosting, registration, travel, and/or career awareness materials for high school and/or college participants in Supply Chain Logistics or Career Day events.</p> <p>Logistics: Partnership Development- Increase enrollment of existing program(s): Develop regional/sub-regional Logistics faculty and/or industry convenings to discuss new program development, curriculum improvements & industry certification alignment across the region; as well as, plan professional development opportunities for faculty, supply chain logistics events and projects, internship and/or apprenticeship opportunities. Plan and support regional/sub-regional Supply Chain Logistics events to build stronger relationships amongst colleges, industry, K-12, and other local and regional stakeholders. Plan Supply Chain Logistics or Career 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)</p> <p>Logistics: Equipment and/or Facilities Upgrades- Increase quality of existing program(s): Purchase tools and/or equipment to start up, expand, or enhance services for the Supply Chain Logistics pipeline. Coordinate facility modification and/or new construction development in order to offer necessary services for the Supply Chain Logistics pipeline. Offer training and/or courses in a variety of modes of instruction to expand or upskills the Supply Chain Logistics workforce, including potential not-for-credit offerings as new courses/programs are being developed.</p>
Metrics	
11841	<p>SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course (SW_403)</p> <p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Global Trade & Logistics (Advanced Transportation) Sector (cccco.edu)</p>
14349	<p>SSWP Students Who Completed a Noncredit CTE or Workforce Preparation Course (SW_403)</p> <p>SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632)</p> <p>SWP Exiting Students Who Attained the Living Wage (SW_802) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Supply Chain Logistics Pipeline (SWP 6) (cccco.edu)</p>

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 10: CRC Region-Wide CTE Labor Market Equity Research (SWP 5 and 6)

Plan ID		Plan Title	Funding:
13117 (SWP5)	CRC Region Wide CTE Labor Market Research - R5		\$ 300,000
14801 (SWP6)	CRC Region-Wide - CTE Labor Market and Deep Dive Equity Research (SWP 6)		\$ 200,000
Primary Contact-Project Lead		E-mail	
Jessica Grimes		jgrimes@kccd.edu	
Participating Colleges			
13117	Central/Mother Lode (Lead)		
14801	Central/Mother Lode (Lead)		
Project Description			
13117	Evaluation disproportionate employment gaps- Bridge Supply/Demand Gap: As a region, start to evaluate equity gaps of employments within sectors. Create a call to action to address disproportionate populations. Create and offer professional development for the field. Connect with students to gather experience. CTE Student Support Services - Coordinate with student services and workforce development partners to reduce barriers, ensure equity, and provide supportive services for students entering and proceeding through career education pathways. Research and Data - Foster the use of labor market and student success data (i.e. Launchboard, LMI), inquiry, and evidence to take ownership of and achieve targeted metrics. Monitor persistence and completion of students throughout their educational journey and facilitate workplace learning strategies and/or job placement for students.		
14801	Address Data Needs and Training – Increase quality of existing programs(s): Support COE, College inquiry of data needs within sub-regions, research of Equity gaps within employment outcomes. Training and Professional Development for delivery of research outcomes, possible facilitator		
Metrics			
13117	Median Annual Earnings for SWP Exiting Students (SW_800) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Region Wide CTE Labor Market Research - R5 (cccco.edu)		
14801	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) NOVA: Strong Workforce Program - Regional Share 2.0 CRC Region-Wide - CTE Labor Market and Deep Dive Equity Research (SWP 6) (cccco.edu)		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 11: CRC Region – Marketing and Recruitment (SWP5 and 6)			
Plan ID		Plan Title	Funding:
11236 (SWP5)	CRC Region Wide Marketing Support - R5		\$ 80,000
14581 (SWP6)	CRC Region-Wide - Post-Pandemic Marketing, In-reach, Outreach, and Recruitment (SWP 6)		\$ 252,000
Primary Contact-Project Lead		E-mail	
Jessica Grimes		jgrimes@kccd.edu	
Participating Colleges			
11236	Central/Mother Lode (Lead)		
14581	Central/Mother Lode (Lead)		
Project Description			
11236	<p>Increase Awareness of CC CTE Programs- Bridge Supply/Demand Gap: The goal of increasing awareness of community college CTE programs is to improve the lagging indicator of student enrollment by addressing the leading indicator of general awareness and benefits of available programs. Analyzing the reach and engagement statistics of content, as well as how many leads were generated will be the primary measure of success.</p> <p>Increase Enrollment for Underserved Populations- Address new industry priorities: The goal of increasing enrollment for underserved populations will be to improve the lagging indicator of student success by addressing the leading indicator of student enrollment. Key metrics for success will be ad dollars spent on marketing towards underserved populations, as well as enrollment numbers for individuals identifying with those groups.</p> <p>Increase Enrollment in Priority Sector Programs- Bridge Supply/Demand Gap: The goal of increasing enrollment in priority sector programs will improve the lagging indicator of number of graduates by addressing the leading indicator of student enrollment. Success of the program will be measured by the amount of students enrolled in priority sector programs vs previous years.</p> <p>Develop Marketing Capacity at Colleges- Faculty professional development: The goal of developing marketing capacity at the colleges will count interactions with stakeholders that resulted in new marketing activities. Interactions can include but are not limited to, in person training, webinars and creation of collateral materials at colleges request.</p>		
14581	<p>Marketing, Inreach, Outreach, and Recruitment- Increase enrollment of existing program(s): As noted in the metrics, our goal is to positively impact enrollment leading to an increase in completion from 64%, according to available CalPass Plus Launchboard data, to 73% for students earning 9 or more CTE units. In addition, we want to see an increase in students attaining the livable wage from 23% to 28%. The Regional Plan's Overarching Goals and Regional Priorities references Guided Pathways Pillars, Clarifying the Path. Conducting ongoing, targeted marketing, inreach, outreach, and recruitment ensures that local colleges tailor their campaigns to reach the students who have left and the students who are considering college.</p>		
Metrics			
11236	SWP Exiting Students Who Attained the Living Wage (SW_802) Strong Workforce Program Students (SW_122) https://nova.cccco.edu/swpr/proposals/11236/v2/preview		
14581	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) https://nova.cccco.edu/swpr/proposals/14581/v3/metrics		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 12: Workforce/Economic Development Collaboration and Coordination (SWP 5 and 6)			
Plan ID		Plan Title	Funding:
11731 SWP5	CRC - SCCC Workforce/Economic Development Collaboration and Coordination - Continued		\$ 350,843
16154 SWP6	CRC - SCCC Workforce/Economic Development Collaboration and Coordination		\$ 350,844
Primary Contact-Project Lead		E-mail	
Rozanne Hernandez		rozanne.hernandez@sccd.edu	
Participating Colleges			
11731	State Center CCD (Lead) Clovis Community College Fresno City College Madera Community College Reedley College		
16154	State Center CCD (Lead) Clovis Community College Fresno City College Madera Community College Reedley College		
Project Description			
11731 And 16154	Increase CTE Enrollment and Completion- Bridge Supply/Demand Gap: SCCC will continue focusing on the priority sectors for our region. We will continue working with industry to bridge the supply/demand gap and focus on the programs that are needed to do so. We hope through this pandemic and offering short term CTE certificates that we will increase our overall CTE enrollment by 2-5%. We will continue to identify support needed through this pandemic. The regional strategy plan focuses on 11 priority sectors. Our four colleges currently offer courses in all 11 sectors to meet the need. We continue to evaluate our curriculum and programs to meet the need of industry demands for skilled workers. Two of our colleges are beginning to focus on the largest industry which is Retail, hospitality and tourism by starting new programs in collaboration with industry and our consortium partners.		
Metrics			
11731 16154	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 13: Workforce Training Coordination-Apprenticeship (SWP 5 and 6)			
Plan ID		Plan Title	Funding:
11736 (SWP5)	CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship – Continued R5		\$ 180,000
16193 (SWP6)	CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship – Continued SWP6		\$ 180,000
Primary Contact-Project Lead		E-mail	
Rozanne Hernandez		rozanne.hernandez@sccd.edu	
Participating Colleges			
11736	State Center CCD (Lead) Clovis Community College Fresno City College Madera Community College Reedley College		
16193	State Center CCD (Lead) Clovis Community College Fresno City College Madera Community College Reedley College		
Project Description			
11736	Develop Agriculture Mechanics program at Madera Community College to offer short-term courses, certificates and Associate Degrees to meet the job market needs through training skill-builders, providing graduates with certificates and AS degree for immediate employment or AS-T for transfer to a four year college for completing Bachelors degree to enter the job market in Farm Machinery and Agricultural Mechanics. Bottom of Form		
16193	Objective continued from 11376 (SWP5)		
Metrics			
11736	SWP Exiting Students Who Attained the Living Wage (SW_802) SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632) NOVA: Strong Workforce Program - Regional Share 2.0 CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship - Continued (cccco.edu)		
16193	SWP Exiting Students Who Attained the Living Wage (SW_802) SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status (SW_632) NOVA: Strong Workforce Program - Regional Share 2.0 CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship - Continued (cccco.edu)		

APPENDIX C: SWP PROJECTS 5-6

The following projects in NOVA represent region-wide and regional investments for the Strong Workforce Program round 5 (2020-2021) and round 6 (2021-2022).

Project 14: CRC Region-Wide College and Career Connection (SWP5) and (SWP6)

Plan ID		Plan Title	Funding:
13316 (SWP5)	CRC Region Wide College and Career Connection - R5		\$ 572,000
14803 (SWP6)	CRC Region-Wide College and Career Connection (SWP 6)		\$ 540,000
Primary Contact-Project Lead		E-mail	
Jessica Grimes		jgrimes@kccd.edu	
Participating Colleges			
13316	Central/Mother Lode (Lead)		
14803	Central/Mother Lode (Lead)		
Project Description			
13316	<p>Career Development Platform Tool/Professional Dev -Faculty professional development: Regional platform to address CRC college needs and is intended to support/coordinate with the Foundation CCC; faculty best practices-regional implementation. CTE Student Support Services - Coordinate with student services and workforce.</p> <p>Work based Learning Tool- Curriculum development: increase online access for students to complete Work based learning and finish in a fast time. Curriculum, Programs and Pathways - Research, plan, design, and present clear pathways for students created through meaningful collaboration with business and industry.</p> <p>Improve employment rate and opportunities- Bridge Supply/Demand Gap: Increase and evaluate employer partnerships across the region. Align skills into platform, end of program survey deployed, report of student usage of career platform (JobSpeaker), increase Workbased learning opportunities (LinkedIn Learning).</p>		
14803	<p>Increasing Career Connection- Improve career readiness and job placement: Increase the percentage of students who complete 9+ CTE credits from 19 to 24%. CTE Student Support Services is a regional strategy and regional priority indicated in the CRC Regional Plan.</p> <p>Bottom of Form</p>		
Metrics			
13316	<p>Strong Workforce Program Students (SW_122) SWP Exiting Students Who Attained the Living Wage (SW_802)</p> <p>https://nova.cccco.edu/swpr/proposals/13316/v2/preview</p>		
14803	<p>SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402)</p> <p>https://nova.cccco.edu/swpr/proposals/14803/v3/preview</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

K12 SWP Round 3 and 4 Projects

Plan ID	Plan Title	Funding:
10969 (K12-SWP3)	<u>Oakdale High School Agriculture Department K12 SWP</u>	\$550,000
Primary K-12 Project Lead		E-mail
Isaac Robles		<u>irobles@ojusd.org</u>
Primary College Project Lead		
Dean Don Borges		<u>borgesd@mjc.edu</u>
Participating Colleges and K-12 District/Schools		
10969	Oakdale Joint Unified, Modesto Junior College	
Project Objectives:		
<p>The main objective of this project is to strengthen the existing pathways and develop a new pathway in Animal Science, while also strengthen the capacity of our pathways and developing curriculum. With the development of the animal science pathway funded by this grant, students will be provided the opportunities to engage in authentic, industry-relative experiences in the fields of animal husbandry and veterinary science; fields that are projected to have strong growth in our area. Students will be able to utilize the facilities at the school farm to put into practice their classroom knowledge. Students will focus on identifying and practicing basic animal management practices in order to produce wholesome and safe animal products. The new animal science pathway would be fully articulated with Animal Science courses at Modesto Junior College for students to gain units of credit prior learning upon entry to MJC. Our existing Agri-Science pathway will be amended to fully adopt the Next Generation Science Standards and will include a series of integrated Agri-Science classes that will support students in their post-secondary goals; whether that is college or into the workforce. Our Agri-Science pathway will have its foundation in the 3 dimensions of the NGSS, which puts focus on the cross-cutting concepts, practices, and core ideas, while applying these to relevant, modern agricultural practices. The capstone class will take an interdisciplinary approach to lab science with agricultural management practices in order to design systems and solve current agricultural management issues.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Plan Title	Funding:
10970 (K12-SWP3)	<u>Agricultural Pathway Certification Program</u>		\$925,538
Primary K-12 Project Lead		E-mail	
Cheryl Reece		creece@ghsd.k12.ca.us	
Primary College Project Lead			
Dean Don Borges		borgesd@mjic.edu	
Participating Colleges and K-12 District/Schools			
10970	Merced College, Modesto Junior College, San Joaquin Delta College, Bret Harte Union High, Calaveras Unified, El Dorado Union High, Escalon Unified, Galt Joint Union High, Liberty Ranch High School, Hilmar Unified, Hughson Unified, Le Grand Union High, Los Banos Unified, Manteca Unified, Mariposa County Unified, Merced Union High, Patterson Joint Unified, Hughson Unified Tracy Joint Unified, Turlock Unified, Twin Rivers Unified, Waterford Unified		
Project Objectives:			
Provide free and unlimited access for the students in our partnering schools to participate in industry-recognized online certification assessments (Tier 1 Certifications) available through the Metalogic Metacat System for the duration of the grant. Provide free access for students in our partnering schools to participate in industry-recognized hands-on practicum certification assessment (Tier 2 Certification) in Floriculture for the duration of this grant. Pilot test the Advanced Agricultural Mechanics, Ag Welding, and Power Mechanics Tier 2 Certifications and then make these available to students in our partnering schools at no cost. Convene CSU Professors, Community College Faculty, High School Teachers, and Industry Experts into Discipline Review Groups to identify industry KSAs and develop assessment blueprints for hands-on certification practicums in the Agriscience and Horticulture pathways that are then field and pilot tested and validated by a third-party psychometrics firm. Once developed, make these Tier 2 Certifications available to students in our partnering schools at no cost. Increase matriculation of students from secondary programs into post-secondary pathways by hosting Tier 2 Hands-On Practicum Certification events at local community colleges within the service area and offering the certifications as stack-able certificates recognizing pathway milestones and promoting student transition to post-secondary education. Increase student engagement and provide greater employment access for underrepresented and socioeconomically disadvantaged populations found throughout the Central Valley by aligning career education opportunities with industry KSAs, directly assessing student learning outcomes through a common assessment, awarding industry-recognized certificates to proficient students, and identifying ‘ready to work’ candidates for local industry to hire in their ongoing efforts to fill the middle-skill employment gap that exists in the agriculture sector of the Central Valley.			

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10971 (K12-SWP3)	Expanding Work-based Learning through Virtual Engagement	\$1,000,000
Primary K-12 Project Lead		
Cynthia Brown		
Primary College Project Lead		
Thad Russell		
cgbrown@portervilleschools.org		
Thad.russell@portervillecollege.edu		
Participating Colleges and K-12 District/Schools		
10971	Porterville College, Porterville High School, Monache High School, Harmony Magnet High School, Strathmore High School, Granite Hills High School	
Project Objectives:		
Provide Virtual, interactive classroom experiences (Industry speakers, virtual field trip, student informational interviews, mock job interviews, career inventory, elevator pitch, authentic project evaluation) – grades 7-12 Virtual Summer Camps – Students at home are connected virtually to industry experts and solve real world problems. Students are provided a take home kit of materials to supplement the virtual instruction. Grades 7-12. Mentorship Conference – grade 10. Summer internships – Student teams are matched with a virtual industry partner with real-world experience over a three week time period or more. Student teams then present their solution to a panel of evaluators. Database/WBL opportunities - Increased access and engagement of targeted and underserved students -students will be provided with any technology needed and supported by Pathway Coaches, WBL Coordinators, teachers, and specialized service providers		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10974 (K12-SWP3)	<u>Priority Sector Alignment to Promote Upward Mobility for Socio-Economically Disadvantaged Students</u>	\$2,000,000
Primary K-12 Project Lead		E-mail
Lisa Rodriguez		lisa.rodriquez@kingscoe.org
Primary College Project Lead		
Jonna Shengel		jonnas@cos.edu
Participating Colleges and K-12 District/Schools		
10971	College of Sequoias, Reedley College, West Hills College Lemoore, Kings County ROP (Hanford West High School, Avenal High School, Hanford Joint Union High School District (Hanford High School, Sierra Pacific High School), Cutler-Orosi Joint Unified (Orosi High School, El Monte Middle School), Lindsay Unified (Lindsay Senior High School), Tulare Joint Union High District (Tulare Union High School, Tulare Western High School, Mission Oak High School, Accelerated Charter High School), Farmersville Unified (Farmersville High School, Farmersville Junior High), Dinuba High School, Woodlake Unified School District (Woodlake High School, Woodlake Valley Middle School), Exeter High School	
Project Objectives:		
By June 2023 85% of pathway students and parents will participate in Industry Sector Awareness activities to increase understanding of postsecondary programs and career opportunities. By June 2023 provide biannual collaborative meetings between K-12 and Community College instructors to align curriculum and define student learning outcomes to streamline student transitions to post-secondary programs. By June 2023 75% of teachers will engage in training or externships with industry partners or community college instructors to build capacity to teach skills to meet labor demands. By June 2023 all partners will participate in technical skills needs assessment which will be developed in collaboration with industry partners and workforce development agencies to determine equipment purchases that will support the technical skills training needed in these high demand fields. By June 2023 100% of teachers will be provided training on industry certifications to permit them proctor certifications for pathway students which enable students to meet the critical demand of the labor market in the Central Motherload Region. By June 2023 provide biannual collaborative meetings with K-12 LEA and Community College counselors and administrators to streamline student transitions to post-secondary pathways in Health and Agriculture.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10976 (K12-SWP3)	<u>Expanding Equity in CTE Pathways</u>	\$2,000,000
Primary K-12 Project Lead		E-mail
Kristen Boroski		kristen.boroski@fresnounified.org
Primary College Project Lead		
Dr. Robert Pimental		robert.pimentel@fresnocitycollege.edu
Participating Colleges and K-12 District/Schools		
10976	Fresno City College, Clovis Community College, Fresno Unified School District (Bullard High School, Cambridge High School, Duncan Polytechnical High School, Edison High School, Fresno High School, McLane High School, Roosevelt High School, Sunnyside High School, DeWolf High School, Hoover High School, JE Young Academic High, Patino Entrepreneurship High School, Phoenix Secondary)	
Project Objectives:		
Support of students to matriculate into post-secondary and career through on-going mentoring and intentional teaching of self-advocacy skills throughout the process. Creating and developing specific industry focused course work to align with graduation requirements and post-secondary dual enrollment. Focus on post-secondary information and exploration in 9th/10th grades. Develop 9th/10th grade intersession (summer/winter/spring break/after school) immersion programs to provide opportunities for targeted underserved students to focus on post-secondary information and exploration, become familiar with college expectations, academic behaviors and habits of mind necessary for college success; and hear from faculty and students, especially those that reflect their backgrounds. Focus will build on prior experiences with post-secondary information and exploration and embed the complex world of career readiness for grades 11th/12th grade. Partner with post-secondary and industry-partners in development and execution of 11th/12th grade intersession camps to ensure certifications, dual-enrollment and internships to targeted underserved		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10978 (K12-SWP3)	<u>Central Valley Career Collaboration and Navigation</u>	\$908,844
Primary K-12 Project Lead		E-mail
Sarah Gordin		<u>gordin.s@monet.k12.ca.us</u>
Primary College Project Lead		
Brian Sander Ed.D		<u>sandersb@yosemite.edu</u>
Participating Colleges and K-12 District/Schools		
10978	Modesto Junior College, Modesto City High School District (Beyer High School, Davis High School, Gregori High School, Downey High School, Enochs High School, Johansen High School, Modesto High School, Elliott Alternative Education Center)	
Project Objectives:		
<p>The Central/Mother Lode Regional Consortium SWP Regional Plan identifies priority industries for the Central Valley and Mother Lode based on current labor market data provided by the California Community Colleges Centers of Excellence. The priority areas include: 1) Advanced Manufacturing, 2) Agriculture, 3) Health, 4) Logistics, 5) Information and Communication Technologies 6) Business and Entrepreneurship. The need for these priority areas is also supported by data provided by Opportunity Stanislaus (business and workforce development agency for Stanislaus County). These are the specific industries identified for support through this SWP proposal. Career Navigators will provide on-going career counseling to CTE high school students attending one of the participating seven comprehensive high schools and one continuing education high school in the Modesto City High School (MCS) district, including access to internships, industry mentors, industry tours, Summer Career Academies for student career exploration provided by Modesto Junior College (MJC), and more. The members of this SWP proposal are committed to developing and maintaining partnerships with post-secondary education providers and local employers to successfully respond to and address the current demand for skilled labor in the local and regional workforce and that are informed by our Central/Mother Lode Regional Consortium's SWP Regional Plan. The partners of this proposal each have well-defined programs that link to MJC with many courses approved as dual credit with MJC and a clear path for K-12 students to engage in post-secondary studies. Given the projected gap of qualified workers in the next five years, program partners seek to increase access and engagement of under-served student interest in each of the six targeted career sectors.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10979 (K12-SWP3)	<u>Stagg High School Agriculture Pathways</u>	\$545,351
Primary K-12 Project Lead		E-mail
Nathan Haley		nhaley@stocktonusd.net
Primary College Project Lead		
Jennifer Terpstra		terpstraj@yosemite.edu
Participating Colleges and K-12 District/Schools		
10979	San Joaquin Delta College, Modesto Junior College, Stockton Unified School District	
Project Objectives:		
<p>SUSD in crafting this proposal established specific and measurable outcomes to ensure its strategies effectively address the Problem Statement’s most pressing needs. SUSD to maximize the number of students, including underserved populations, with the education and experience to meet the Agriculture sector’s regional labor-market projections is currently solidifying articulation and transfer agreements between Stagg’s Agriscience, Ornamental Horticulture and Floriculture pathways and Delta College's Agriculture programs. The district in addition will substantially strengthen Stagg Agriculture by building a campus livestock facility and purchasing a truck and livestock trailers to provide students access to Work Based Learning and FFA-supervised Agriculture Experience projects. This valuable addition will enable Stagg to provide hands-on Animal Sciences learning experiences that will deepen students’ sector engagement and increase the likelihood they graduate fully prepared to pursue rewarding careers in 21st century Agriculture. The need for this facility cannot be understated, as its on-campus location will catch the eye of students who otherwise might remain unaware of the full scope of Agriculture careers. It also will be the venue through which students will access essential, hands-on curriculum regarding livestock nutrition, waste management and animal husbandry through class studies and FFA-supervised projects.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10980 (K12-SWP3)	Franklin High School Welding and Auto Body Repair Pathways	\$458,834
Primary K-12 Project Lead		
Nathan Haley	nhaley@stocktonusd.net	
Primary College Project Lead		
Salvador Vargas	Salvador.vargas@deltacollege.edu	
Participating Colleges and K-12 District/Schools		
10980	San Joaquin Delta College, Stockton Unified School District	
Project Objectives:		
<p>SUSD in crafting this proposal established specific and measurable outcomes to ensure its strategies effectively address the Problem Statement's most pressing needs. SUSD to maximize the number of students, including underserved populations, with the education and experience needed to meet the Welding sector's regional labor-market projections will utilize grant funding to support a comprehensive renovation of the Franklin Welding lab. This initiative will include installing 16 industry-standard welding booths with the necessary power, ventilation and equipment needed to deliver relevant and engaging hands-on instruction. SUSD projects the new lab will provide to as many as 145 students annually, the industry-standard training they need to earn professional certification to join the workforce as an apprentice or enroll in the Delta College Welding program.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10981 (K12-SWP3)	Sierra Engineering Tech Makerspace	\$86,510
Primary K-12 Project Lead		E-mail
Amanda Peters		apeters@muds.net
Primary College Project Lead		
Salvador Vargas		Salvador.vargas@deltacollege.edu
Participating Colleges and K-12 District/Schools		
10981	San Joaquin Delta College, Manteca Unified, Sierra High School	
Project Objectives:		
Articulate course with community college partner. Students apply for articulated credit prior to entering SJDC so they have college credits during high school, which aids with priority registration and completion of program in a timely manner. Students obtain Forklift certification in the summer after their senior year and they are 18 years old. Field trip to post-secondary institution (San Joaquin Delta College) Engineering Tech Program each year.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10984 (K12-SWP3)	<u>Sanger Unified Engineering Pathway "Enhance the Pipeline"</u>	\$624,324
Primary K-12 Project Lead		E-mail
Tim Lopez		tim_lopez@sangerusd.net
Primary College Project Lead		
Bonita Gomez		Bonita.gomez@reedleycollege.edu
Participating Colleges and K-12 District/Schools		
10984	Reedley College, Sanger Unified/Sanger High School	
Project Objectives:		
<p>The number of freshmen enrolled in the Engineering Pathway will increase from 66 in 2020-21 to 91 in 2021-22. This number will increase to 116 by 2022-23 and continue to increase in subsequent years. Total enrollment in the Engineering Pathway will increase to 252 students in 2021-22. This number will be increased to 330 by 2022-23 and continue to increase in subsequent years. The number of students who complete the entire Engineering Pathway will increase by 50% over the K12 SWP grant period. The demographics of students who enroll in, and complete, the pathway will reflect Sanger High School's general student population, especially with respect to gender. At least 100 Engineering students per year will participate in job-shadowing opportunities provided through Reedley College, San Joaquin Valley College, or industry partners. At least 50 Engineering students will participate regularly in a professional society related to engineering. At least 40 Engineering Pathway students per year will be prepared with the skills to earn industry-recognized certification related to engineering. The demographics of students earning certification will reflect Sanger High School's general student population each year, 100% of pathway seniors will successfully complete their senior project. The percentage of females who express an interest in pursuing a postsecondary education or career in engineering or manufacturing will increase by 25% per year. At least 50 students per year will participate in summer camps or events held at partnering universities. During the grant period, at least 75% of Engineering Pathway graduates will successfully transition into a postsecondary engineering program within six months of graduation, with no achievement gaps identified based on student demographics, especially with respect to gender. During the grant period, another 10% of Engineering Pathway graduates will be placed in positions of employment, apprenticeships, or the military within six months of graduation. By the end of 2022-23, the Engineering Pathway will offer enough courses for college credit (AP and dual enrollment) for students to earn an Associate of Science (AS) degree in engineering while in high school</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10985 (K12-SWP3)	<u>Merced Union High School District Health Workforce Pathway Initiative Project</u>	\$778,722
Primary K-12 Project Lead		E-mail
Barbara Tanzillo		btanzillo@muhsd.org
Primary College Project Lead		
Brian Tassey		Bryan.tassey@mccd.edu
Participating Colleges and K-12 District/Schools		
10985	Merced College, Merced Union High School District, Atwater High School, Buhach Colony High School, El Capitan High School, Golden Valley High School, Livingston High School, Merced High School	
Project Objectives:		
By December 2021, MUHSD will provide release time for cross disciplinary collaboration to create learning communities of courses that will prepare underserved students for health pathway secondary and postsecondary coursework and careers. By June 2022, have dual enrollment or articulation agreements in place with Merced Community College District for students to earn college credit in Nursing Assistant and Emergency Medical Technician programs. By June 2022, provide professional development for instructors, counselors and administration in strategies to reduce barriers and the achievement gap and increase opportunities for under-served populations. By June 2022, expand Work Based Learning activities for pathway students through collaboration with local industry partners. By August 2022, expand and scale patient care classroom labs at all MUHSD sites. In December 2022, we will expand the industry certification offerings for MUHSD Patient Care students so they have the opportunity to earn the Certified Nursing Assistant and Emergency Medical Responder industry certifications.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10986 (K12-SWP3)	<u>Education/Child Development</u>	\$607,934
Primary K-12 Project Lead		E-mail
Fabrizio Lofaro		flofaro@valleyrop.net
Primary College Project Lead		
Brian Tassey		Bryan.tassey@mccd.edu
Participating Colleges and K-12 District/Schools		
10986	Reedley College, State Center CCD, Valley ROP, Kingsburg High School, Kings Canyon Joint Unified(Orange Cove High School, Reedley High School, Reedley Middle College High School, Dunlap Leadership Academy), Parlier Unified (Parlier High School, San Joaquin Valley High School), Sanger Unified (Sanger High School, Hallmark High School), Selma Unified (Selma High School, Heartland High school), Corcoran Joint Unified (Corcoran High School), Cutler-Orosi Joint Unified (Lovell High School, Orosi High School), Dinuba Unified (Dinuba High School)	
Project Objectives:		
Valley ROP and Reedley College will hire a part-time Child Development & Education Counselor to be housed at the college and who will serve as a liaison between and among Valley ROP and the partner districts. The Child Development & Education Counselor will assist students with the transition to college, including the development of new dual enrollment opportunities and student education plans. Valley ROP will hire a part-time Child Development & Education Work-Based Learning (WBL) Coordinator to work with industry partners to increase the number of WBL opportunities throughout the Child Development & Education pathways. In addition to the WBL Coordinator’s salary, grant funds will be used to pay for associated registration fees and transportation to and from WBL events. Valley ROP will partner with California Teaching Fellows to coordinate work-based learning experiences with pre-service teachers, including workshops and providing near-peer mentors (college students in the postsecondary portion of the education pathway) to Valley ROP students. Grant funds will be used to pay for 0.2 FTE at California Teaching Fellows Foundation facilitate the work-based learning opportunities and stipends for the Teaching Fellows to serve as mentors. Valley ROP will increase the number of entry-level certifications available to students in the Child Development & Education pathways by adding the Paraprofessional Certification, California Basic Education Skills Test (CBEST) Certification, the Child Development Assistant Permit, and CPR Certification to the pathway’s courses. Grant funds will be used to pay for associated registration fees and to purchase CPR manikins for each pathway classroom. Valley ROP will create laboratory environments in pathway course classrooms that mirror an industry-standard preschool classroom purchasing industry-standard equipment and materials.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10987 (K12-SWP3)	<u>Patient Care - Future Nurses Initiative</u>	\$831,134
Primary K-12 Project Lead		E-mail
Fabrizio Lofaro		flofaro@valleyrop.net
Primary College Project Lead		
Brian Tassey		Bryan.tassey@mccd.edu
Participating Colleges and K-12 District/Schools		
10987	Reedley College, State Center CCD, Valley ROP, Kingsburg High School, Kings Canyon Joint Unified(Orange Cove High School, Reedley High School, Reedley Middle College High School, Dunlap Leadership Academy), Parlier Unified (Parlier High School, San Joaquin Valley High School), Sanger Unified (Sanger High School, Hallmark High School), Selma Unified (Selma High School, Heartland High school), Corcoran Joint Unified (Corcoran High School), Cutler-Orosi Joint Unified (Lovell High School, Orosi High School), Dinuba Unified (Dinuba High School)	
Project Objectives:		
Valley ROP and Reedley College will expand and enhance the Patient Care pathways available to students at the eight partner districts by developing a K-12 Licensed Vocational Nursing (LVN) pathway program at Reedley College, including dual enrollment courses for students in the secondary portion of the pathway. Grant funds will pay for the development of an accredited LVN program at the college, as well as the development and delivery of a summer bridge program at the college to expose students to Patient Care postsecondary programs. Grant funds will also be used for professional development to ensure vertical alignment throughout the pathway. Valley ROP and Fresno City College (FCC) will hire a part-time Patient Care Counselor to be housed at the college and who will serve as a liaison between and among Valley ROP and the partner districts. The Patient Care Counselor will assist students with the transition to college, including the development of new dual enrollment opportunities and student education plans. Valley ROP will hire a part-time Patient Care Work-Based Learning (WBL) Coordinator to work with industry partners to increase the number of WBL opportunities throughout the Patient Care pathways. In addition to the WBL Coordinator's salary, grant funds will be used to pay for associated registration fees and transportation to and from WBL events. Valley ROP will increase the number of entry-level certifications available to students in the Patient Care pathways by adding the Emergency Medical Responder certification to the pathway's concentrator courses. Valley ROP will create laboratory environments in pathway course classrooms that mirror the clinical setting of the skilled nursing facilities and by purchasing industry-standard high fidelity manikins for simulation training prior to the clinical setting.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title		Funding:
10990 (K12-SWP3)	Agriculture Pathways Work Experience and Curriculum Alignment		\$183,500
Primary K-12 Project Lead		E-mail	
Eric Simoni		esimoni@escalonusd.org	
Primary College Project Lead			
Jenni Abbott		abbottj@yosemite.edu	
Participating Colleges and K-12 District/Schools			
10990	Modesto Junior College, Escalon Unified (Escalon High School)		
Project Objectives:			
<p>In 2020-23 Escalon USD will purchase non-capital equipment or materials needed to train students in industry certifications, meet curriculum requirements for articulation agreements, and to prepare them for work-based learning experiences in Agricultural Sectors to meet the workforce needs of our local economy. In 2020-22, we will fund our Agriculture pathways teachers to increase the amount of articulation agreements between EUSD and Modesto Junior College by aligning our curriculum with Modesto Junior College. Our Agriculture Instructors will require supporting materials, release time, and site visits to create these articulation agreements. In 2020-22, we will fund our Agriculture pathways teachers to increase the amount of formalized work-based learning agreements between EUSD and local companies. Our Agriculture Instructors will require supporting materials, release time, and site visits to create these work-based learning agreements and instructional plans to accompany them. We will fund student visits to a minimum of two industry tours and one field trip to a post-secondary institution where they will engage with stakeholders to strengthen the connection to possible work-based learning experiences and two year degrees or certificates at the community college level by engaging in CTSO career development events. Priority for field trips will be given to underserved student populations such as students who qualify for free or reduced-price lunches and students preparing for a non-traditional career field as defined by Perkins V. An Escalon High School counselor will meet with representatives from Modesto Junior College, employers, and other stakeholders to develop materials to support our Agriculture pathway students. This counselor will work with our Agriculture Instructors to develop referral and access strategies with focus on our students from special populations. By 2023, we will ensure that a minimum of 80% of pathway completers in the Agriculture Pathways obtain either a valid third party industry certification or obtain college credits through an articulation agreement with Modesto Junior College that meets local workforce needs in Agriculture or Welding and Mechanics. By 2023, we will ensure that a minimum of a minimum of 80% of pathway completers complete a work-based learning experience as part of their capstone course as defined by CALPADS reporting requirements.</p>			

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
10996 (K12-SWP3)	<u>Elevating and Aligning High Quality Pathways for SED Students to Post-Secondary and Certifications</u>	\$2,000,000
Primary K-12 Project Lead		E-mail
Vicki Leoni		vleoni@vusd.org
Primary College Project Lead		
Robert Pimentel		robert.pimenel@fresnocitycollege.edu
Participating Colleges and K-12 District/Schools		
10996	College of the Sequoias, Visalia Unified (Redwood High School, Mt. Whitney High School, Golden West High School, El Diamante High School)	
Project Objectives:		
<p>Increase the number of SED and students overall who are CTE pathway completers, earn a certification that aligns to entry-level employment and regional needs, participate in an internship, and complete early college credit (dual, hybrid, or concurrent). Provide and market opportunities for SED students to earn certifications through after school, evening, or summer programs. Through collaborative meetings, examine current CTE courses and pathways to identify certifications that lead to entry-level employment, align certifications with industry partners' needs, provide needed supports, and infuse certification curriculum into pathway scope and sequences. Recruit and employ one district CTE counselor (1.0 FTE) to provide pathway completion and college/career planning support. In addition, this position will support site counselors' ongoing career guidance for pathway SED students and collaborate with the CC's Dual Enrollment Director and the CC K12 Pathway Coordinator to ensure smooth transition from high school to college. Expand industry partnerships and students participating in WBL internships including virtual/simulated, and student-led enterprises. Prepare our industry partners for successful mentor and internship experiences, provide on-boarding to increase success of transitions from school to workplace environments, identify specific workplace competencies and embed into pathway curriculum, and support student interns' learning through reflection activities. Provide CTE and Linked Learning teacher externship opportunities which provides structured time for teachers to connect with industry and will enable enhanced alignment and instructional practices. Develop recurring collaborative meetings with industry and college partners (COS and Fresno CC) to develop pathway alignment that will include equipment and facility upgrade requirements aligned to college program and industry standards. Develop early college credit opportunities (dual, hybrid, or concurrent) so students can earn college credit. Offer events along the WBL continuum for students, create CTE program marketing events to MS, create career exploration activities for students and parents focusing on transition grades (MS to HS, and HS to post-secondary), & create CC and industry partner showcase events.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Plan Title	Funding:
11006 (K12-SWP3)	<u>Culinary "Cat Cafe"</u>	\$366,000
Primary K-12 Project Lead		E-mail
Suzanne McKean		smckean@taftunion.org
Primary College Project Lead		
Anthony Cordova		anthony.cordova@bakersfieldcollege.edu
Participating Colleges and K-12 District/Schools		
11006	Bakersfield College, Taft High School	
Project Objectives:		
<p>Our goal and priorities are to have a high quality Hospitality, Tourism and Recreation program at Taft Union High School for all students. Using the four guided pathways; clarify the path, enter the path, stay on the path and ensure learning, will drive our pathways with focus. Opportunities for students will be available for work-based learning, internships, industry recognized certifications, and dual-enrollment courses. The existing program, due to the number of students and needs that currently exists in the Central Valley/Mother Lode, continues to grow. Our program can only support a certain number of students that are looking to enter into the Culinary pathway and our current classroom is too small and doesn't provide students with a professional industry standard kitchen. By creating a professional kitchen in a large unused room in our cafeteria we will be able to expand our program and create a "Cat Café" to enable students work-based learning experiences and opportunities to cater events for the high school and community. These funds would also support students in our continuation school, foster youth and students with special needs. The classroom is currently not large enough to manage all the students that want to take culinary courses and adding a new classroom and professional kitchen will support all of our students' needs and prepare them for the Culinary Program at Bakersfield College. The CTEIG and Perkins grants will also be used to enable braided funding for the creation of our "Cat Café". This grant will allow our young adults to move into areas where more jobs are available.</p> <p>1. Improve CTE Curricular Alignment 2. Establish 2 courses for Dual Enrollment with BC 3. Improve student transitions between K-12/post secondary and Hospitality, Tourism and Recreation Industry and Employers for all student populations and provide students the opportunity to have a professional kitchen for transition to BC 3. Strengthen WBL activities between K-12/post secondary and Hospitality, Tourism and Recreation Industry and use the "Cat Cafe" for additional internships/exploration 4. Leverage funds to enhance related career exploration and for employers to expand internships</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11009 (K12-SWP3)	<u>Early College Pathways: Public Health and Industrial Automation</u>	\$1,917,769
Primary K-12 Project Lead		E-mail
Ryan Coleman		rcoleman@kernhigh.org
Primary College Project Lead		
Anthony Cordova		anthony.cordova@bakersfieldcollege.edu
Participating Colleges and K-12 District/Schools		
11009	Bakersfield College, Kern High School District (Arvin High School, Bakersfield High School, Centennial High School, East Bakersfield High School, Foothill High School, Frontier High School, Golden Valley High School, Highland High School, Independence High School, Kern Valley High School, Liberty High School, Mira Monte High School, North High School, Ridgeview High School, Shafter High School, South High School, Stockdale High School, West High School, Central Valley High School, Nueva High School, Tierra Del Sol High School, Vista High School, Vista West High School)	
Project Objectives:		
<p>By January 2021, KHSD will employ two classified staff members to serve as Technicians for Early College Pathways to provide student support services (Regional Plan, pg. 11). Grant funds will pay for these positions in 2021 through 2023, with the district absorbing these costs in subsequent years. By March 2021, KHSD will have held annual Stakeholder Engagement/Advisory Committee to gain industry partner feedback on the equipment purchased for the pathways. By April 2021, KHSD and BC will hold informational meetings for students, parents, and school personnel to increase student interest from all students, including underserved groups. K14 pathways alignment will be discussed so students can begin thinking about their transition to postsecondary education (Regional Plan, pg. 10). By May 2021, KHSD will purchase required student and classroom materials for the courses in each pathway. Grant funds will pay for these supplies in 2021, with the district using a combination of apportionment and LCFF funding in subsequent years for replacement as needed. This will mean that students, including those in underserved categories, will not have to purchase technology, textbooks, or lab materials to earn college credit removing any financial barriers. Starting in June 2021, KHSD and BC will offer college classes in the Public Health and Industrial Automation pathways for the new cohorts of students. This program will ensure that 85% of students enrolled in the pathway successfully complete a minimum of 9 college units (if they start in 9th through 11th grade), and that same completion rate will be the target for underserved student groups: English Learners, Students with Disabilities, foster youth, and Socioeconomically disadvantaged. Starting in June 2021, depending on student enrollment in grades 10-12, there will be between 6-10 courses in these pathways offered each semester to high school students. These courses will be intentionally planned to prepare students to earn a degree (or credits toward a degree) that will prepare students to enter the workforce in priority industry sectors supported by the labor market information in the Regional Plan (pg. 10). Starting in June 2021, provide time for collaboration between college instructors and high school instructors to ensure dual enrollment courses are aligned to college curriculum and meeting industry needs as demonstrated through labor market data. Grant funds will pay for this through the life of the grant.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11010 (K12-SWP3)	<u>Expanding Automotive through Alternative Fuels</u>	\$502,482
Primary K-12 Project Lead		E-mail
Mary Whited		mwhited@mcoe.org
Primary College Project Lead		
Pedro Mendez		mendezp@yosemite.edu
Participating Colleges and K-12 District/Schools		
11010	Merced College, Modesto Junior College, Merced Co. Office of Education (Valley Community Court School, West High School), Le Grand High School District (Le Grand Union High School, Granada High School), Delhi Unified School District (Delhi High School)	
Project Objectives:		
Increase Automotive Pathway students that transition to post-secondary: ASE certification will be pursued to the program affording students the ability to increase their skills and certifications. Necessary equipment, materials and supplies will be purchased to make the program ASE eligible. Implement dual enrollment and increase articulation with our Community College partners. An instructional aide will be added to ensure that the most underserved and struggling students will be well supported in this pathway. Expand Student Support Services: With the growth of this pathway, a College and Career Services Technician (CCST) will serve students at the Center for Applied Technology (CAT). The CCST will work with students on an employability portfolio, enrollment of students in the community college for purpose of articulation/dual enrollment, follow up with students that may be struggling, and work with Merced College and Modesto Junior College Outreach Specialist to ensure smooth enrollment and transition to post-secondary. Update and expand pathway curriculum by designing and implementing a second year (3rd-4th years in hours) course that concentrates on alternative fuel and autonomous automobiles and provides Work Based Learning opportunities for all students. Facilitate and host guest speakers from industry, including those representing underserved and nontraditional populations. Expand local automotive industry partnership agreements in order to provide more work based learning opportunities, including community classroom (internship) for all capstone students.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11019 (K12-SWP3)	<u>Kern County HQCTE Pathway Initiative supporting guided pathways and intersegmental partnerships</u>	\$2,000,000
Primary K-12 Project Lead		E-mail
Patrice Richter		parichter@kern.org
Primary College Project Lead		
Dr. Bonita Steele		bsteale@kccd.edu
Participating Colleges and K-12 District/Schools		
11019	Bakersfield College, Cerro Coso Community College, Kern Community College District, Kern Co. Office of Education (Bridges Academy, Camp Erwin Owen), Delano Joint Union High School District (Cesar E. Chavez HS, Delano HS, Robert F. Kennedy HS, Valley Alternative Education HS), Kern High School District (Arvin High School, Bakersfield High School, Centennial High School, East Bakersfield High School, Foothill High School, Frontier High School, Golden Valley High School, Highland High School, Independence High School, Kern Valley High School, Liberty High School, Mira Monte High School, North High School, Ridgeview High School, Shafter High School, South High School, Stockdale High School, West High School, Career Technical Center (CTEC), Central Valley High School, Nueva High School, Tierra Del Sol High School, Vista High School, Vista West High School, Kern Workforce Academy Alternative Education High School), Wasco Union High School District (Wasco High School, Independence Alternative Education High School)	
Project Objectives:		
<p>By JAN 2021, hire a Director of K14 Educational & Career Advising to work with K12 students, educators and parents on meeting the Regional Plan's Guided Pathways Framework (p.9) By JAN 2021, hire a Coordinator III curriculum specialist to create 10 Career Exploration activities for each grade in 7-8, 36 Career Preparedness activities in each grade cluster (9-10) & (11-12), Curricula design reinforces the career-ready aims of the CTE Model Curriculum Standards and the 12 Standards for Career Ready Practice (CRP). All activities are designed for students to acquire the fundamental knowledge of aligned pathways available in HS & CC and skills needed for transition to post-secondary education, career training, and the workforce. Beginning in Jan 2021, film 72 videos, schedule training for all staff and counselors of the 35 high school campuses in Kern County on the 7-12 activities, toolkit & resources posted at the finditbeitkerncounty.org website, creation of student intersegmental 9-14 education and career plans, and pilot JobSpeaker. Working with site support networks, ensure that students understand their pathway options, set clear, attainable goals to select, progress and complete a HQCTE pathway completion and are supported in transitions to CC programs. Provide outreach activities for 7-12 grade students. By MAR 2021, populate the Kern County Career Education website with resources & tool kits for K12 students and educators that highlight aligned HS to CC pathways of the 35 high school campuses in priority and emerging industry sectors outlined in the Regional Plan (p.11) By JUN 2021, hire a Director of Intersegmental Partnerships to design systems of supports to ensure ALL Kern County K12 students, with a focus on underserved students, have access to resources to meet the six goals outlined in the CCCCO's Vision for Success (Regional Plan, p.9) Beginning in AUG, 2021 implement a systematic approach identifying underserved students, ensure supports are in place for challenged student groups supporting enrollment & completion of HQCTE pathways and provide support for matriculation into aligned CC pathways. By JUN 2023, eMarketing of HS to CC CTE pathways reaches 75% of area students. By JUN 2023, 75% of all participating underserved pathway students participate in at least one post-secondary outreach activity highlighting aligned high school to community college pathways</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

CRC | REGIONAL PLAN 2023-2025

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11025 (K12-SWP3)	Early College Agricultural Pathways Continued	\$185,000
Primary K-12 Project Lead		E-mail
William Davis		Bdavis02@vusd.org
Primary College Project Lead		
Louann Waldner		louannw@cos.edu
Participating Colleges and K-12 District/Schools		
11025	College of the Sequoias, Visalia Technical Early College High School	
Project Objectives:		
<p>The focus of this round of ECAPP is the ongoing support of shared resources to support the whole student. This resource is shared between VTEC high school and the College of Sequoias. This shared resource includes shared COS staff member on the VTEC campus to help students connect with and enroll in college courses while attending VTEC. This position is the Early College Student Success Liaison. Visalia Technical Early College has an average demographic make-up for the Central San Joaquin Valley. Approximately 50% of the students are Hispanic and the other 50% is White and other nationalities. There are really two predominant target groups at VTEC: Special Education and Socioeconomically Disadvantaged students. This current year VTEC has 10% of its students with an IEP or 504 support plan. These students are mainstreamed into traditional courses and supported by individualized supports and assist classes when needed. The early college program is a great fit for them, because they can start college courses when they are ready. VTEC has 56% of its population is identified as Socioeconomically Disadvantaged. This realization is a key component to enhancing and expanding early college pathways for our students. These students are given an opportunity to take advantage of the early college incentives with support from our Scholarship/PTO organization to begin their college career. The Early College Agricultural Pathways Project will directly benefit special populations as well as the student body as a whole with stronger, more direct support, along with convenient opportunities to take early college course.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11029 (K12-SWP3)	<u>Improving Equity and Access to Our Pathways</u>	\$318,000
Primary K-12 Project Lead		E-mail
Chuck Gent		cgent@luhsd.k12.ca.us
Primary College Project Lead		
Kris Costa		kriscosta@whccd.edu
Participating Colleges and K-12 District/Schools		
11029	West Hills College Lemoore, Lemoore Union High	
Project Objectives:		
<p>Objectives: Pathway Program Improvement- Align LHS pathways with postsecondary education. Funds used for Pathway Coach salary, staff training, travel, meeting materials. Measurement - meeting agendas, aligned Programs of Study. Meet with industry partners to ensure rigorous/relevant cross curriculum instruction, rigorous project-based instruction. Funds used for Pathway Coach salary, staff training, travel, meeting materials, teacher PD, new curriculum resources. Measurement - meeting agendas, course outline. Offer robust work-based learning opportunities to our students - classroom speakers, mock job interview, job shadow/internships - visual or in person. Funds used for Pathway Coach salary, staff training, travel, event materials. Measurement - roster of participating students. Add two new members to each pathway advisory board per year. Funds used for Pathway Coach salary, meeting materials. Measurement - Member Rosters. Hire a Pathway Coach - Budget limitations have never allowed us to add a Pathway Coach/Work-based Learning Coordinator to our team. We recognize we need a dedicated lead person to move our pathway programs forward. Funds used for salary, training, and expenses for this staff addition.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11038 (K12-SWP3)	Up-Skilling: The Education and Industry Overlap	\$302,501
Primary K-12 Project Lead		E-mail
Jonathan Delano		jdelano@fcoe.org
Primary College Project Lead		
Dr. Becky Barabe Ed.D		Becky.barabe@fresnocitycollege.edu
Participating Colleges and K-12 District/Schools		
11038	Fresno City College, Career Technical Education Center, Fresno Co. Office of Education	
Project Objectives:		
<p>Up-Skilling: The Education and Industry Overlap intentionally brings stakeholders together from secondary, postsecondary and industry to address an overlap of skills, needs and resources to address the employment gap that exists or is emerging within Advanced Manufacturing and Construction Trades. Through deliberate engagement/collaboration stakeholders will have the opportunity to develop leaders, create a unified curriculum, and develop industry connections/internships for future workforce. Our SWP provides industry with opportunities to up-skill their current workforce, by taking advantage of facilities and instructors within secondary and postsecondary education. By developing more skilled leaders within industry, industry is able to aid education in the development of the next generation of leaders. Through quarterly collaboration, curriculum will be developed, evaluated and restructured to address the specific industry needs and enhance the pipeline of students between secondary and postsecondary schools, through an extensive dual-enrollment program that leads to an associate's degree and industry employment. CTE facilities will house 21st century equipment to ensure up-skilling can address desired skills and the next generation of students can obtain industry level skills. Program development will be aligned with the secondary school's LCAP, the postsecondary course SLOs, and industry's standards. SWP funds should be in line to support each of the stakeholders standards, while supported by other CTE funds and grants to ensure longevity and success of the SWP. Underserved and special population students will not only receive instruction and curriculum to develop their skills for employment, but have the opportunity to engage, job shadow, and be mentored by individuals of similar backgrounds and challenges. Students and their families will be educated about the opportunities being provided for students within the industry sectors specific to the living wage and higher paying, middle skill jobs and the process to achieving such outcomes.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11103 (K12-SWP3)	<u>Jill Kinmont Boothe School Culinary/Food Service and Hospitality Pathway Creation Project</u>	\$59,198
Primary K-12 Project Lead		E-mail
Randy Cook		rcook@inyocoe.org
Primary College Project Lead		
Anthony Cordova		anthony.cordova@bakersfieldcollege.edu
Participating Colleges and K-12 District/Schools		
11103	Bakersfield College, Inyo Co. Office of Education (Jill Kinmont Boothe School)	
Project Objectives:		
<p>Create a new CTE Culinary/Food Service and Hospitality pathway that re-engages JKBS students in school and develops crucial academic, technical, and employability skills for underserved unduplicated students in an alternative education setting. Update and equip a dormant kitchen in the ICOE complex to provide a culinary instructional lab that gives students relevant industry-level and targeted experience and skills. Introduce the Career Choices and Changes career exploration and awareness curriculum along with the implementation of the Get Focused Stay Focused (GFSF) modules and 10-Year Plan. Students will develop an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching. Train instructional aid (who has a BA) for a new role as a college and career advisor. Provide college and career guidance, exploration, and advising and support the Career Choices and GFSF implementation. Provide support and transition services to students. Provide access to industry-recognized certifications starting with the ServSafe Food Handler Certification. Create a CTE Program Specialist role to coordinate the WBL program and placement options, collect employer evaluations, data collection, guest speakers, and coordinate field trips. The specialist will develop WBL opportunities for JKBS students in regional hotels/restaurants, tribal casino hotels/restaurants, and the Mammoth Mountain ski resort operations. Secure the use of a food truck to facilitate student exposure to and understanding of the role and importance of entrepreneurship and small business in the local and national economy through the development of a school operated business. Create seamless transitions to postsecondary certifications and degree program options in the Culinary/Food Service and Hospitality pathway through a partnership with Bakersfield College (BC). Create culinary course articulation agreements with BCs Culinary Arts/Foods & Nutrition program. This new pathway starts with a two-course sequence (into/concentrator) articulated with Bakersfield College.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11427 (K12-SWP3)	<u>Central Valley Career Collaboration & Navigation</u>	\$774,498
Primary K-12 Project Lead		E-mail
Dallas Plaa		<u>dplaa@stancoe.org</u>
Primary College Project Lead		
Pedro Mendez		<u>Mendezp@mjc.edu</u>
Participating Colleges and K-12 District/Schools		
11427	Modesto Junior College, Yosemite ROP, Peterson Alternative Center for Education, Valley Charter Early College High School, Stanislaus Military Academy, Ceres Unified (Ceres High School, Central Valley High School, Argus Continuation High School) Patterson Joint Unified (Patterson High School, Del Puerto High School),Turlock Unified (Turlock High School, Pitman High School)	
Project Objectives:		
<p>Career Navigators will provide on-going career counseling to CTE high school students within the participating K-12 school districts, including access to internships, industry mentors, industry tours, summer career academies for student career exploration provided by Modesto Junior College, and more. The members of this SWP proposal are committed to developing and maintaining partnerships with post-secondary education providers and local employers to successfully respond to the current demand for skilled labor in today’s workforce. The partners of this proposal (Ceres, SCOE, Patterson and Turlock) each have well defined programs that link to Modesto Junior College with many courses approved as dual credit with MJC. Given the projected gap of qualified workers in the next five years, program partners seek to increase student interest in each of the six targeted career sectors. Through the proposed summer career academies to be offered by MJC, students will have opportunities to sample the various career pathways available in each industry. Through the proposed summer academies offered by Modesto Junior College, 90 students will have the opportunity to participate and sample the various career pathways in each of the 6 industries. MJC is also using additional funding sources to support the summer academies. Summer Academy options may be reduced due to a lower amount of K12 SWP funding. ck Unified (Turlock High School, Pitman High School)</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11429 (K12-SWP ₃)	<u>Medical Simulation Treatment Labs</u>	\$83,008
Primary K-12 Project Lead		E-mail
Julie Jansen		<u>jjansen@lodiused.net</u>
Primary College Project Lead		
Salvador Vargas		<u>svargas@deltacollege.edu</u>
Participating Colleges and K-12 District/Schools		
11429	San Joaquin Delta College, Lodi Unified (Tokay High School, Lodi High School, Bear Creek High School, McNair High School)	
Project Objectives:		
<p>The Medical Assistant program’s “Medical Terminology” portion of the pathway is currently articulated with Delta College of San Joaquin. However, with the purposed addition of simulation labs, our Medical Occupations teachers plan to continue working with Delta College to articulate additional areas of the curriculum. In addition, our teachers will begin work with the UC/CSU system to obtain A-G approval to ensure students have an advantage when transitioning to postsecondary education. We will continue to meet with local employers, use labor market information, and meet with district counselors to support their ongoing career guidance work with Medical Occupation’s students. In addition CTE Administration will work with counselors and pathway teachers to develop referral and access strategies.</p> <p>Funds requested will be used to provide additional professional development for the Medical Occupations teachers to attend training on new equipment, curriculum development and collaboration time with local employers, and postsecondary faculty to strengthen the skills and knowledge of our teachers. Pathway teachers will strengthen the program by establishing new local partners for additional extern (work-based) learning sites for all students.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11439 (K12-SWP3)	Lincoln Unified School District	\$242,924
Primary K-12 Project Lead		E-mail
Amanda Gomez		amgomez@lusd.net
Primary College Project Lead		
Sokun Somsack		Sokun.somsack@deltacollege.edu
Participating Colleges and K-12 District/Schools		
11439	San Joaquin Delta College, Lincoln Unified School District (Lincoln High School)	
Project Objectives:		
<p>Increase postsecondary educational opportunities for students by increasing articulation agreements with San Joaquin Delta College and expanding articulation agreements to other postsecondary institutions. We will work with Modesto Junior College to determine comparable classes to courses we currently offer. We will examine student enrollment at other community colleges to determine if articulation agreements would be worthwhile with those institutions. To provide meaningful industry experience and soft skills to our students, we will create more robust industry partnerships in sectors that are lacking in this area. These partnerships will consist of funding sources as well as internship/work placement opportunities for students. Beginning in the 2020-2021 school year, our district began offering dual enrollment classes with San Joaquin Delta College. As this program evolves, we will look into offering CTE dual enrollment courses for LUSD students. Hire a CTE Coordinator to support CTE district-wide. This coordinator will ensure programming is rigorous, instruction is grounded in standards, and offers meaningful career preparation to students. This coordinator will also increase student awareness of CTE courses to middle school students, as well as provide support (possibly professional development opportunities) to academic counseling staff at the high school as well as at middle-schools to improve CTE and career guidance. The CTE Coordinator would also develop career exploration programming for middle-school students to access. Conduct pathway realignments in our Information Technology sector. Currently, our Information Technology courses do not fully align to CALPADS CTE courses. We will conduct a thorough examination of student enrollment numbers and the standards within this industry sector, as well as collaborate with San Joaquin Delta College and industry partners to determine whether the content continues to be relevant, and strengthen industry partnerships. This work would be supervised and supported by the CTE Coordinator. Establish a Public Safety pathway. Lincoln High School will offer Introduction to Public Services (most likely beginning in August of the 2022-2023 school year). The concentrator course would be offered starting in 2023-2024, and the capstone class in 2024-2025. Hiring a 1.0 FTE teacher would come from LCAP, SWP and/or CTEIG depending on funding/staffing changes</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11456 (K12-SWP ₃)	<u>Information and Communications Technologies Pathway</u>	\$41,477
Primary K-12 Project Lead		E-mail
Kendee Gonzalves		kwilkinaongonzalves@lindenUSD.com
Primary College Project Lead		
Salvador Vargas		svargas@deltacollege.edu
Participating Colleges and K-12 District/Schools		
11456	San Joaquin Delta College, Linden High School	
Project Objectives:		
<p>Recruit and employ a (.66 FTE) highly-qualified CTE credentialed teacher. Grant funds will pay for the development and offering of courses for the 2021-22 and 2022-23 school years yielding a complete CTE pathway, with Linden Unified School District absorbing the cost in subsequent years. Provide professional development and resources to staff to effectively teach Information Technology courses. Funds from the K12 SWP will be used for professional development for CTE staff and counselors to collaborate to ensure students complete a program of study; including the introductory, concentrator, and capstone courses. In addition, funds will be used to time-sheet CTE teachers to collect data specific to the learning needs of special populations and increase efforts to recruit and enroll students within underrepresented populations (including but not limited to: English Learners, Students with Disabilities, and Foster Youth) in CTE pathways. Using K12 SWP funds, Linden High School will purchase and expand upon existing, appropriate hard- and soft-ware aligned with industry standards to teach and train students. Create an Information Technology CORPS team comprised of students to support staff and student computer support needs throughout the school year providing work-based, hands-on experience. Grant funds will fund the courses needed (introductory, concentrator, and capstone) for students to gain the knowledge and experience required to provide such support. Provide opportunities for students to become Google and Microsoft certified to provide transition into postsecondary studies and/or employment opportunities. K12 SWP monies will fund certificate endeavors for the staff in years one and two (2021-22 and 2022-23 respectively). This will provide CTE teachers with the professional development needed to guide students to successfully gain certification in subsequent years.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
11499 (K12-SWP3)	<u>Metal Fabrication and Welding Certification Program</u>	\$51,088
Primary K-12 Project Lead		E-mail
Dr. Daniel Ching		dching@mychawanakee.org
Primary College Project Lead		
Brett Camacho		Brett.camacho@fresnocitycollege.edu
Participating Colleges and K-12 District/Schools		
11499	Fresno City College, Madera Community College, Chawanakee Unified School District (Minarets High School. Minarets Charter High School)	
Project Objectives:		
<p>The Welding certification program serves students from low socio-economic backgrounds, students from special populations, and students from groups that represent a high dropout rate both nationally and regionally. Native American Students have some of the highest dropout rates in our country and our student body is made up of roughly 10% Native American students on a year to year basis with our largest percentage of students coming from the North Fork Rancheria of Mono Indians. Our program will provide continuous expansion of opportunities to take college courses and be certified for level one of the American Welding Society. This provides our rural students the opportunity to have early access to college programs which accomplish the goal of post secondary education and employable skills and certifications for our students who are less likely to commute to urban settings immediately following graduation. The Welding Certification Program offers a rigorous and relevant curriculum taught by a highly qualified instructor. There is a balance of college based coursework and hands-on project based design and manufacturing. Underserved students are given access to college curriculum but also to job site visits, competitions, workshops, and conferences at the local and state level. These including FFA contests and conferences, the Career Skills Challenges, and working with Tesoro Viejo and Ponderosa at job site locations. Minarets has increased the number of students completing the pathway each year and these students include Native American Students, African American Students, Hispanic Students, and Special Education populations as well as students from low socio-economic backgrounds. Minarets has partnered with Fresno ROP, Valley ROP, and the State Center Adult Education Consortium to build curriculum and instruction that is cutting edge and designed to meet industry standards and job market needs.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15474 (K12-SWP4)	<u>Franklin High Auto Body Repair Shop</u>	\$672,500
Primary K-12 Project Lead		
Nathan Haley	nhaley@stocktonusd.net	
Primary College Project Lead		
Danell Hepworth	danell.hepworth@deltacollege.edu	
Participating Colleges and K-12 District/Schools		
15474	San Joaquin Delta College, Stockton Unified School District (Franklin High School)	
Project Objectives:		
<p>SUSD in crafting this proposal established specific and measurable outcomes to ensure its strategies effectively address the Problem Statement’s most pressing needs. SUSD to maximize the number of students, including underserved populations, with the education and experience needed to meet the Transportation sector’s regional labor-market projections will utilize grant funding to support a comprehensive renovation of the Franklin Auto Body Repair shop. This initiative will include industry standard facilities and equipment upgrades based on recommendations from the Auto Body program at San Joaquin Delta College and other local collision repair centers. These improvements will include the addition of new car lifts, adequate ventilation, welders, a dust collection system, paint booth, and the tools necessary to provide industry standard instruction. Through its partnership with San Joaquin Delta College, SUSD will develop its auto body repair curriculum in alignment with the program at San Joaquin Delta College through articulation agreements that will help students have a seamless transition between programs upon graduation from high school. SUSD projects that the new Auto Body repair program will reach 145 students annually. Students enrolled in the new Auto Body Repair pathway will be connected through partnership with local industry, including Big Valley Ford Collision Center, to receive work based learning opportunities such as guest speakers, job shadowing, field trips, and internship opportunities.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15475 (K12-SWP4)	<u>Expanding Industrial Arts via Trades Workshops : Construction Skills, Welding/Fabrication, HVAC</u>	\$466,622
Primary K-12 Project Lead		E-mail
Pamela Dobrenen		padobrenen@kern.org
Primary College Project Lead		
Anthony Cordova		anthony.cordova@bakersfieldcollege.edu
Participating Colleges and K-12 District/Schools		
15475	Bakersfield College, Kern Community College District, Kern County Office of Education	
Project Objectives:		
<p>Initiate process and hire a part-time CTE welding/fabrication instructor. Purchase additional welding, fabrication, and trades-related equipment to support instruction. Meet with industry partners to ensure skills taught and certifications provided align with industry needs and requirements. Develop curriculum for welding/fabrication classes and trades workshops. Collaborate with college and industry partners to expand trades workshops to include additional opportunities to explore various career pathways within construction, welding, HVAC, and other industrial arts. Facilitate training and professional development opportunities for CTE construction and welding staff. Schedule student tours of Bakersfield College's Industrial Arts programs and KCCD's 21st Century Energy Center. Establish link between HVAC program at KCSOS site in Delano with BC-Delano campus' HVAC training opportunities and classes. Expand OSHA-10 Construction certification opportunities to reach more students. Work with Bakersfield College to articulate and/or offer dual enrollment credit for OSHA safety courses. Utilize industry expert construction assistant to improve program activities and to support weekend trades workshops. Recruit for and develop marketing materials in support of construction, welding, and HVAC classes, as well as, for trades workshops. Ensure transitioning support for students continuing to post-secondary programs or directly into the workforce.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15476 (K12-SWP4)	<u>CTE Early College Industrial Automation Pathway for Rural Communities</u>	\$1,598,072
Primary K-12 Project Lead		E-mail
Ryan Coleman		<u>rcoleman@kernhigh.org</u>
Primary College Project Lead		
Anthony Cordova		<u>anthony.cordova@bakersfieldcollege.edu</u>
Participating Colleges and K-12 District/Schools		
15476	Bakersfield College, Kern High School District (Arvin High, Bakersfield High, Centennial High, East Bakersfield High, Frontier High, Foothill High, Golden Valley High, Independence High, Kern Valley High, Mira Monte High, North High, Ridgeview High, Shafter High, South High, West High, Del Oro High School)	
Project Objectives:		
KHSD will collaborate with BC and industry leaders in designing and presenting clear pathways for students in rural communities to meet industry needs through the Industrial Automation certificate program. BC will collaborate with KHSD to establish a hiring process for instructors and staff for each school site's program. The site location for students in the rural communities will be chosen, based on the greatest accessibility for students to attend and participate in. BC and KHSD Pathway Coordinators will plan and organize work-based learning for students, including field trips and mentoring experiences. KHSD will have held its annual Stakeholder Engagement/Advisory Committee to gain industry partner feedback on the equipment purchased for the Industrial Automation Certificate pathway. KHSD and BC will hold informational meetings for students, parents, and school personnel to increase student interest from all students, including underserved groups. K14 pathways alignment will be discussed so students can begin thinking about their transition to postsecondary education. KHSD will purchase required student and classroom materials for the courses in the Industrial Automation Certificate pathway. This will mean that students, including those in underserved categories, will not have to purchase technology, textbooks, or lab materials to earn their professional certificate and/or college credit. KHSD and BC will offer an orientation day for students who are enrolled in the Industrial Automation Certificate pathway.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15477 (K12-SWP4)	<u>Bridging Equity and Access for Disproportionately Impacted Students in CTE Pathways</u>	\$2,000,000
Primary K-12 Project Lead		E-mail
Michelle Mar		michelle.mar@fresnounified.org
Primary College Project Lead		
John Johnson		john.johnson@reedleycollege.edu
Participating Colleges and K-12 District/Schools		
15477	Fresno City College, Reedley College, Fresno High, Sunnyside High, McLane High, Erma Duncan Polytechnical High, Dewolf Continuation High, Phoenix Secondary, Baird Middle, Edison Computech, Rutherford B. Gaston Sr. Middle, Kings Canyon Middle, Scandinavian Middle, Tehipite Middle, Elizabeth Terronez Middle, Tioga Middle, Wawona K-8, Yosemite Middle, Ahwahnee Middle, Bullard Talent, Cooper Middle, Fort Miller Middle, Sequoia Middle, Design Science Middle College High, Edison High, Herbert Hoover High, Roosevelt High, Tenaya Middle, Phillip J Patino School of Entrepreneurship, Cambridge Continuation High, J. E. Young Academic Center, Hamilton Elementary	
Project Objectives:		
FUSD will achieve the following objectives: Host shared professional learning and collaborative meetings with industry and post-secondary partners to increase faculty knowledge and effective strategies for increasing participation and success of targeted student sub-groups. Establish intersession (summer/winter/spring break/after school) programs for targeted disproportionately impacted students that focus on college and career exploration. Coordinate with FUSD counseling leadership to develop student and family resources on college expectations, academic behaviors, and habits of mind necessary for college success. Create a system for on-going mentoring and intentional teaching of self-advocacy skills so historically under-served underrepresented students have equitable opportunities for successful futures. Recruit and hire one district CTE Project Manager to recruit and connect public/private stakeholders committed to building the local economy and upward mobility and diversity of our workforce.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID			Funding:
15479 (K12-SWP4)	<u>Manteca USD Logistics Pathway</u>		\$360,250
Primary K-12 Project Lead		E-mail	
Amanda Peters		apeters@musd.net	
Primary College Project Lead			
Danell Hepworth		danell.hepworth@deltacollege.edu	
Participating Colleges and K-12 District/Schools			
15479	San Joaquin Delta College, Manteca Unified School District (Manteca High)		
Project Objectives:			
<p>Hire instructor; prior to having student contact, allow time for them to plan instruction, curriculum, establish industry partners. Purchase equipment needed to establish classes that are aligned to industry standards, including: forklift simulator, racking equipment, pallets, computerized inventory system, jacks, forklift. Build outdoor classroom space for student use/simulate warehouse environment. Partner with Manteca Adult School to offer a forklift certification program to students after their senior year of high school; establish a process to systematically enroll students to ensure their participation. Articulate course(s) with community college partner, allowing students to earn college credit while they are in high school; SJDC courses identified as possible courses to articulate are in the Business department that fulfill the Associate's degree in Logistics and Transportation as well as the Logistics and Transportation Supervisor Certificate of Achievement (BUS 51: Intro to Transportation; BUS 57: Intro to Logistics). Establish work-based learning opportunities with industry partners, especially for students enrolled in advanced courses.</p>			

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15482 (K12-SWP4)	<u>Strengthening and Aligning CTE Pathways for College and Career Readiness</u>	\$605,184
Primary K-12 Project Lead		E-mail
Kevin Hesser		apeters@musd.net
Primary College Project Lead		
Steve Amador		amadors@yosemite.edu
Participating Colleges and K-12 District/Schools		
15482	Columbia College, San Joaquin Delta College, Calaveras Unified (Calaveras High, Toyon Middle)	
Project Objectives:		
<p>This funding will support all CTE Pathways in Calaveras Unified School District: Ag Mechanics/Welding, Agriscience, Automotive, Engineering Design, Forestry and Natural Resources, Medical Science/Emergency Response, Ornamental Horticulture, and Plant Science. The project objectives of our K12 SWP work are as follows: Implement a middle school and 9th grade career exploration/orientation program that informs and engages students in the existing pathways to increase retention once students are placed. (ie: Get Focused, Stay Focused). Recruit/hire a full time (1.0 FTE) Strong Workforce Program Coordinator to support the following across all CTE pathways: a) Promote ongoing career exploration, communication, outreach and guidance. b) Develop outreach and support strategies for underserved populations. c) Integrate services to improve student progression and completion of career education pathways/post-secondary transitions. d) Develop diverse opportunities that prepare students for a seamless transition into careers, including work-based placements. e) Collect and analyze data to support CTE program improvement.</p> <p>Articulate at least one course per pathway with a partnering Community College (Columbia Community College, Modesto Junior College, San Joaquin Delta Community College). Implement dual enrollment and/or on site CCAP courses in a minimum of two pathways. Increase percentage of completers enrolled in post-secondary pathways at Columbia Community College (Automotive, Ag Mechanics/Welding, Emergency Response, Forestry and Natural Resources), Modesto Junior College (Agriscience, Plant Science), and San Joaquin Delta Community College (Engineering, Medical Science, Agriscience, Plant Science) by at least 10%. Provide field trips and site based career/college exploration curriculum and events. Develop partnerships to provide work-based learning opportunities for students resulting in a minimum 2-3 student placements/internships in each pathway.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:	
15484 (K12-SWP4)	<u>Expanding Meaningful Career Exploration for Grades 7-14: Connecting Students to Industry</u>		\$2,000,000
Primary K-12 Project Lead		E-mail	
McKenna Salazar		mckenna.salazar@tcoe.org	
Primary College Project Lead			
Steve Amador		amadors@yosemite.edu	
Participating Colleges and K-12 District/Schools			
15484	Porterville College, Reedley College, West Hills College Lemoore, Sequoias CCD, Tulare Co. Office of Education, Corcoran Joint Unified (Corcoran High, John Muir Middle), Hanford Joint Union School District (Hanford High, Hanford West High, Sierra Pacific High, Hanford Community Day, Earl F. Johnson High) Lemoore High, Cutler-Orosi Joint Unified (El Monte Middle, Orosi High), Lindsay Unified School District (Lindsay Senior High), Tulare Joint Union High (Tulare Union High, Tulare Western High, Mission Oak High), Farmersville Unified (Farmersville High, Farmersville Junior High), Dinuba Unified School District (Dinuba High, Washington Intermediate), Exeter Unified School District (Exeter Union High, Wilson Middle), Kings ROP (Avenal High, J.C. Montgomery)		
Project Objectives:			
Increase impactful relationship and skill building opportunities across all participating 7-14 pathways between industry partners and pathway students by 20% through specific career exploration experiences; informational interviews, tours, mentorships, guest speakers, advisory board presentations and other career ready experiences. Build and implement a sustainable regional and district level infrastructure to ensure that access to career exploration opportunities will be available for SED students. Professional learning and support for leadership, site administration and teachers will lead to deeper levels of commitment and collaboration which will create the system needed to sustain continuous improvement over time and achieve the 20% growth metric in career exploration activities. Adopt and implement One Degree and CCGI career exploration programs to elevate student experiences in district feeder middle schools aligned with their high schools that will provide insight to regional workforce needs in priority industry sectors. We will connect at least 80% of SED participating pathway students to one of these programs to foster connections between student career knowledge and the job market. Expand career exploration and pathway alignment between middle schools, high schools and community college partners to lead students through exploration to post-secondary options through college tours, informational interviews, mentorships, meeting with advisors and advisory group interactions to support more informed post secondary decisions. Leverage the four K12 Pathway Coordinator roles in our region and career exploration objectives in their work plan to gain and grow points of contact to support the work of bridging gaps between K12 and post secondary partners.			

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID			Funding:
15489 (K12-SWP4)	<u>Merced Union High School District Ornamental Horticulture Workforce Pathway Project</u>		\$1,337,334
Primary K-12 Project Lead		E-mail	
Jannette McAuley		jmcauley@muhsd.org	
Primary College Project Lead			
Bryan Tassey		bryan.tassey@mccd.edu	
Participating Colleges and K-12 District/Schools			
15489	Merced College, Atwater High, Buhach Colony High, Golden Valley High, El Capitan High, Livingston High, Merced High, Sequoia High School		
Project Objectives:			
MUHSD will provide release time for cross-disciplinary collaboration to create learning communities of courses. This will prepare underserved students for the Ornamental Horticulture pathway coursework at secondary and postsecondary levels and industry careers. MUHSD will provide professional development for instructors, counselors, and administration in strategies to reduce barriers, the achievement gap, and increase opportunities for underserved populations. Expand and scale Ornamental Horticulture classrooms, labs, and outdoor areas at all MUHSD sites. Expanding student opportunities in agriculture pathways addresses the regional plan goals and strategies to target supply and demand gaps and offer students the opportunity for better living wage jobs. MUHSD will collaborate with Merced Community College District (MCCD), revise K-12 pathway, and college coursework to align the Ornamental Horticulture pathway with MCCD. 2021 CRC SWP Regional Plan, Dual enrollment or articulation agreements with Merced Community College District. Students will have an opportunity to earn college credit in the Landscape Horticulture program. Expand the industry certification offerings for MUHSD Ornamental Horticulture students so they have the opportunity to be college and career ready. By Spring 2024, expand Work Based Learning activities for pathway students through collaboration with local industry partners and Merced Community College District.			

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Funding:
15492 (K12-SWP4)	Culinary Arts: Catering to the 21st Century \$234,846
Primary K-12 Project Lead	E-mail
Jonathan Spreng	jspreng@chusd.org
Primary College Project Lead	
Kris Costa	kriscosta@whccd.edu
Participating Colleges and K-12 District/Schools	
15492	West Hills College Coalinga, West Hills College Lemoore, Colinga-Huron Unified School District (Coalinga High)
Project Objectives:	
<p>Coalinga High School recognizes the role strong CTE pathways play in support of student achievement and closing the equity gap. The California State Dashboard for Coalinga High School confirms this through the College and Career Readiness Indicator as 50% of the students are identified as prepared, a recent increase of 12.6%. Through the expansion and modernization of the Culinary Arts Pathway students will continue to build foundational career path skills essential to subsequent success in college and career exploration. The pathway already administers industry certifications to students through OSHA 10 and Serve Safe Certifications. However, there is a need to modernize the culinary kitchen to move from an outdated home economics model to an industry standard teaching kitchen. The grant will provide funding for upgrades needed in the development of industry standard curriculum to develop necessary skills found in positions in the hospitality industry. The initial goal is to address the equity gap in preparation of disproportionately impacted students for future middle skilled labor positions. To ensure the pathway is serving disproportionately impacted students, targeted intervention and academic support through Tier II counseling will be provided, combined with Culinary CTE opportunities intentionally built to improve outreach to students. The expansion of this pathway will identify and close the equity gaps by improving access to high-skill/wage CTE opportunities for disproportionately impacted students. The second goal is to enable a seamless transition from secondary to postsecondary education within the same or related career paths. Development of dual-enrollment through partners in the West Hills College District will be completed to create a 9-14 pipeline with clear milestones to provide students with college and career opportunities.</p>	

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15494 (K12-SWP4)	<u>Patterson CTE Collaboration and Pathway Improvement</u>	\$211,025
Primary K-12 Project Lead		E-mail
Kimberly Brinkman		kbrinkman@patterson.k12.ca.us
Primary College Project Lead		
Patrick Bettencourt		bettencourt@yosemite.edu
Participating Colleges and K-12 District/Schools		
15494	Yosemite CCD, Patterson Joint Unified School District (Patterson High)	
Project Objectives:		
<p>In conjunction with our new Science building and while leveraging funds from CTEIG, Perkins V, and LCFF, PJUSD will purchase state-of-the-art educational equipment to enhance and allure more students to participate in our healthcare pathway. In partnership with our bilingual Parent University and UP Patterson groups, PJUSD will reach out to students, families, teachers, and the community about our improved healthcare pathway and the opportunities it provides for students and the community. PJUSD CTE Health Careers teachers and Modesto Junior College (MJC) will meet with local healthcare professionals to discuss the most valuable skills needed for middle-skill employment for suggestions on how to overhaul our current healthcare pathway to better meet the needs of the students, employers, and community. PJUSD and MJC will work together to improve the number of dual enrollment opportunities and enhance our articulation agreements that are available to the students to encourage a smooth postsecondary transition. PJUSD will compensate teachers to create a robust A-G Curriculum aligned with the needs of local industry, and skills that have been identified as critical for success in postsecondary training and middle-skill employment. The PJUSD CTE Director will meet with community and industry stakeholders to market the program, establish positive relationships, offer field trips, internships, and other learning and leadership opportunities to create a pipeline for students who want to enter the healthcare profession. PJUSD and health careers teachers will tour other K-12 area schools who have successful healthcare pathways and learn ways in which to improve our pathways to better serve our student population.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID			Funding:
15495 (K12-SWP4)	<u>Public Safety Pathway to Success (PSPS)</u>		\$327,862
Primary K-12 Project Lead		E-mail	
Janice Rogge		jrogge@mcoe.org	
Primary College Project Lead			
Sylvia Ruano		sylvia.ruano@mccd.edu	
Participating Colleges and K-12 District/Schools			
15495	Merced College, Merced County ROP (Valley Los Banos Community)		
Project Objectives:			
Develop early college credit opportunities with higher education collaborative partners. Provide support in postsecondary matriculation and financial aid applications for pathway students. Provide annual visits to higher education partner's campuses and programs. Promote Public Safety Pathway enrollment through regular presentations by College and Career Services Technicians to all students, teachers, counselors, and support staff. Guide Public Safety Pathway students in completion of a Career Action Plan which includes a Program of Study outlining completion of postsecondary units and certifications. Increase student engagement and persistence in pathway completion through authentic public safety training exercises and practice. Facilitate and host guest speakers from industry, including those representing underserved and nontraditional populations. Prepare pathway students for acceptance into and participation in the Police Explorer Program. Identify gaps in learning and transition to postsecondary transition needs of Public Safety Pathway students. Provide access to peer and academic tutors as well as transition services to Public Safety Pathway students. Increase writing proficiency levels of students who complete the capstone pathway course.			

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Funding:
15507 (K12-SWP4)	Next Level Welding & Materials Joining \$1,060,185
Primary K-12 Project Lead	E-mail
Fabrizio Lofaro	flofaro@valleyrop.net
Primary College Project Lead	
Dr. Becky Barabe	Becky.barabe@fresnocitycollege.edu
Participating Colleges and K-12 District/Schools	
15507	Fresno City College, Reedley College, Valley ROP, Kingsburg Joint Union High School District (Kingsburg High), Kings Canyon Joint Unified School District (Orange Cove High, Reedley High, Reedley Middle College High, Dunlap Leadership Academy), Parlier Unified (Parlier High, San Joaquin Valley High), Sanger Unified (Sanger High), Selma Unified (Heartland High, Selma High), Cutler-Orosi Joint Unified (Lovell High, Orosi), Dinuba Unified (Dinuba High)
Project Objectives:	
<p>The proposed project will increase the capacity of Valley ROP and its partner LEAs and community colleges to implement well-articulated, industry-standard Welding & Materials Joining pathways at the participating school districts. The project objectives for Valley ROP's K12 SWP work are as follows: Valley ROP will increase the capacity of the partner school districts to provide work-based learning activities that utilize industry-standard equipment and are aligned to target Pathway Standards and industry tasks. Schools without a CNC Plasma Cutting Machine Orosi High School and Parlier High School will purchase one for their program. Schools that have a CNC Plasma Cutting Machine (Selma HS, Sanger HS, Reedley HS, and Kingsburg HS) will purchase an Augmented Arc Augmented Reality Welding System. Dinuba HS will purchase a Hydraulic Sheet Metal Shear for advanced fabrication projects and Selma HS and Kingsburg HS will also purchase a MIG welding Machine specifically designed for special processes in MIG welding and a CNA Press Break for more advanced fabrication projects. Additionally, the partner LEAs have each identified program-specific equipment needs so that they can continue to provide students with project-based learning experiences that mirror the environment they will encounter in the workforce. Six (6) Valley ROP instructors will participate in approximately 20 hours of hands-on professional development on the use and maintenance of the new equipment, and so that they can effectively integrate the new equipment into the course curriculum and instruction. Six (6) Valley ROP instructors will revise and update course objectives, learning outcomes, course competencies, and key assignments for courses in the Welding & Materials Joining Pathway, including Welding and Metal (Concentrator) and Advanced Welding and Metal (Capstone). Three (3) Valley ROP instructors will meet the requirements to be Authorized Trainers for the OSHA 10-hour General Industry Training Course, which will increase the number of students who earn an entry-level certification in the pathway. Valley ROP and the partner community colleges will develop and implement a summer welding camp to expose students to Welding & Materials Joining foundational skills, postsecondary programs, and careers, with an emphasis on female students and other student populations underrepresented in Welding & Materials Joining pathways.</p>	

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15508 (K12-SWP4)	<u>Middle Is The New High</u>	\$1,328,669
Primary K-12 Project Lead		E-mail
Fabrizio Lofaro		flofaro@valleyrop.net
Primary College Project Lead		
Steve Amador		amadors@yosemite.edu
Participating Colleges and K-12 District/Schools		
15508	Fresno City College, Reedley College, Valley ROP, Kingsburg Joint Union High School, Kingsburg Elementary Charter (Rafer Johnson Junior High), Kings Canyon Joint Unified School District (Citrus Middle, General Grant Middle, Navelencia Middle, Thomas Law Reed Elementary), Parlier Unified (Parlier Junior High), Sanger Unified (Washington Academic Middle), Selma Unified (Abraham Lincoln Middle), Cutler-Orosi Joint Unified (El Monte Middle), Kings River Union Elementary, Dinuba Unified (Washington Intermediate)	
Project Objectives:		
Valley ROP will partner with middle school counselors, high school CTE teachers, community college instructors, and industry partners to develop or revise career exploration modules designed to introduce students to the skills and occupations in the following pathways: Agriscience (new); Agricultural Mechanics (new); Game Design & Integration (new); Patient Care (revised); Software & System Development (revised); Product Innovation & Design (revised); Emergency Services (new); Public Safety (revised); and Flight Science & Aviation Mechanics (new). Middle school exploration modules will be vertically aligned with the introductory courses in the high school pathways. Each industry-specific curriculum development team will create all instructional materials for the six-week module, including session outlines and project-based learning activity plans. Curriculum development teams will also work with industry partners to incorporate field trips, guest speakers, and other work-based learning experiences into the modules. Valley ROP will provide professional development opportunities for middle school counselors to raise awareness of the CTE pathways available to students, including middle school career exploration opportunities and dual-enrollment opportunities to earn college credit while in high school. In addition to in-service professional development provided by Valley ROP, each participating school will send a lead teacher or counselor to the annual Educating for Careers CTE conference. Valley ROP will also support middle school counselors to ensure that ninth-grade students complete an educational and career plan prior to enrolling in high school.		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID	Funding:
15510 (K12-SWP4)	<u>Improving Health Careers</u> \$1,337,334
Primary K-12 Project Lead	E-mail
Joe Trejo	jtrepo@gpusd.org
Primary College Project Lead	
Justin Garcia Psy.D	justingarcia@whccd.edu
Participating Colleges and K-12 District/Schools	
15510	West Hills College Coalinga, Golden Plains Unified (Tranquility High)
Project Objectives:	
<p>GPUSD will expand and enhance the Patient Care pathways available to students by developing courses in "Rehabilitation Therapy Services" and "Rehabilitation Therapy Careers" with West Hills Community College. Pathway development will include dual enrollment courses for students in the secondary portion of the pathway. Grant funds will pay for the development of the Rehabilitation Therapy Center at Tranquility High School, including the purchase of state-of-the-art equipment. GPUSD in collaboration with West Hills College will develop a summer bridge program to expose students to Patient Care postsecondary programs. Grant funds will also be used for professional development to ensure vertical alignment throughout the pathway. GPUSD will hire a part-time counselor and instructional aide to be housed at Tranquility High School. The counselor and instructional aide will assist the instructor and students, by developing Academic Learning Plans for each student, and providing tutoring when students struggle. The counselor will also assist students with the transition to college, including the development of new dual enrollment opportunities and student education plans. The counselor/aide or an additional hire will also work with industry partners to increase the number of Work Based Learning opportunities throughout the Patient Care pathways. GPUSD ROP will increase the number of certifications available to students in the Patient Care pathways by adding "Basic Life Support (BLS) for Healthcare Providers," "Heartsaver First Aide," and "Functional Movement Screening Level 1." GPUSD will ensure equal access to research and Work Based Learning experiences GPUSD by creating laboratory environments in pathway courses that mirror the clinical setting and by purchasing industry-standard equipment and supplies.</p>	

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15521 (K12-SWP4)	<u>Raising Equitable Advancement to Careers in Healthcare at Sanger (REACH@Sanger) Project</u>	\$558,200
Primary K-12 Project Lead		E-mail
Carmen Garvis		carmen_garvis@sangerusd.net
Primary College Project Lead		
Bonita Gomez		bonita.gomez@reedleycollege.edu
Participating Colleges and K-12 District/Schools		
15521	State Center CCD, Sanger Unified (Sanger High)	
Project Objectives:		
<p>The overall goal of the proposed Raising Equitable Advancement to Careers in Healthcare at Sanger (REACH@Sanger) Project is to address the needs described above by establishing two new Health Science and Medical Technology (HSMT) pathways at Sanger High School: Patient Care and Biotechnology. The project will accomplish the objectives listed below, which explicitly align with the CRC SWP Regional Plan by addressing the workforce needs of a Central Valley priority industry sector and by reducing equity gaps within target high-wage, high-skill, high-growth health careers. The K12 SWP Workplan and Budget Narrative describe in detail how K12 SWP funds will be used to achieve these objectives. Hire and train CTE-credentialed teachers required to deliver HSMT courses. Formalize an HSMT Advisory Board that includes diverse representation from secondary, postsecondary, and regional healthcare industry partners as well as individuals with expertise in serving special student populations. Formalize two 9–12 HSMT programs of study (Patient Care and Biotechnology) that align with related postsecondary programs at Reedley College and Fresno State. Establish a Cal-HOSA chapter, ensure that all HSMT students (100%) are Cal-HOSA members, and incorporate Cal-HOSA student leadership opportunities into HSMT programs of study.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15628 (K12-SWP4)	<u>Agriculture Pathway and Career Navigation Consortium</u>	\$247,615
Primary K-12 Project Lead		E-mail
Tonya Tibbens		tbibbins@waterford.k12.ca.us
Primary College Project Lead		
Patrick Bettencourt		bettencourtp@yosemite.edu
Participating Colleges and K-12 District/Schools		
15628	Yosemite CCD, Waterford Unified (Waterford High, Waterford Junior, Sentinel High), Stanislaus Co. of Education (Valley Charter High)	
Project Objectives:		
<p>Increase the matriculation of students from secondary programs into post-secondary pathways through early career pathway identification and counseling using Career Navigators. Provide additional assistance to parents and students in successful post-secondary transitions via use of the Career Navigator as a liaison between the student and the respective business, industry, community colleges and technical training programs. Increase student engagement and provide greater employment access for underrepresented and socioeconomically disadvantaged populations found through the Central Valley by aligning career education opportunities with identified industry employment shortfalls and identifying "ready to work " candidates for local industry to hire in their ongoing efforts to fill the employment gap that exists in the agriculture sector of the Central Valley. Enrollment in agricultural science programs for underrepresented students is traditionally low. The advancing technology of agricultural science programs provides an opportunity for all students to consider a promising career in a variety of agriculture disciplines that they may never have previously been interested in. For example, Latino students are often children of migrant workers, or they grew up working in the fields themselves. For these students, a career in agriculture may not be enticing. Expanded exposure to middle-wage, ag-related occupations and career options will increase the number of viable candidates for employment. Increased knowledge and collaboration with industry partners and college/trade schools will promote the development and refinement of the current and emerging CTE programs of our partner schools to better serve the workforce needs of our community and region.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID			Funding:
15682 (K12-SWP4)	<u>Amador ROP-Classroom to Career Initiative - Phase 2</u>		\$1,000,000
Primary K-12 Project Lead		E-mail	
Andrew Gardner		andrew.gardner@acusd.org	
Primary College Project Lead			
Steve Amador		amadors@yosemite.edu	
Participating Colleges and K-12 District/Schools			
15682	Columbia College, Amador Co. ROP, Amador High, Argonaut High, North Star Independent Study, Independence High		
Project Objectives:			
<p>This Amador classroom to career initiative plan (Phase 2) is a 30-month plan to complete the career initiative plan (Phase 1) that is already in operation. Phase two will add work experience teacher/coordinators, build after school courses that increase certification opportunities, and design experiences that serve as pre-requisites to the Columbia college CTE apprenticeship programs. The following is a list of the objectives we seek to accomplish: Hire 2.5 full time work experience/work based learning TOSA's to supervise work permits, work experience education program. Each CTE TOSA will be specifically assigned to 1 of the 3 high school sites in the district. Develop after school CTE courses that meet certification parameters and serve pre-requisite to Columbia College apprenticeship programs. Grow dual enrollment programs through CCAP agreement with Columbia College. Phase 1 has currently added 4 dual enrollment courses operating in 2021-22. Implement an online career awareness curriculum for all work permit/work experience students. Phase 1 is currently designing these lessons based on a Columbia College guidance class curriculum. Build CTE makerspace experiences and equipment for use in after school CTE experiences. (I.E. Chainsaw Certification Equipment and partnered with Columbia College's Forestry Apprenticeship)</p>			

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15683 (K12-SWP4)	<u>Amador ROP-Career and College Readiness Continuum Phase 2</u>	\$1,000,000
Primary K-12 Project Lead		E-mail
Terry McCrory		terry.mccrory@acusd.org
Primary College Project Lead		
Steve Amador		amadors@yosemite.edu
Participating Colleges and K-12 District/Schools		
15683	Columbia College, Amador County ROP, Amador County Unified (Amador High, Argonaut High, North Star Independent Study, Independence High, Jackson Junior High, Lone Junior High)	
Project Objectives:		
<p>The Amador Career Readiness plan (Phase 2) is a 30-month plan to complete a career readiness continuum that started in 4th grade (Phase 1). Phase two will add career exploratory curriculum and resources to 7th and 8th grade instructional plans. Students will be equipped to begin building career e-portfolios starting in 4th grade, that will follow them through graduation. 4th-6th grade programs were an allowable expense during the 2019-20 funding round. The Amador County ROP & ACUSD K12 plan seeks to: Support Full-Time CTE coordinator tasks to build Career Readiness Continuum (Grades 4-12), develop Career Counseling Curriculum, and manage Dual Enrollment/Articulation. Provide junior high school counselors and teachers with CTE specific professional development. Expand Dual Enrollment/Articulation Agreements in Agriculture, Hospitality, and Digital Media CTE. 4 courses were added in phase 1 of the plan. Develop Career Readiness Continuum for ACUSD junior high students. Expand and build career development portfolio program for 7-12 grade Students. Build CTE experiential learning opportunities in 7th and Grade through science education. Build Maker space style experiences in graphic design, agriculture, fire science/emergency medical systems and hospitality & tourism. Provide collaboration time between junior high school teachers and high school CTE teachers</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15754 (K12-SWP4)	<u>Growing Agriculture Pathways at Chawanakee Unified</u>	\$668,630
Primary K-12 Project Lead		E-mail
Dr. Daniel Ching		<u>dching@mychawanakee.org</u>
Primary College Project Lead		
Brett Camacho		<u>brett.camacho@fresnocitycollege.edu</u>
Participating Colleges and K-12 District/Schools		
15754	Fresno City College, Reedley College, Madera College, Chawanakee Unified (Minarets High, Minarets Charter High)	
Project Objectives:		
<p>Chawanakee USD will purchase new equipment and update the infrastructure of the district's 2-acre farm to support project-based and work-based learning experiences for students in the Agricultural Mechanics, Animal Science, and Plant Science pathways, ensuring that pathway students have access to the facilities and equipment required to train for industry-recognized certifications and develop industry-relevant, in-demand technical skills through project-based learning activities. The proposed project will also reduce the student-to-workstation ratio in the Agricultural Mechanics programs to 2:1, which will increase each student's opportunity to participate in hands-on, project-based learning activities. Chawanakee USD will fund a curriculum development team comprised of pathway instructors, industry partners, and community college instructors to evaluate and update the course outlines for the following courses: Agricultural Biology, Agricultural Mechanics, Agricultural Systems Management, Animal Science, Principles of Plant Science, and Veterinary Science. The revised course outlines will include instructional materials, project-based learning activities, and supervised agricultural experiences that will be possible due to the new equipment and updated infrastructure outlined below. This team will review student data at the end of each academic year to ensure the program and academic support strategies are meeting students' needs.</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

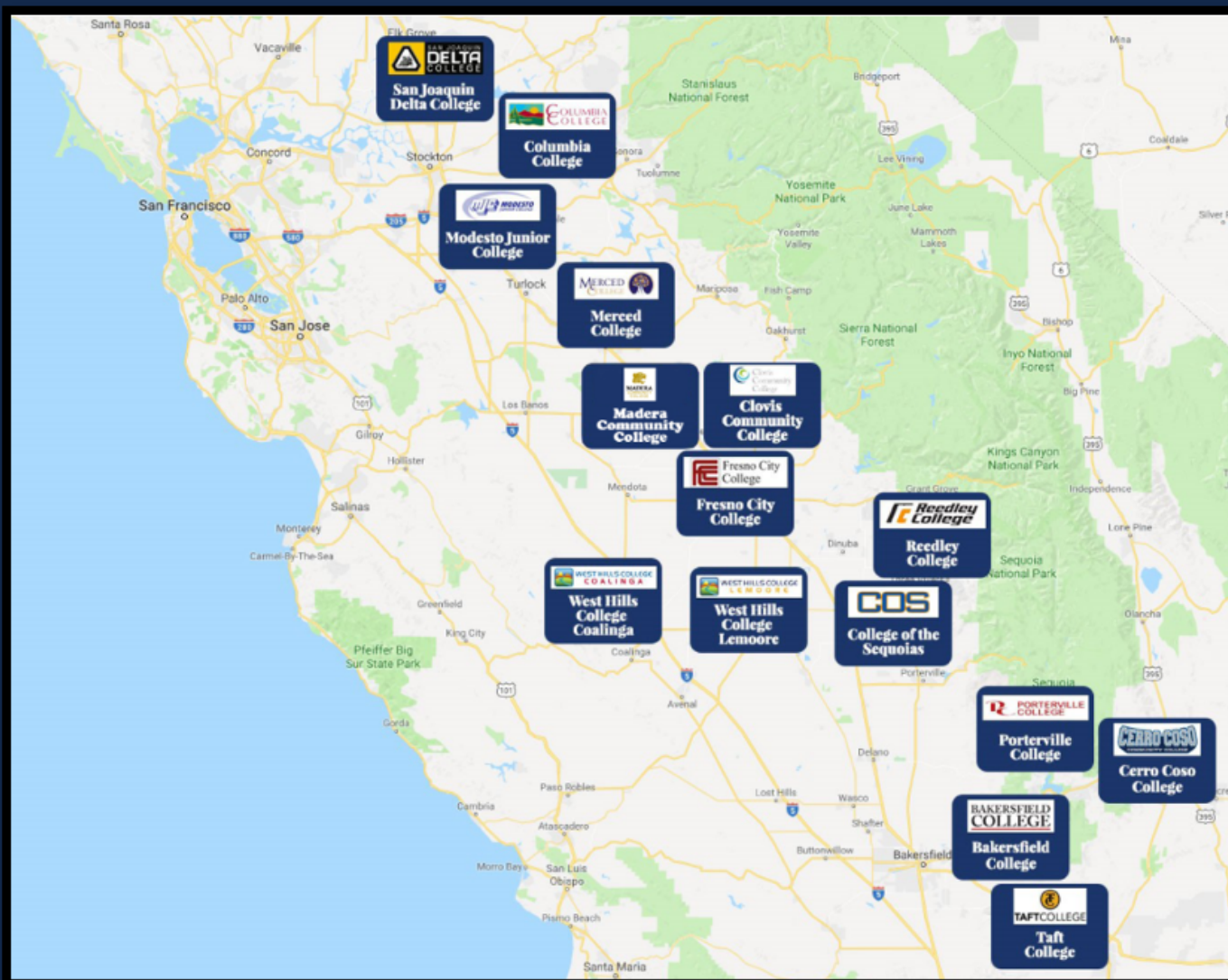
The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
15876 (K12-SWP4)	<u>Creating Educators through Education</u>	\$239,383
Primary K-12 Project Lead		E-mail
Suzanne McKean		smckean@taftunion.org
Primary College Project Lead		
Leslie Minor		lminor@taftcollege.edu
Participating Colleges and K-12 District/Schools		
15876	Taft College, Taft High, West Kern Adult Education	
Project Objectives:		
<p>In order to provide a feasible and workable model for our Educators through Education pathway with Taft Union High School District, Taft Community College, and Cal State Bakersfield will need to work together to coordinate local and regional efforts in establishing, strengthening, and streamlining their programs and the pathway from the high school to community colleges and employment on to the university for higher levels of employment. Specific investments of resources and time will be needed to attain our project objectives: Expanded education pathway and curricular alignment between Taft Union High School and Taft College: Monthly meetings and funds to allow Taft College professors to collaborate with the CTE teacher. Dual Enrollment Courses and Counseling: Juniors and seniors at Taft High will have an education pathway that includes taking one dual enrollment class/semester in one of two pathways-Early Childhood Education, Associate in Science Transfer Degree or Elementary Teacher Education Associate in Arts Transfer Degree-for a total of 12 units over four semesters with the option of taking one class during summer school for a total of 18 units. While the current dual enrollment courses offered at Taft College are in General Education, the plan is to develop CTE courses for dual enrollment within the ECE pathway. Work-Based Learning/Experience: A cohort of 30 Taft High seniors will have the option of two work-based learning opportunities:</p>		

APPENDIX D: K12 SWP PROJECTS 3-4

The following projects in NOVA represent for K12 Strong Workforce Program round 3 (2020-2021) and round 4 (2021-2022).

Plan ID		Funding:
16019 (K12-SWP4)	<u>Agriculture Exploration and Work Base Learning</u>	\$135,000
Primary K-12 Project Lead		E-mail
Sherry Johns		sjohns@riponusd.net
Primary College Project Lead		
Dean Don Borges		borgesd@mjc.edu
Participating Colleges and K-12 District/Schools		
16019	Modesto Junior College, San Joaquin Delta College, Ripon Unified (Ripon High, Ripona Elementary, Ripon Elementary, Park View Elementary, Colony Oak Elementary, Weston Elementary)	
Project Objectives:		
Use a credential CTE instructor from the Agriculture Department to teach the learning modules developed in 2020-21 to the 7th and 8th graders at the five feeder schools. The intent is to educate the 7th and 8th graders, validate career guidance and exploration, and develop a four year plan that monitors and tracks progress in their given pathway choice, thereby increasing the job placement or post-secondary education and/or certificates. Establish articulation agreements with San Joaquin Delta College and Modesto Junior College to increase the connection between the course work at Ripon High School and the colleges' Agricultural Pathways and certification programs. To implement a community classroom/work-based learning/job shadow experience to foster and develop attainment of job ready skills with the Agriculture pathways that meet community and business needs. A credentialed CTE instructor from the Agriculture Department and career guidance counselor to facilitate, monitor, and manage documentation of the experience.		



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