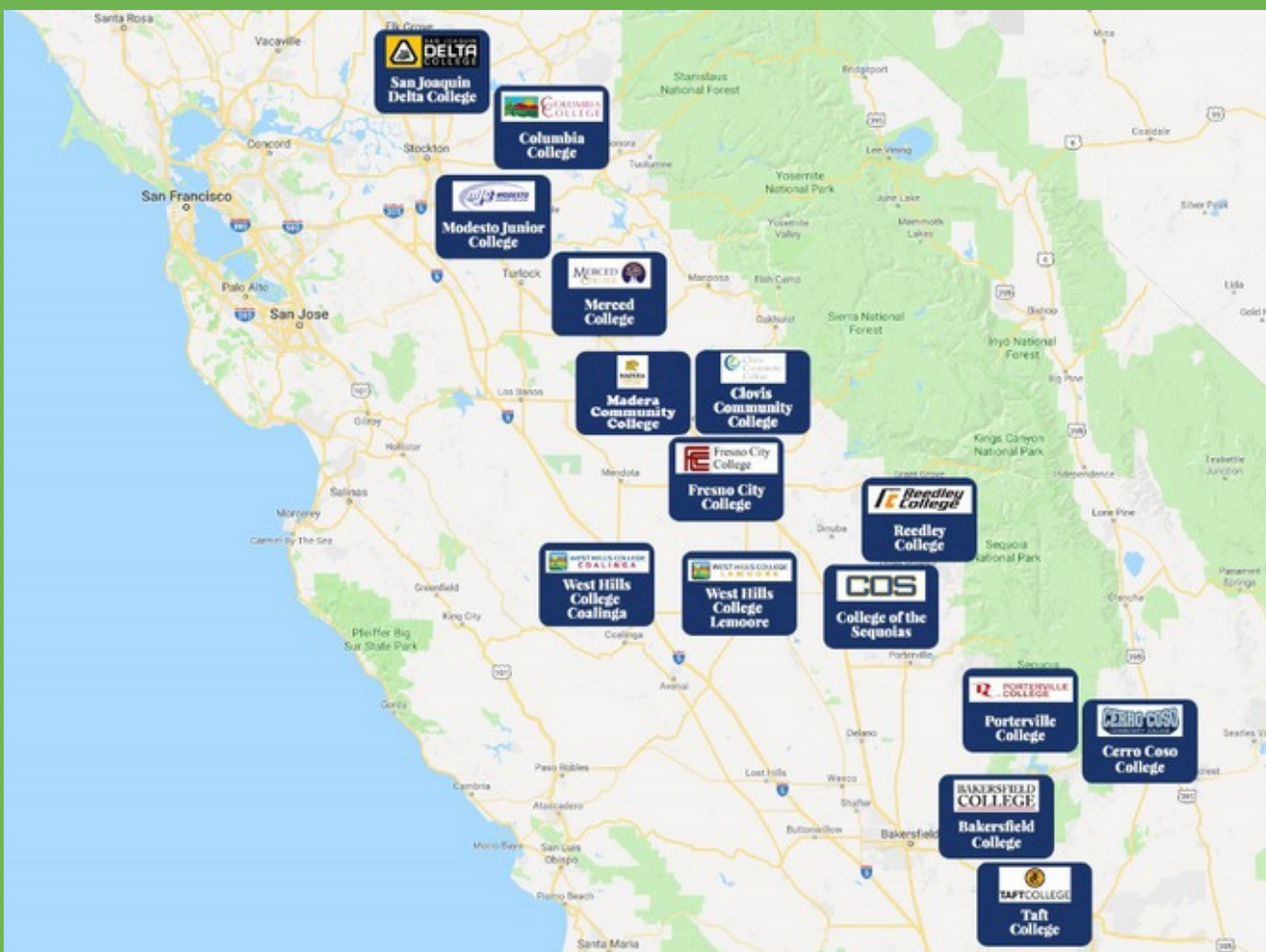




BUILDING THE WORKFORCE, PARTNERING IN CAREER EDUCATION

# STRATEGIC REGIONAL 4 YEAR PLAN



# 2023-27

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# INTRODUCTION



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.



*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.<sup>1</sup>

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.

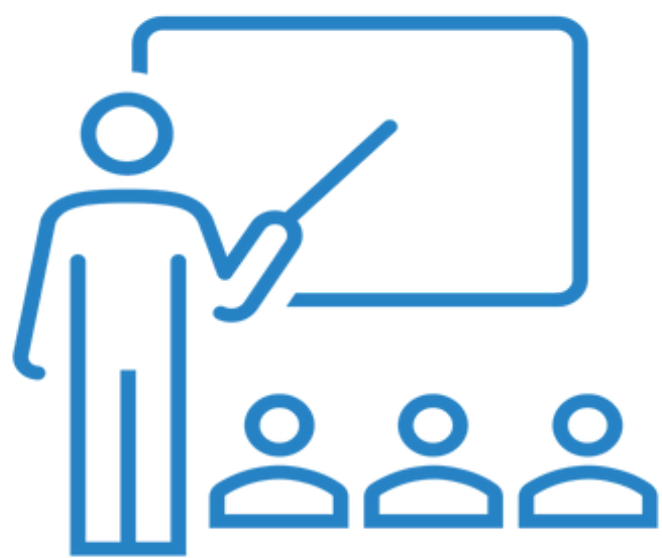
The CVML supports the CCCCCO's 7 core commitments in its Vision for Success:

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

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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.

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

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# STRATEGIC COMMITMENTS

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**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

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**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"><li>• Increase the percentage of students earning degrees, certificates and specific skill sets for in-demand jobs by 20% by 2026;</li><li>• Increase the percentage of TK-12 students who graduate with 12 or more college units earned through dual enrollment by 15%;</li><li>• Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education and early education.</li></ul>
<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"><li>• Increase the number of transfers to the UC or CSU in proportion to enrollment growth in those systems;</li><li>• 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;</li><li>• 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.</li></ul>
<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"><li>• 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.</li></ul>
<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"><li>• 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.</li></ul>
<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"><li>• 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;</li><li>• Close equity gaps in access to dual enrollment programs</li><li>• Increase the percentage of completing students who earn a living wage by 15%.</li></ul>



# 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.



# 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):	
Derek Robinson (Bakersfield)	Devin Daugherty (Taft)
Dave Clark (Reedley)	Jonna Schengel (Sequoias)
Nicole Griffin (Cerro Coso)	Osvaldo Del Valle (Porterville)
Becky Barabe (Fresno)	Bryan Tassey (Merced)
Bobbi Mahfood (Coalinga)	Grant Ermis (Lemoore)
Martha Robles (Modesto)	Justin Garcia (Madera)
Pedro Mendez (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.

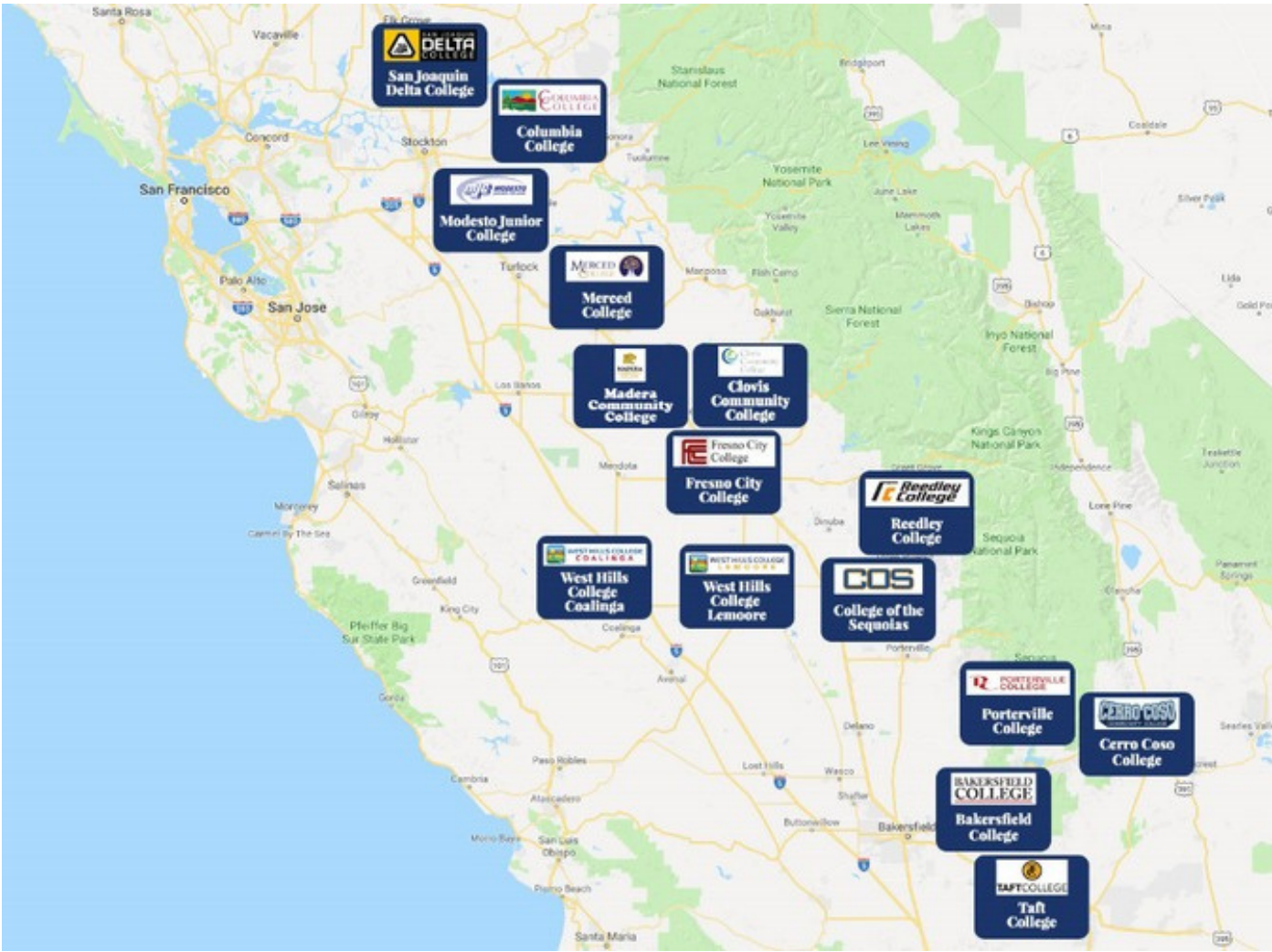


4. **Key Talent Committee:** Comprised of individuals holding full-time positions, funded by either state grants or regional SWP projects, to provide services, coordination or project management on a regional basis. Currently these include Regional Directors, Technical Assistance Providers and K12 Pathway 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 Director	Mary Watts
Central-Regional Director	Gary Potter
South-Regional Director	Adia Smith
Center of Excellence	State Center Community College District
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	Yenil 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

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**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.

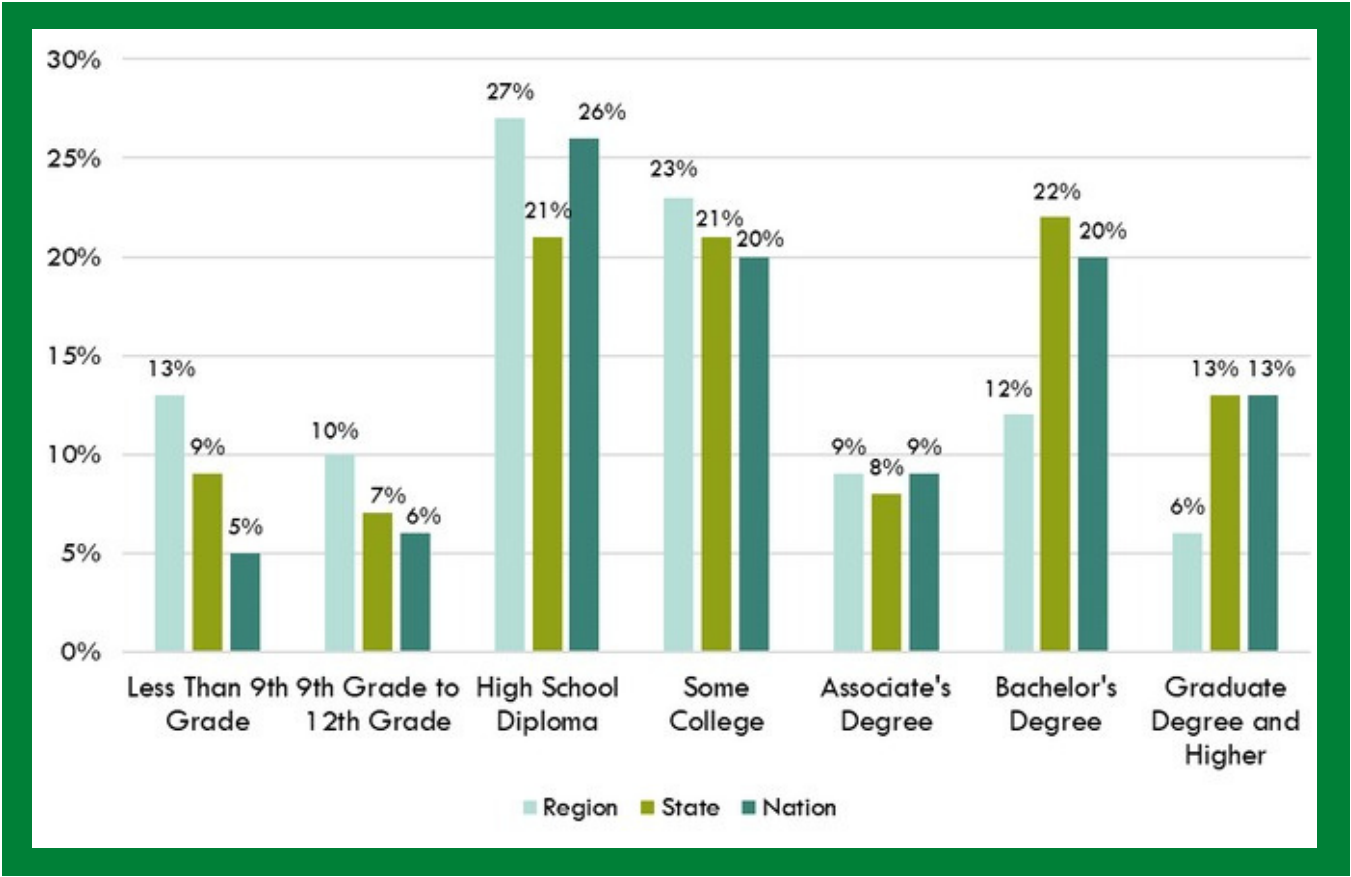
**Industry** engagement occurs through regular outreach by colleges through advisory panels and participation in regional projects. Regional Directors are tasked with increasing employer engagement throughout the region.

**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%

-2023 Overview: Central Valley/Mother Lode Region

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

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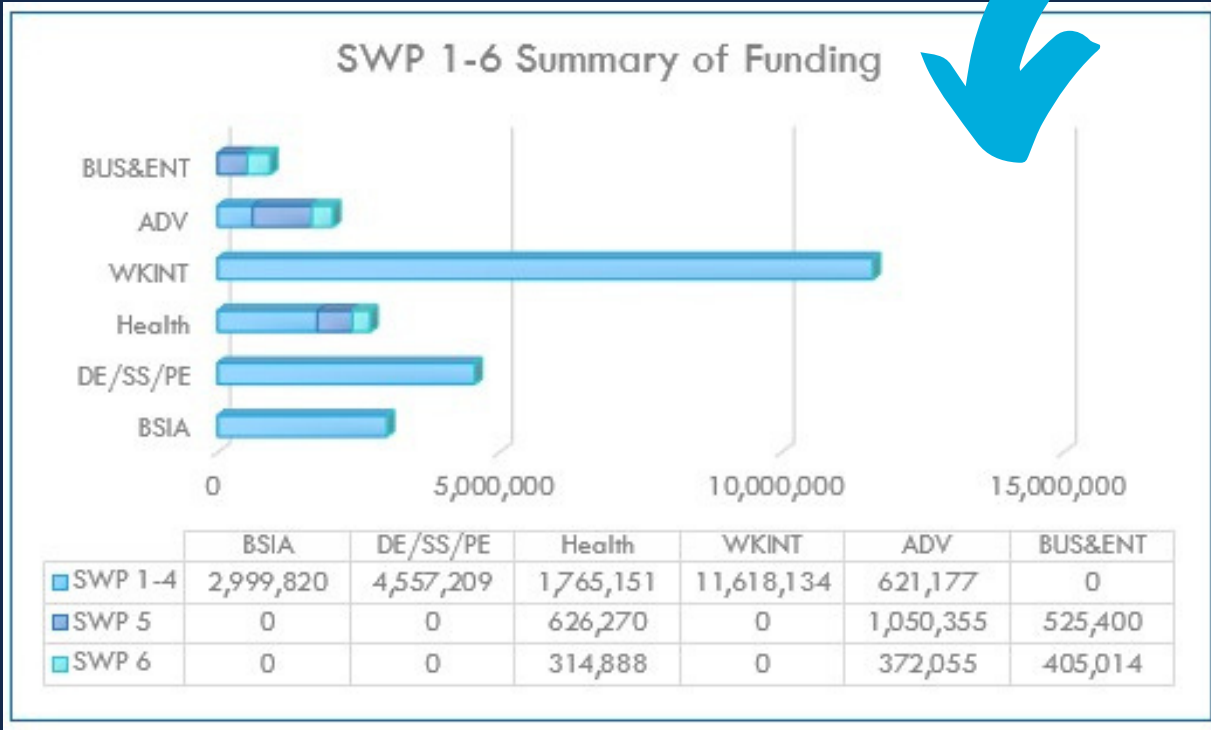
Additionally, members of the consortium regularly engage a variety of external stakeholders and initiatives whose work aligns with or complements the broad strategic priorities of the CVML and the Strong Workforce Program. The region will continue to engage with these initiatives and others to leverage 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. Amatrol, 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.



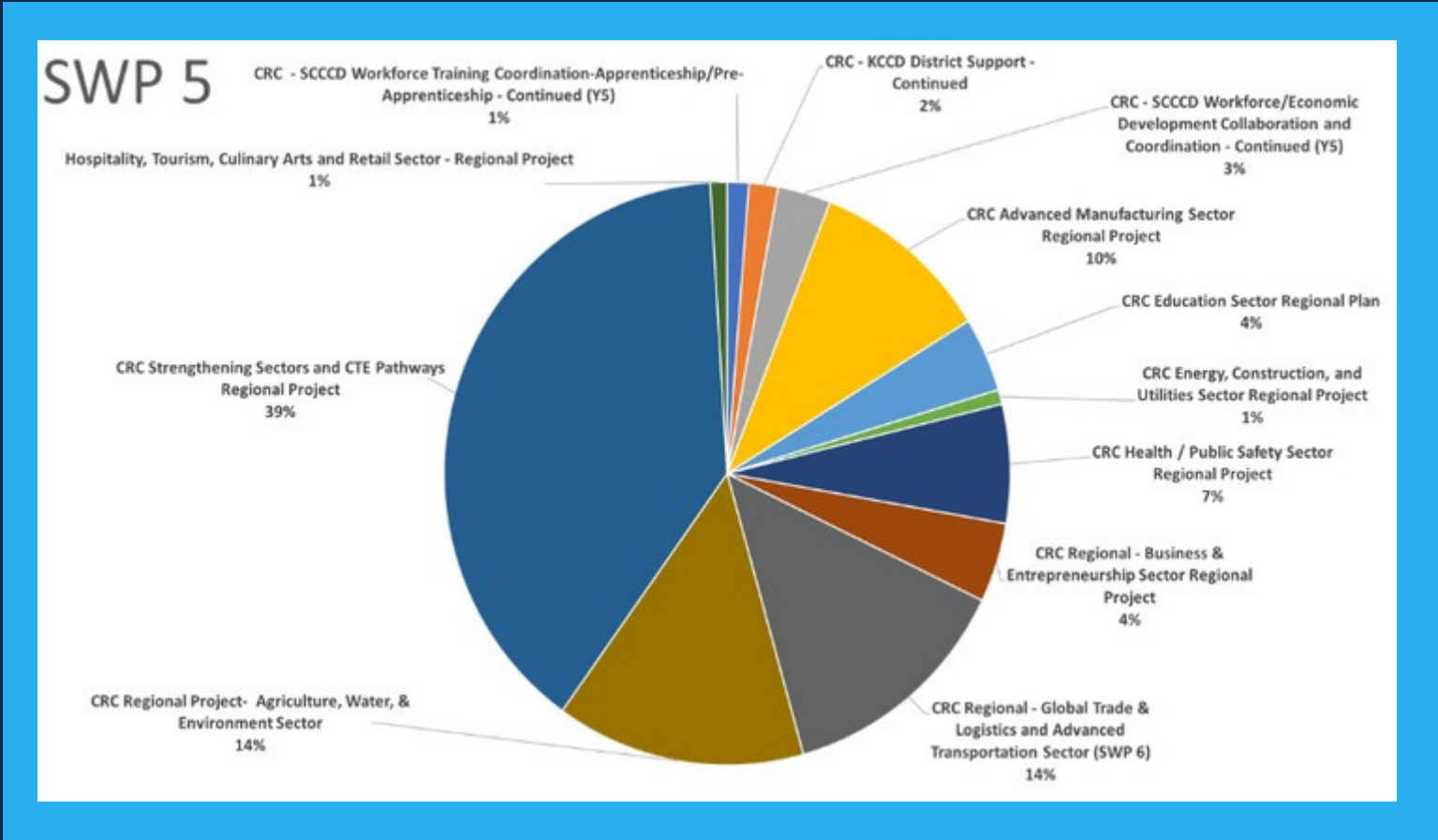
14% of CVML Regional and Region-Wide funds have been directly invested into work-based learning projects.

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.



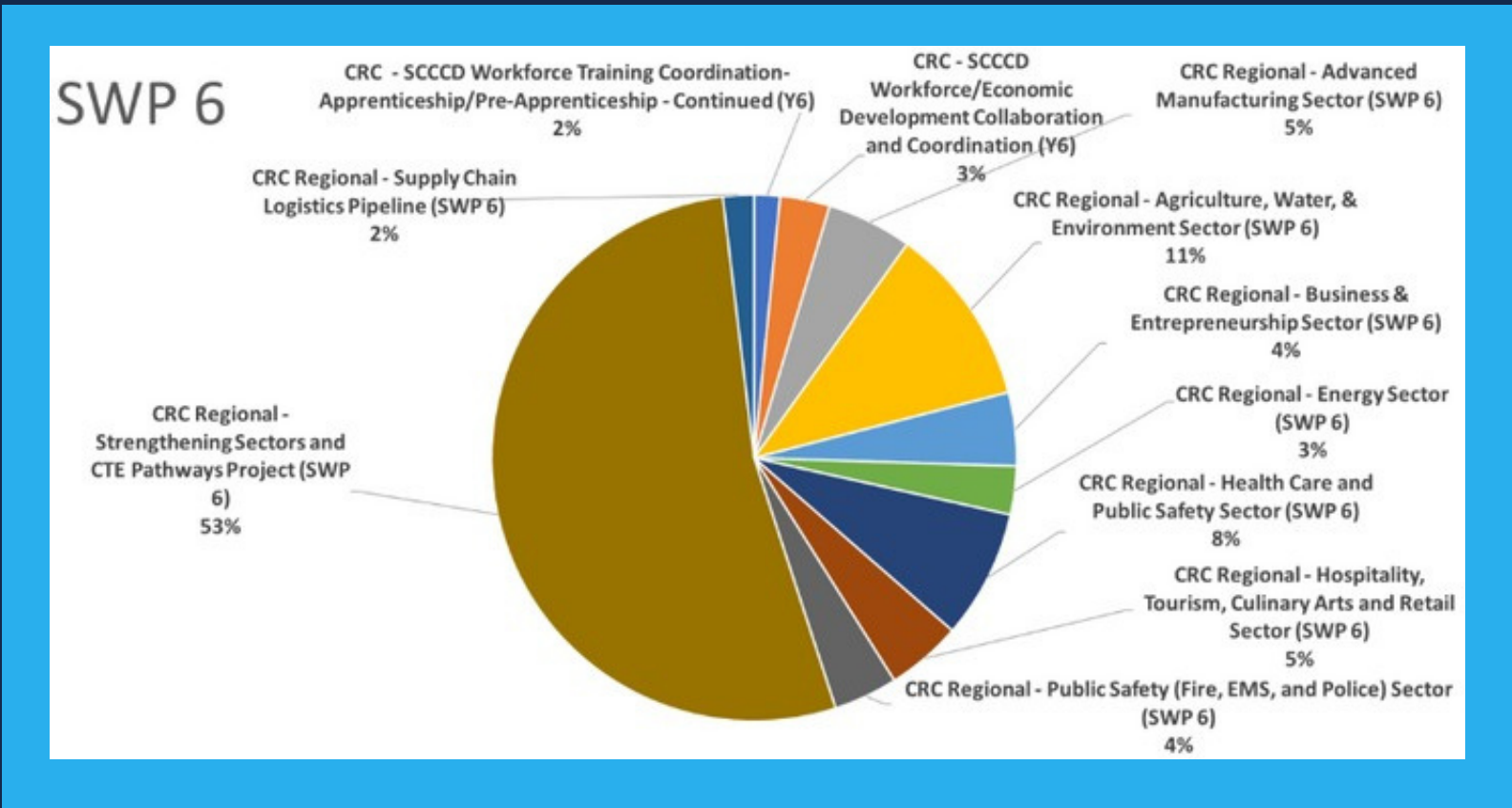
For [Round 5 \(2020-2021, SWP 5\)](#), the CVML invested over \$12 M on 12 regional projects and 6 region-wide projects in these priority areas:

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



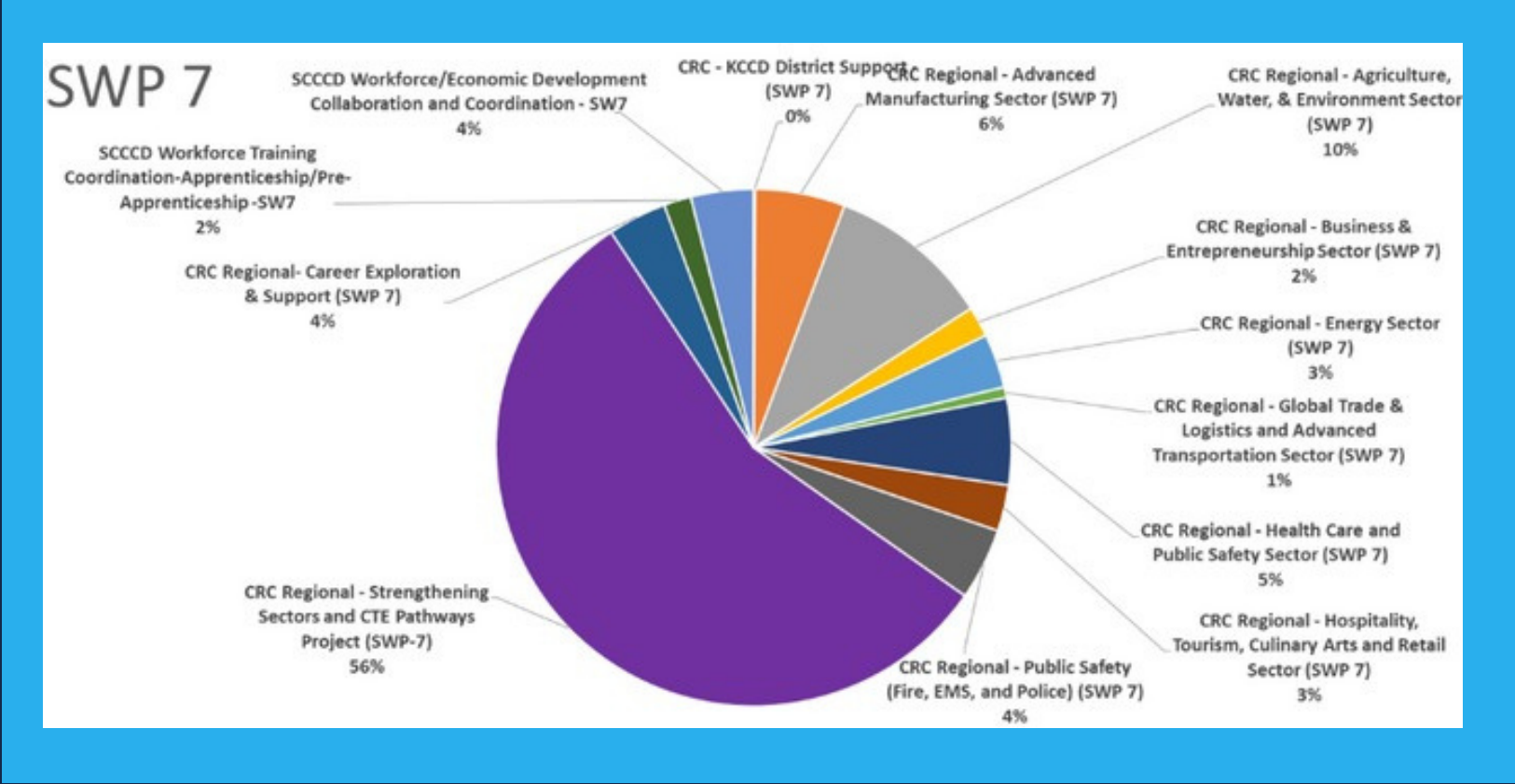
For **Round 6 (2021-2022, SWP 6)**, the CVML invested over \$14 M on 11 regional projects and 8 region-wide projects in these priority areas:

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



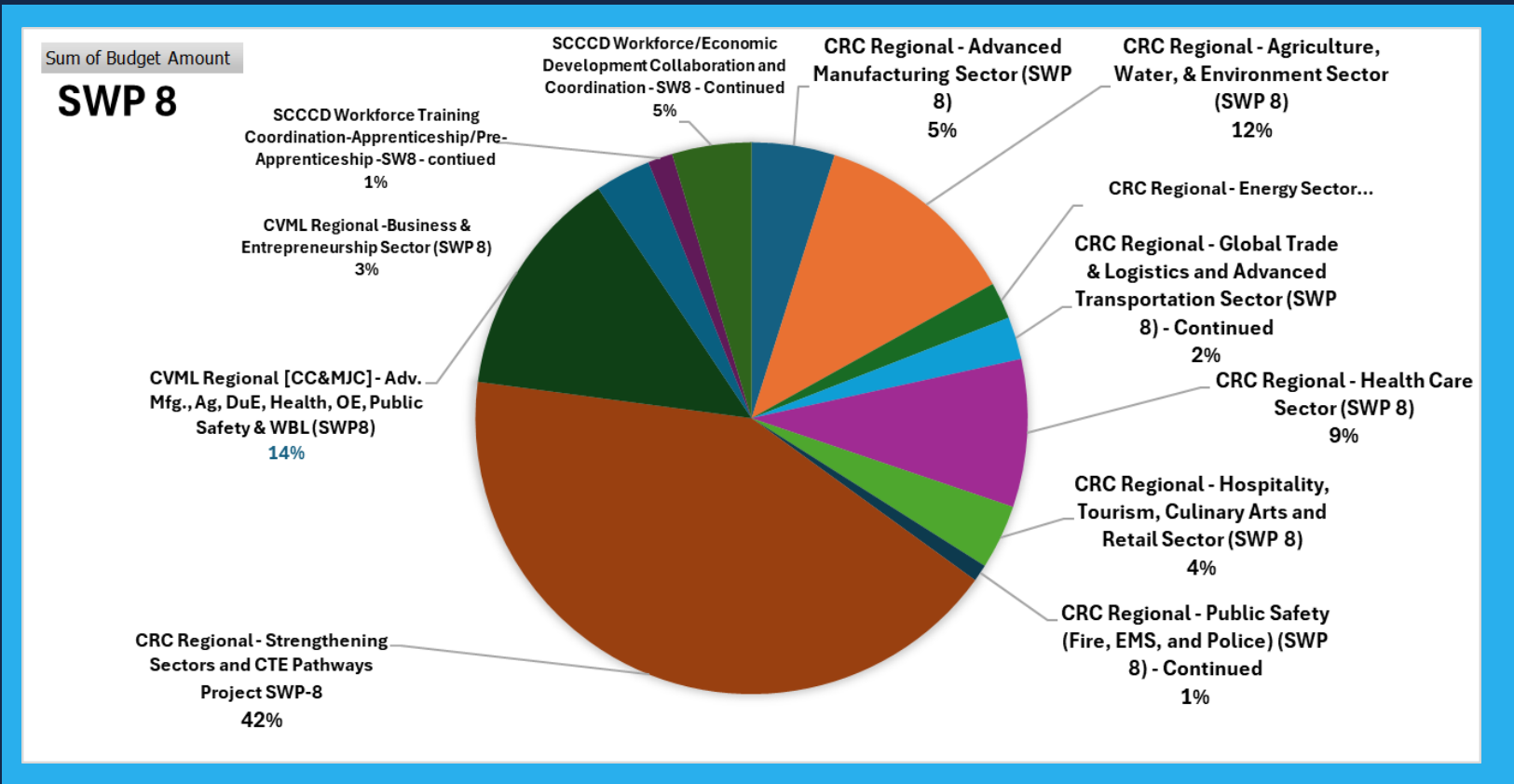
For **Round 7 (2022-2023, SWP 7)**, the CVML invested over \$14 M on 14 regional projects and 3 region-wide projects in these priority areas:

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



For **Round 8 (2023-2024, SWP 8)**, the CVML invested over \$14 M on 12 regional projects and 4 region-wide projects in these priority areas:

- Regional CTE Support
- Professional Development
- Apprenticeship
- 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.

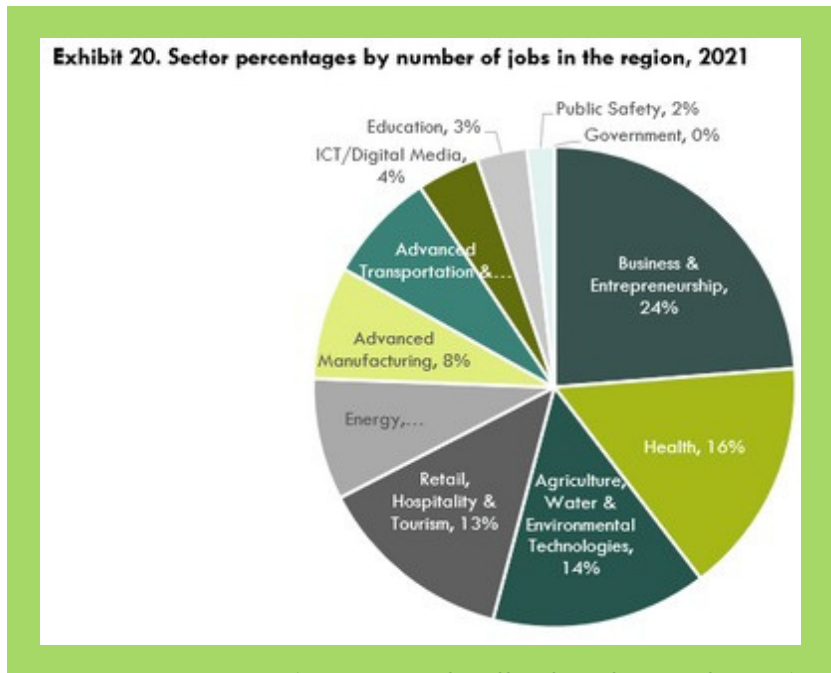
CENTRAL VALLEY	
PRIORITY INDUSTRIES	EMERGING INDUSTRIES:
<ul style="list-style-type: none"><li>Advanced Manufacturing</li><li>Agriculture, Water &amp; Environmental Technologies</li><li>Health</li><li>Retail, Hospitality and Tourism</li><li>Business and Entrepreneurship</li></ul>	<ul style="list-style-type: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

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



-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%



# 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).

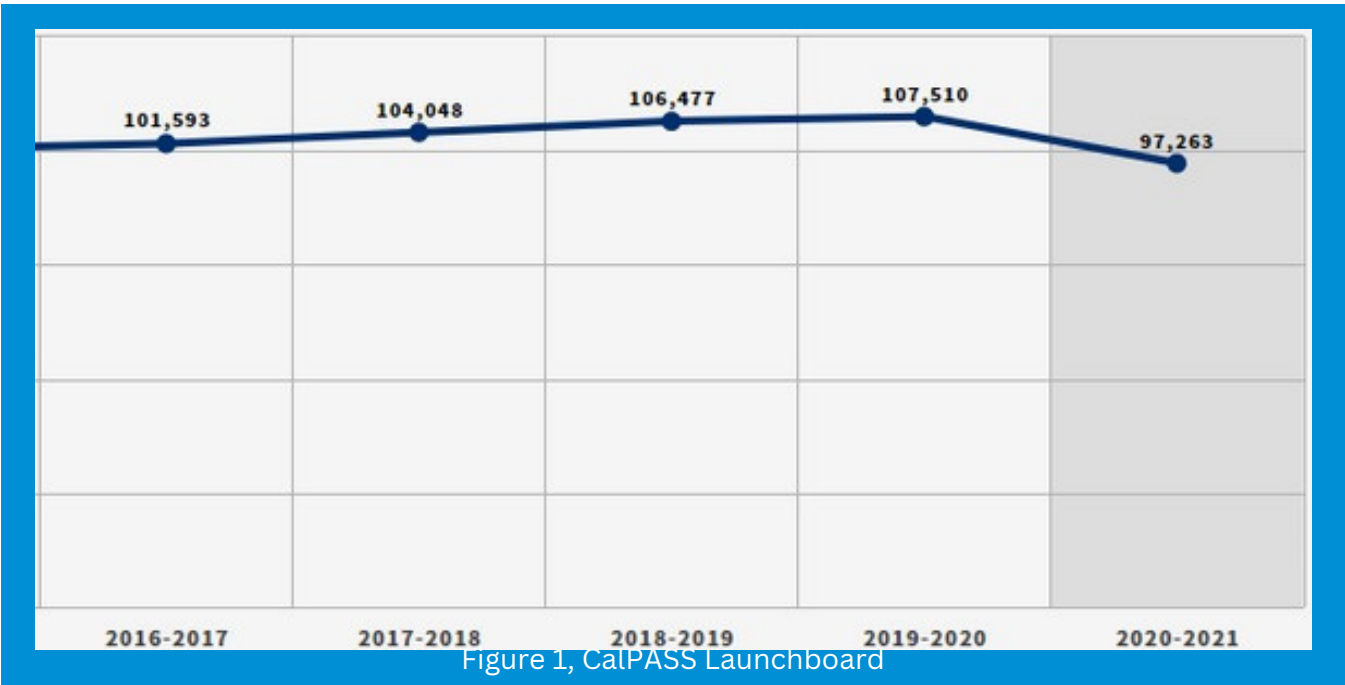
The CVML serves a diverse population of students with 79%, in 2020-2021, qualifying as economically disadvantaged. In the summary below, nearly 20% of students earn 9+ CTE units, almost mirroring the percentage breakdown of economically disadvantaged students. However, more students completed a noncredit 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

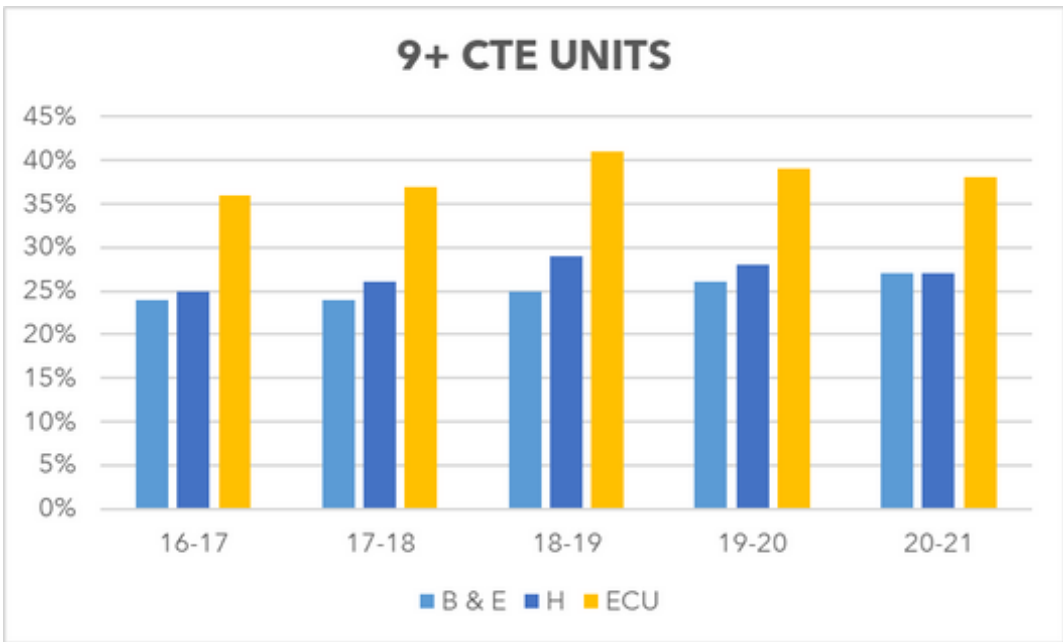


Between 2016 and 2020, there has been a 2% increase of students who took .5 units or more units, but a 9.5% drop following the pandemic in 2020.

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)

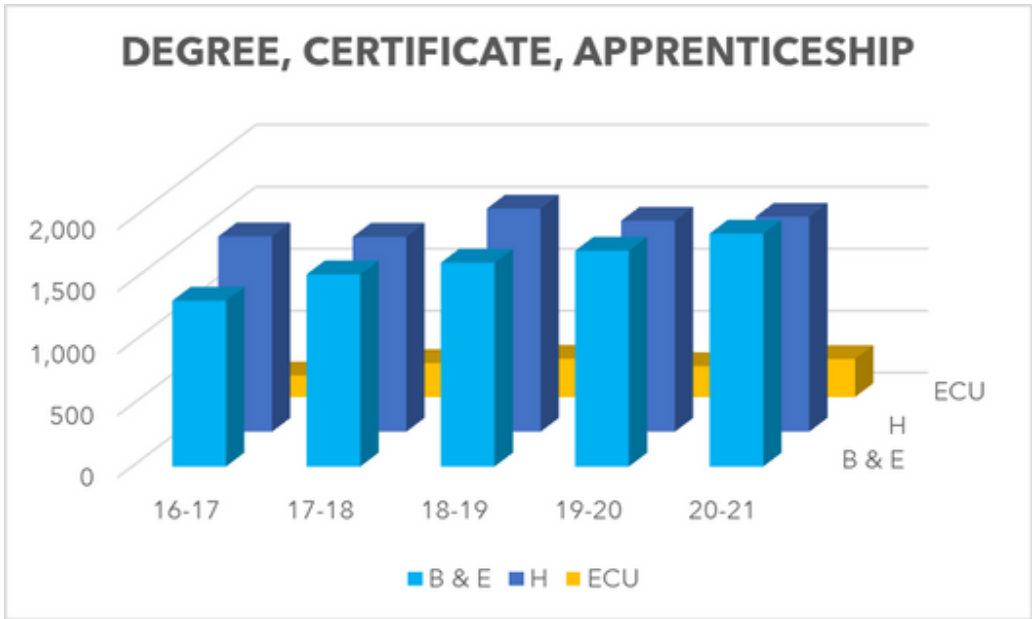


#### 12 Occupational Groupings/ Sectors:

- 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)

### 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

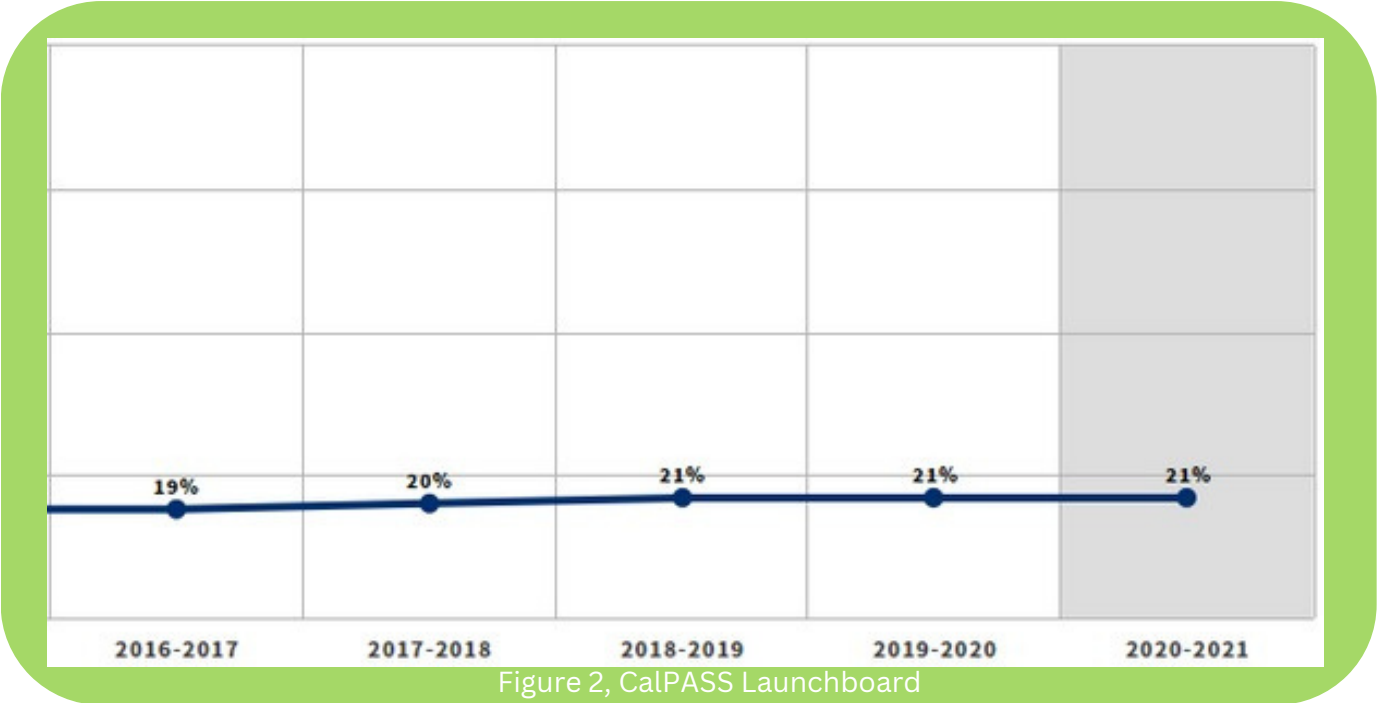




**SWP Students Who Earned 9 or More Career Education Units (2016 to 2021)**

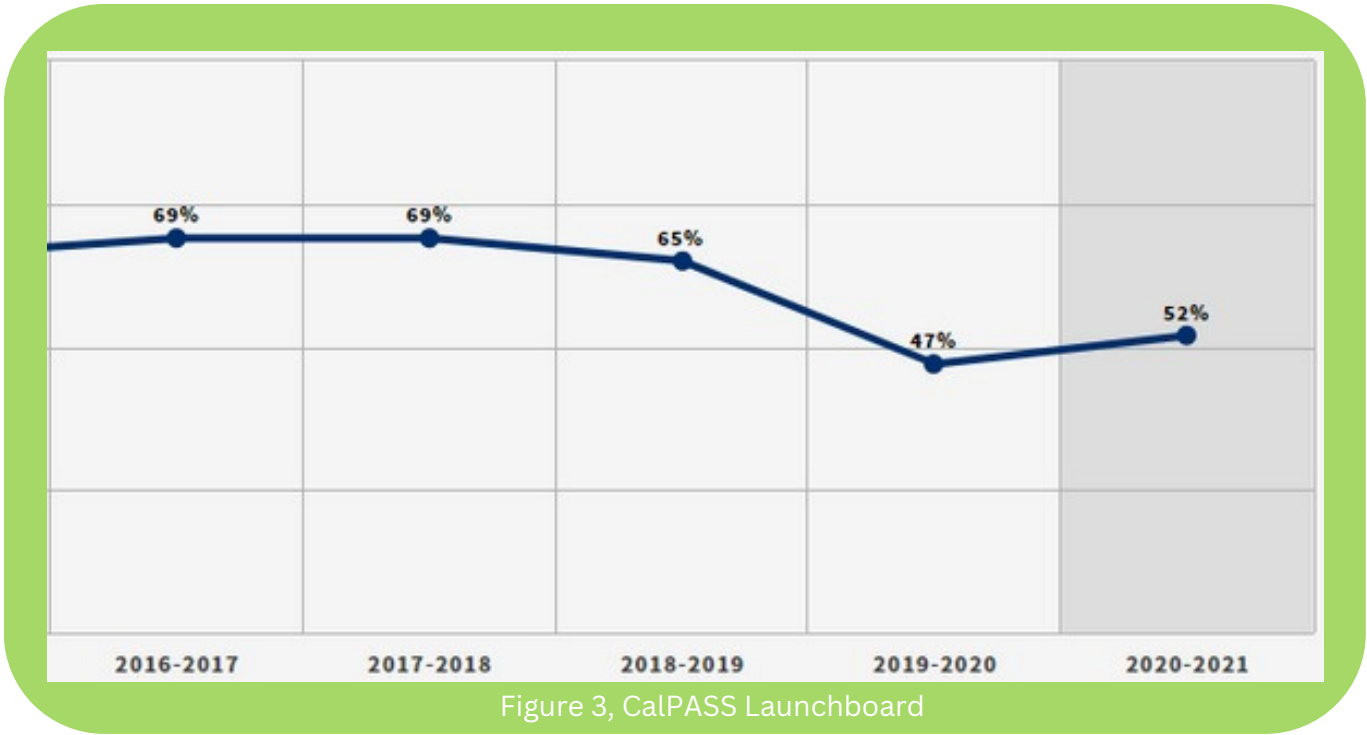
Among all SWP students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

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.

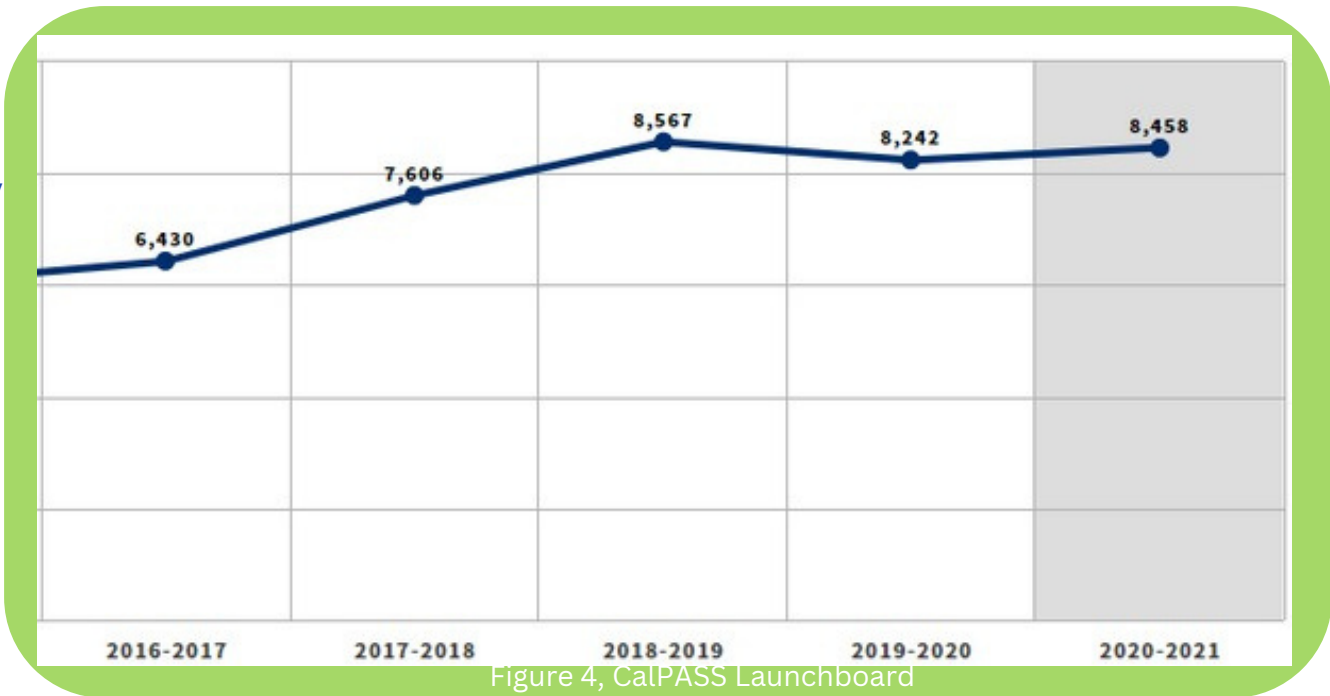
79% of CVML students who qualify for financial aid.



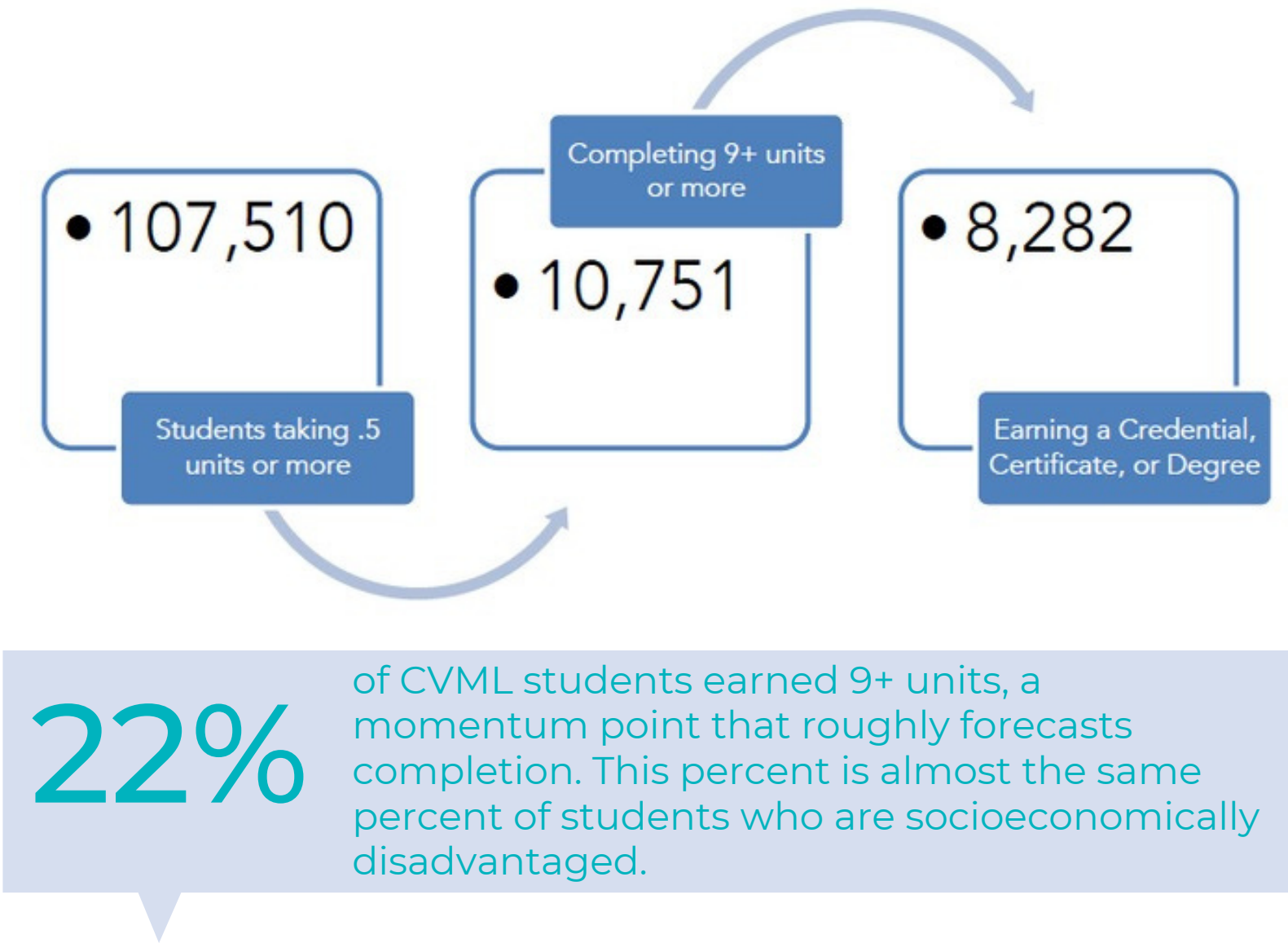
SWP Students Who Earned a Degree, Certificate, or an Apprenticeship (2016 to 2021)

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

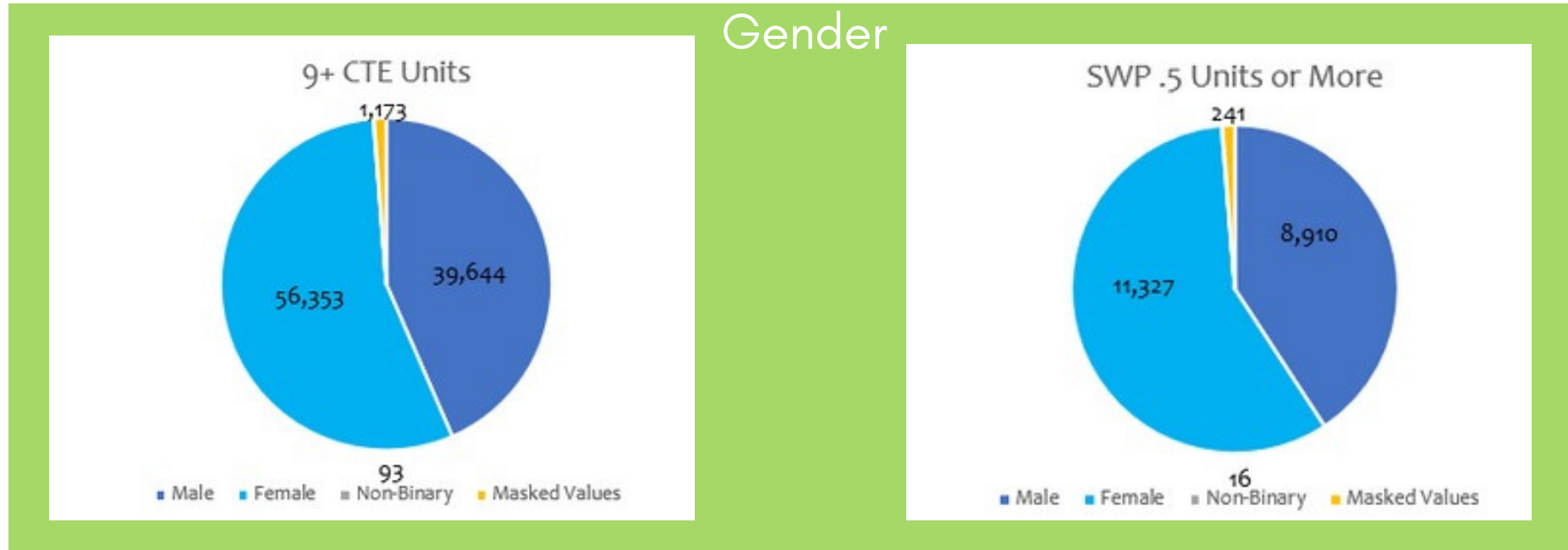
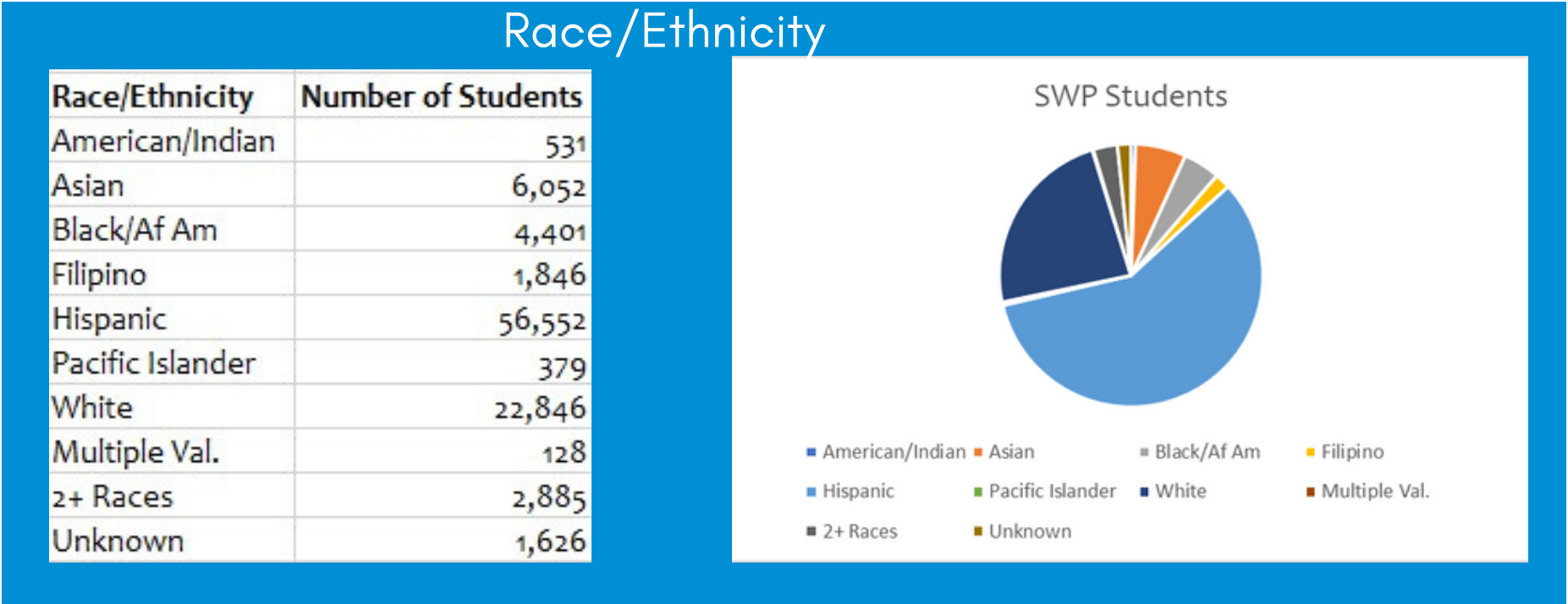
Between 2016 and 2019, the CVML saw a 25% increase in completion but saw a small dip during the pandemic.



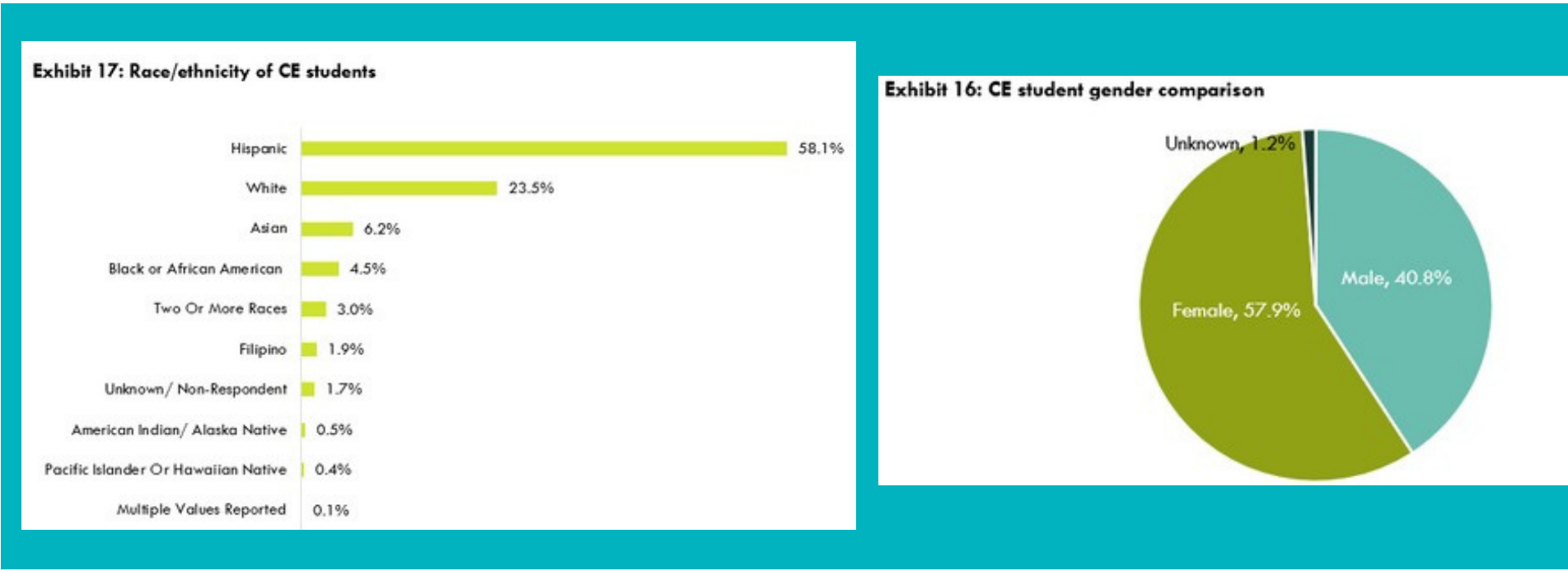
Pre-Pandemic Success Trends



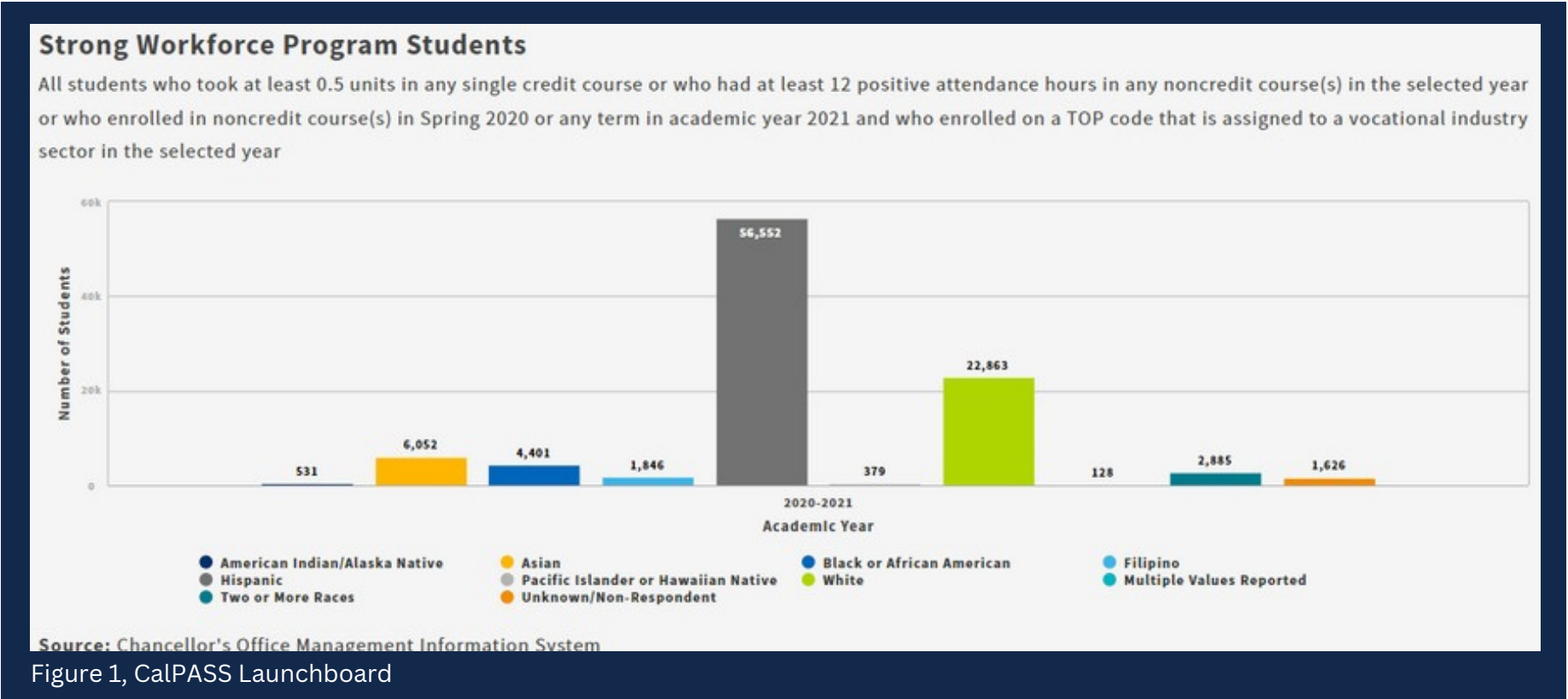
CalPASS Launchboard (2020-2021) disaggregates student outcomes by race/ethnicity and gender, which are presented below:



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

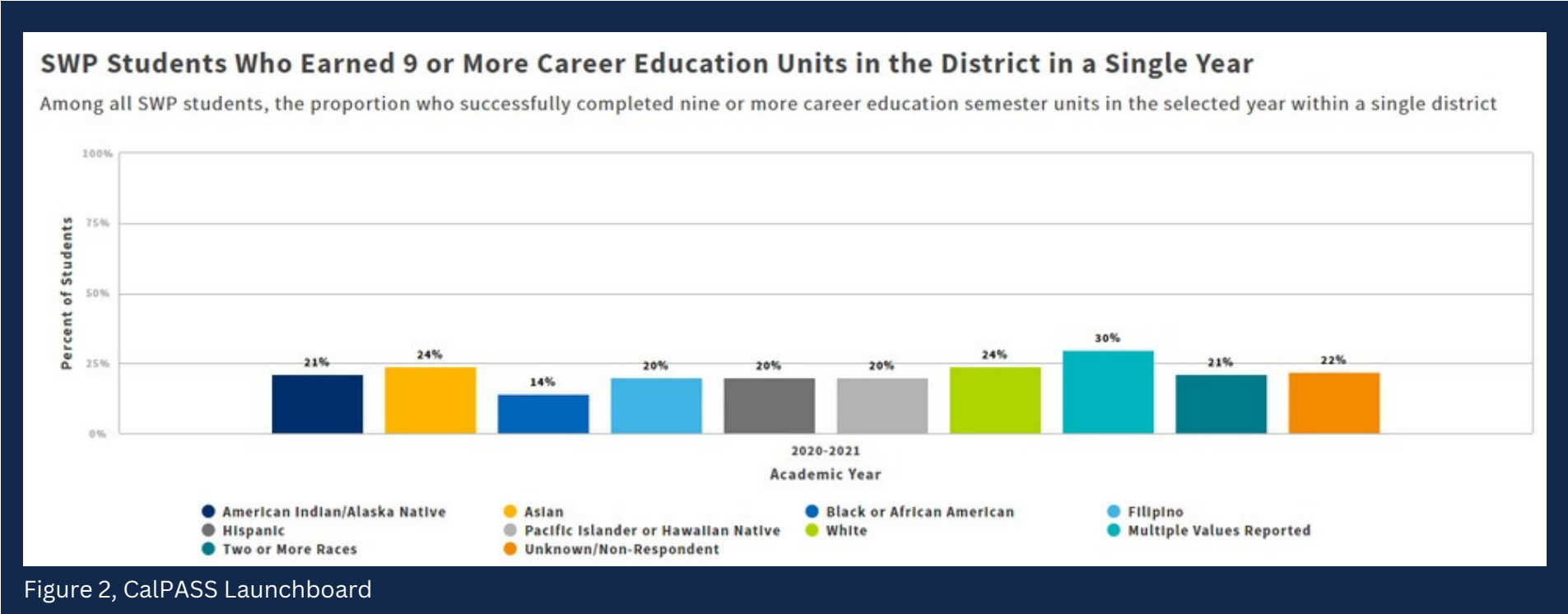


The following graphs from the CalPASS Launchboard summarize the CVML's success rates by ethnicity and gender.



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%



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

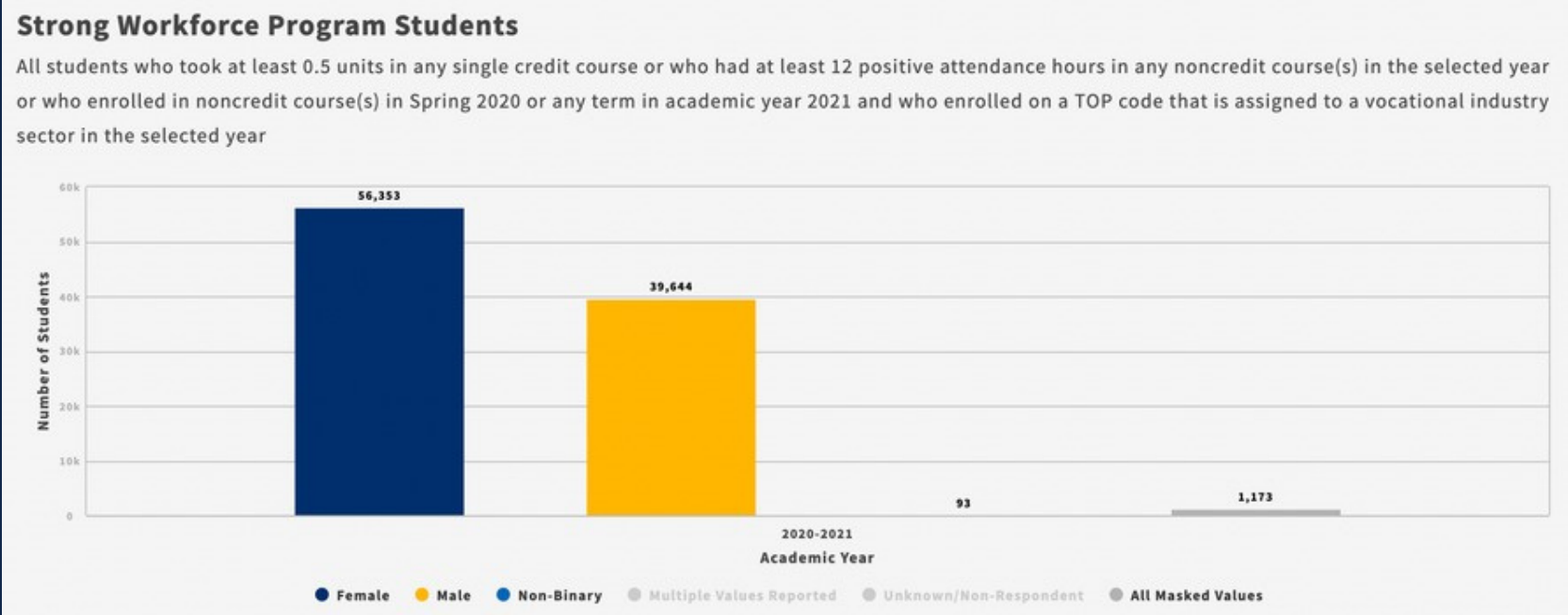


Figure 3, CalPASS Launchboard

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%

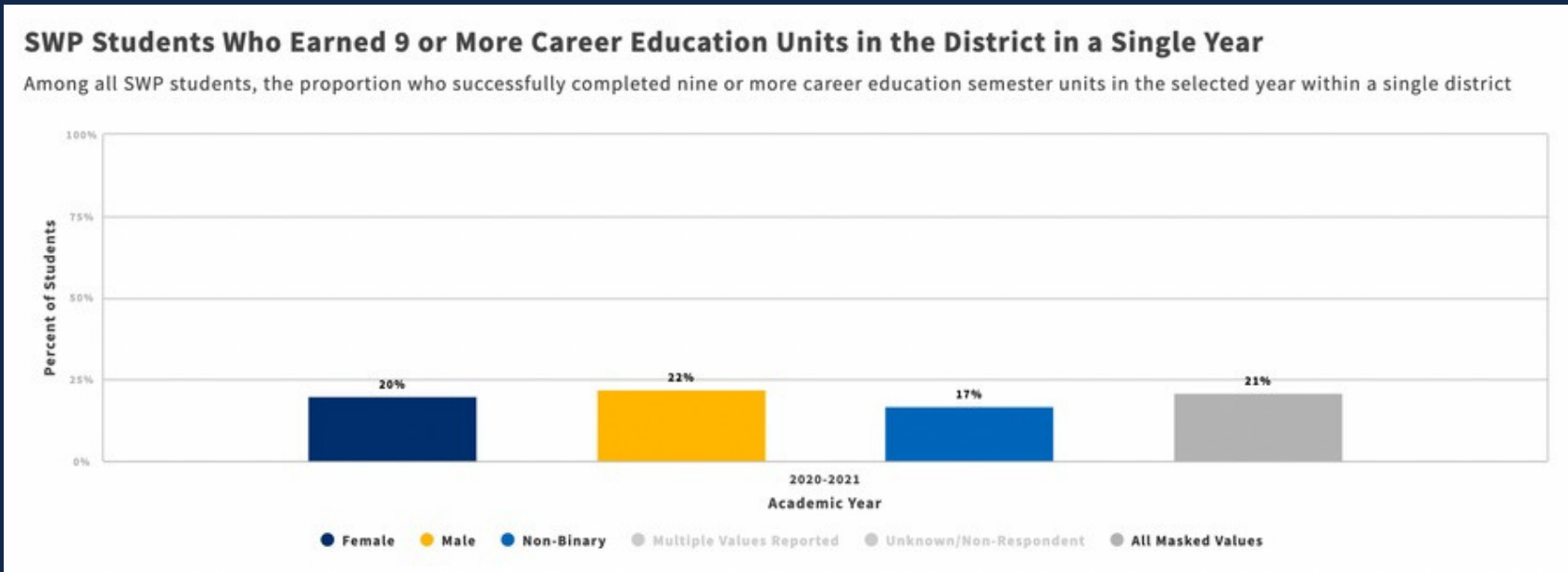


Figure 4, CalPASS Launchboard



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

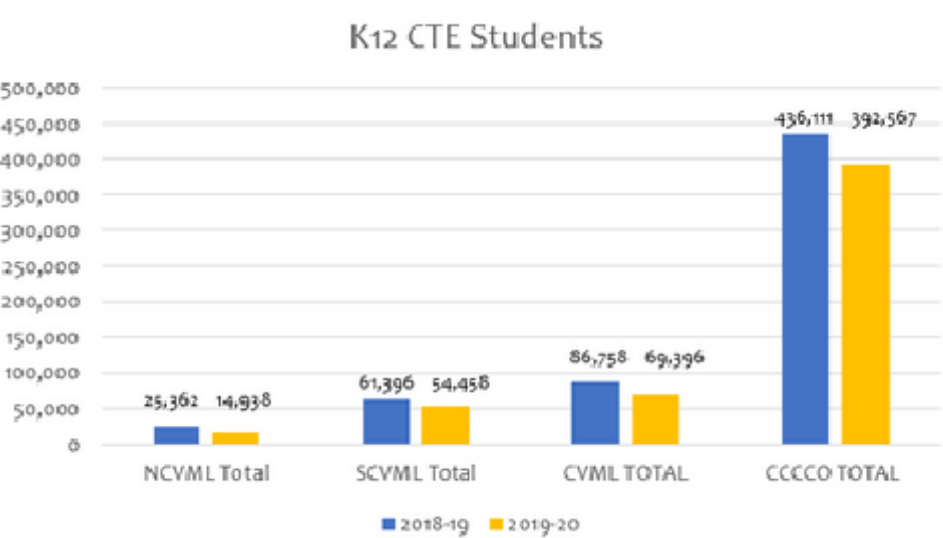


Figure 3, CalPASS Launchboard

The number of students enrolled in 1 or more CTE courses

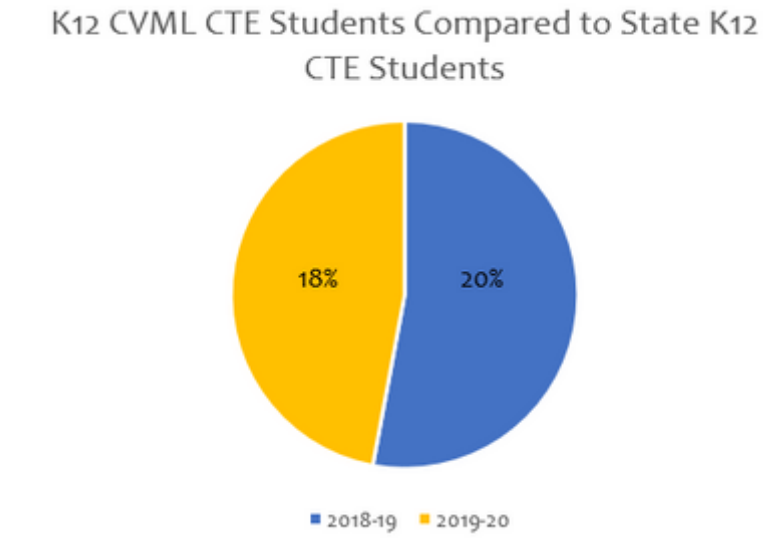


Figure 4, CalPASS Launchboard

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

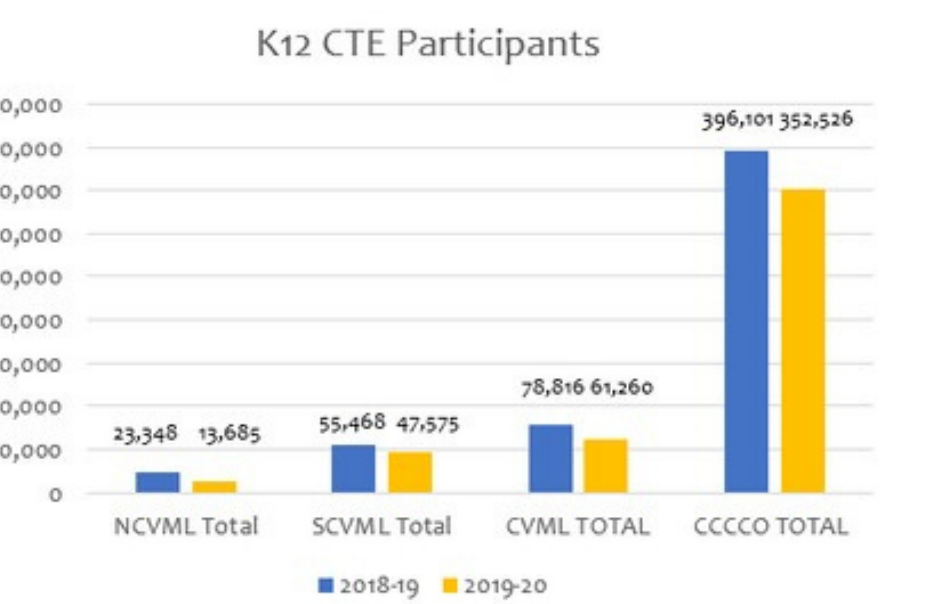


Figure 5, CalPASS Launchboard

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

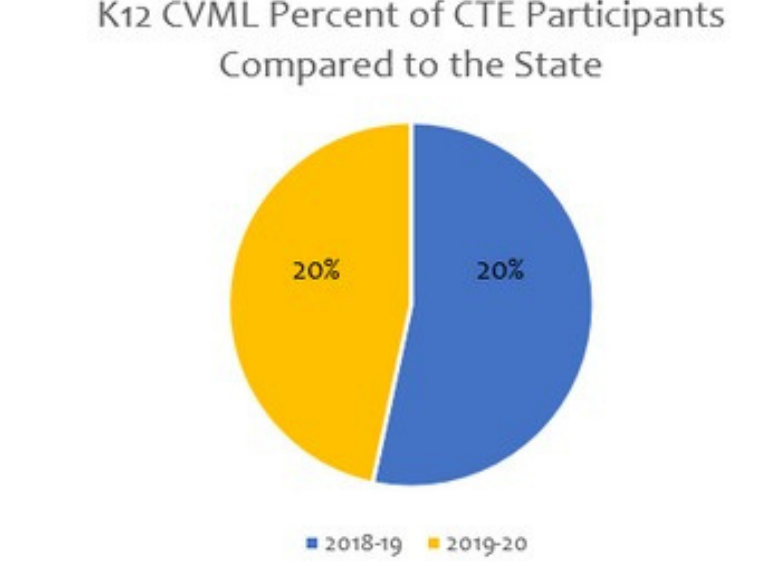


Figure 6, CalPASS Launchboard

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

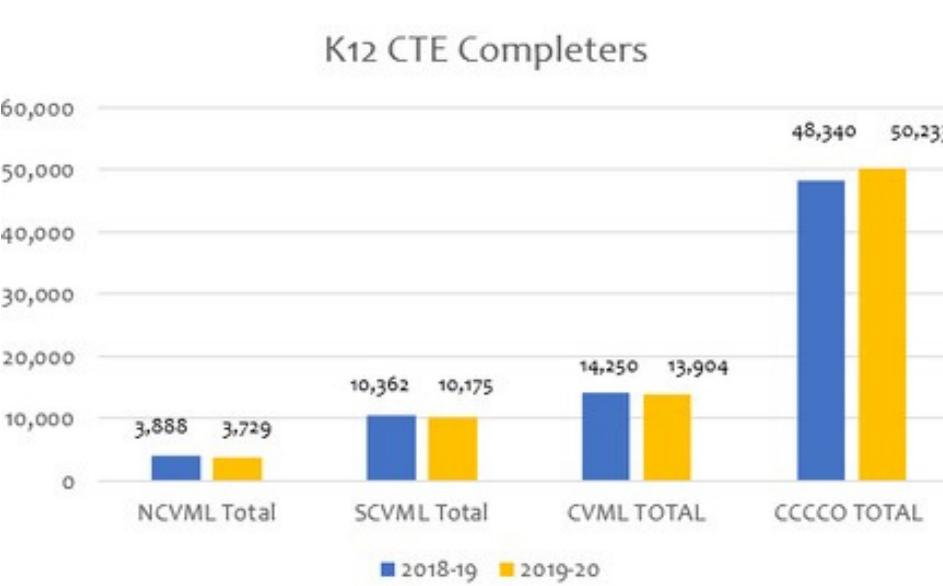


Figure 7, CalPASS Launchboard

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

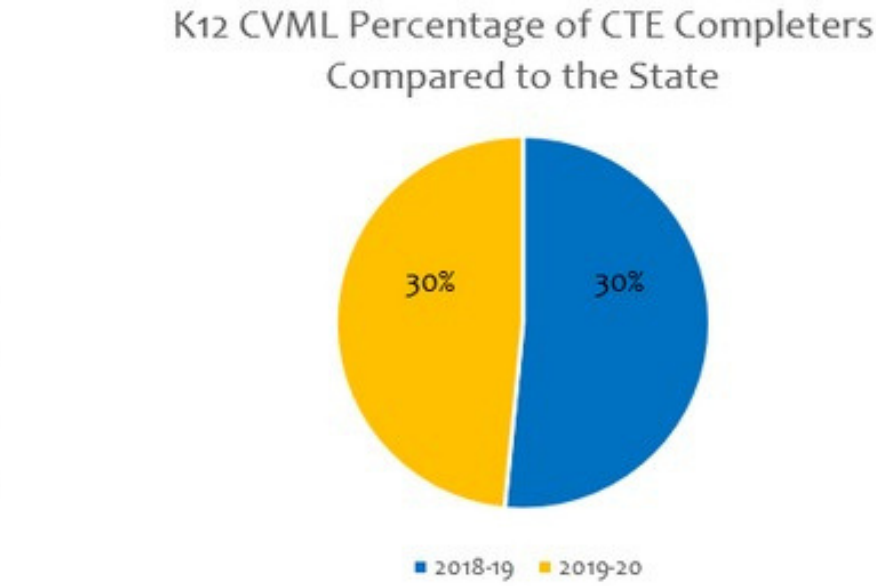


Figure 8, CalPASS Launchboard

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



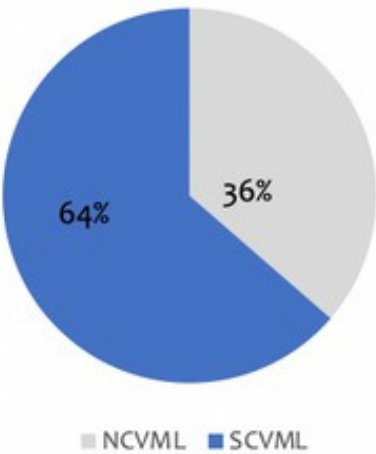
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## K12: Manufacturing & Product Development

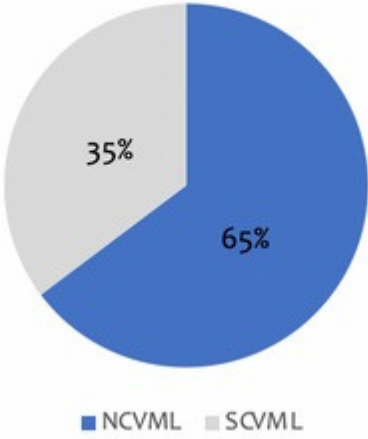
This sector includes Graphic Production Technologies, Machining and Forming Technologies, Welding and Materials Joining, and Product and Innovation Design. 440 students completed 300+ career education hours/received a C- or better in a capstone course, and 207 students completed a work-based learning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

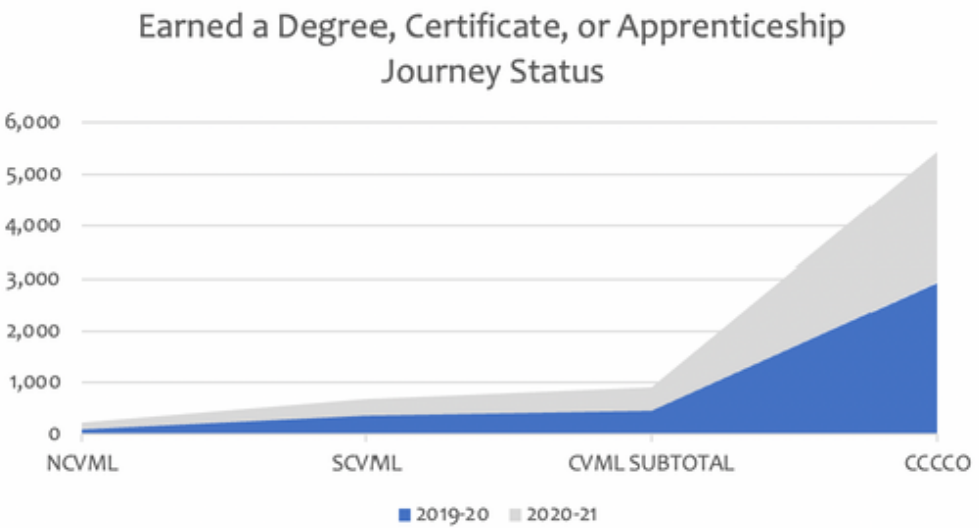
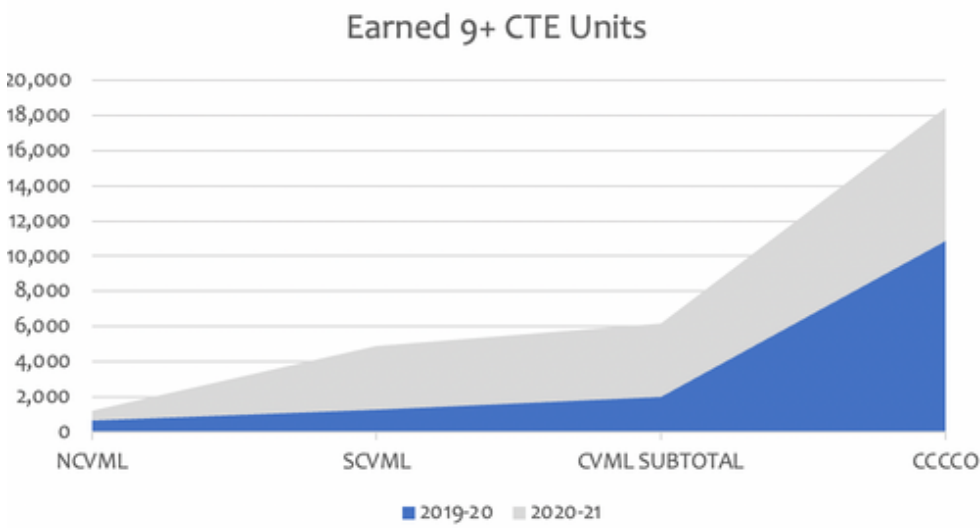


Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



## 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).



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.

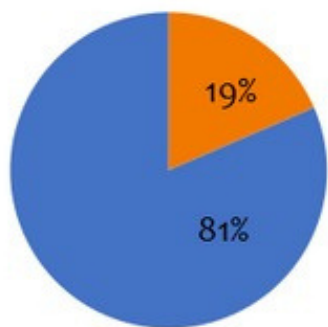
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## 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.

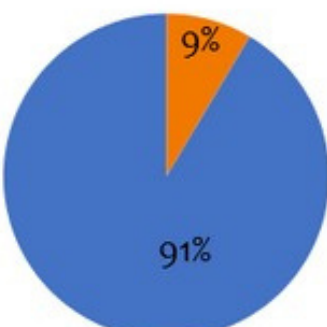
2019-20: Percent of K12 CVML Students



■ 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

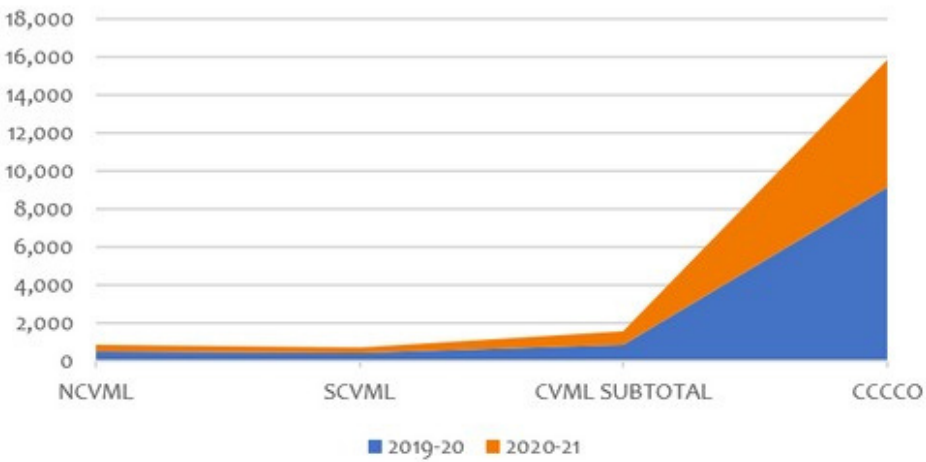
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



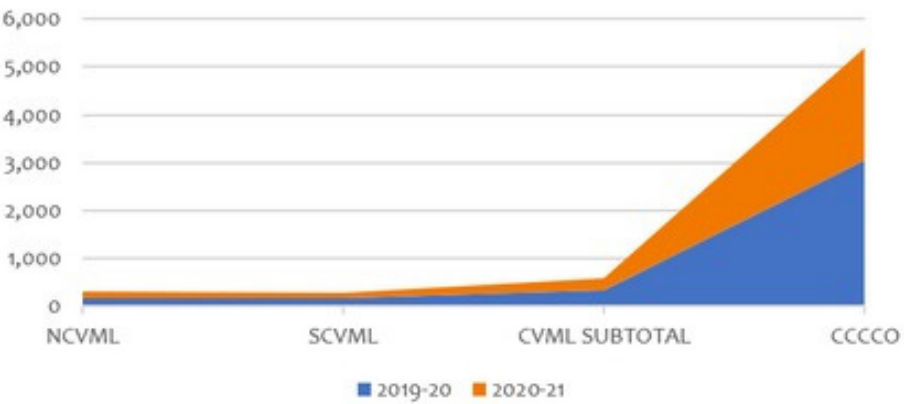
## CC: Advanced Transportation and Logistics

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.

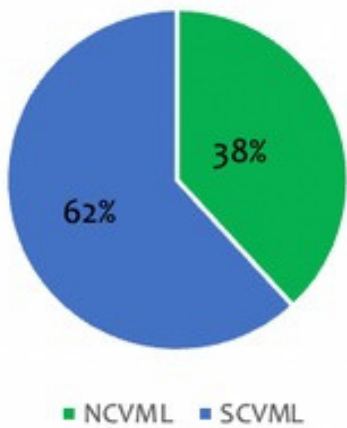
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## K12: Agriculture & Natural Sciences

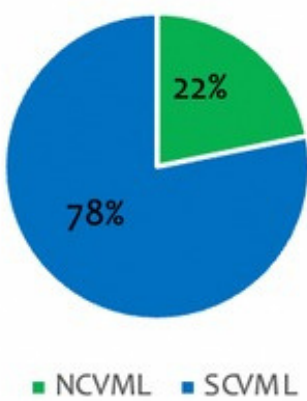
This sector includes Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, Plant and Soil Science. 3,420 students completed 300+ career education hours/received a C- or better in a capstone course, and 1,334 students completed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

2019-20: Percent of K12 CVML Students



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

2019-20: Percent of K12 CVML Students

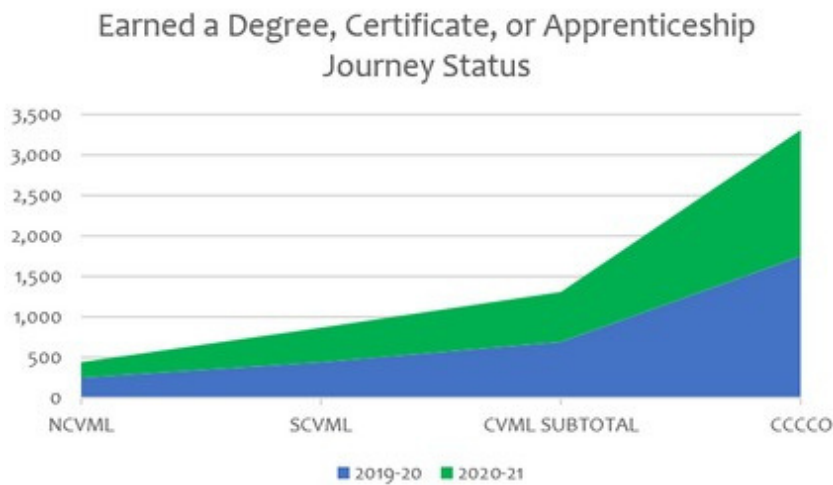
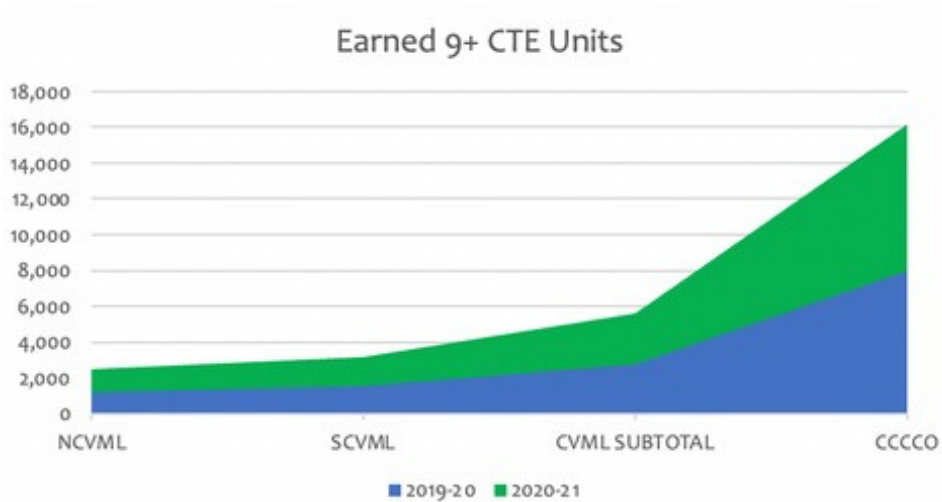


Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



## CC: 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).



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.



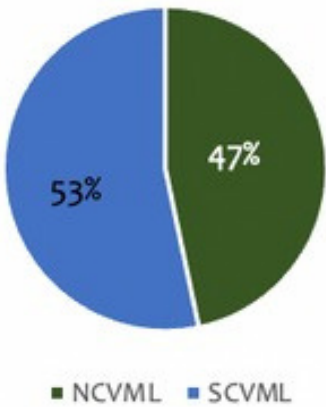
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## K12: Business and Finance

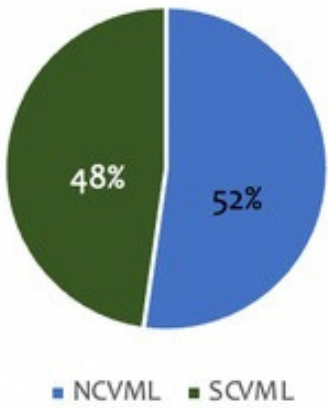
This sector includes Business Management, Financial Services, and International Business. It also includes **Marketing, Sales, and Service Industry**. 720 students completed 300+ career education hours/received a C- or better in a capstone course in Business and Finance compared to 430 students in Marketing, 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



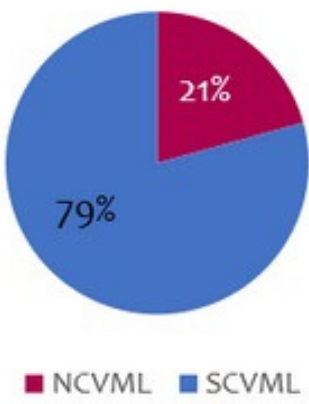
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



## K12: Marketing, Sales, and Service

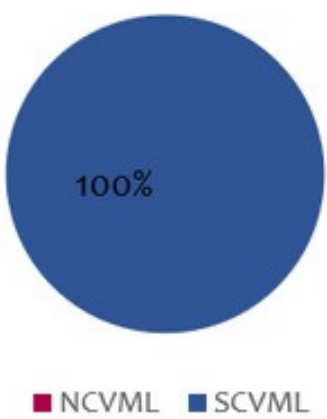
The Marketing, Sales, and Service Industry includes Marketing, Professional Sales, and Entrepreneurship/Self-Employment.

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



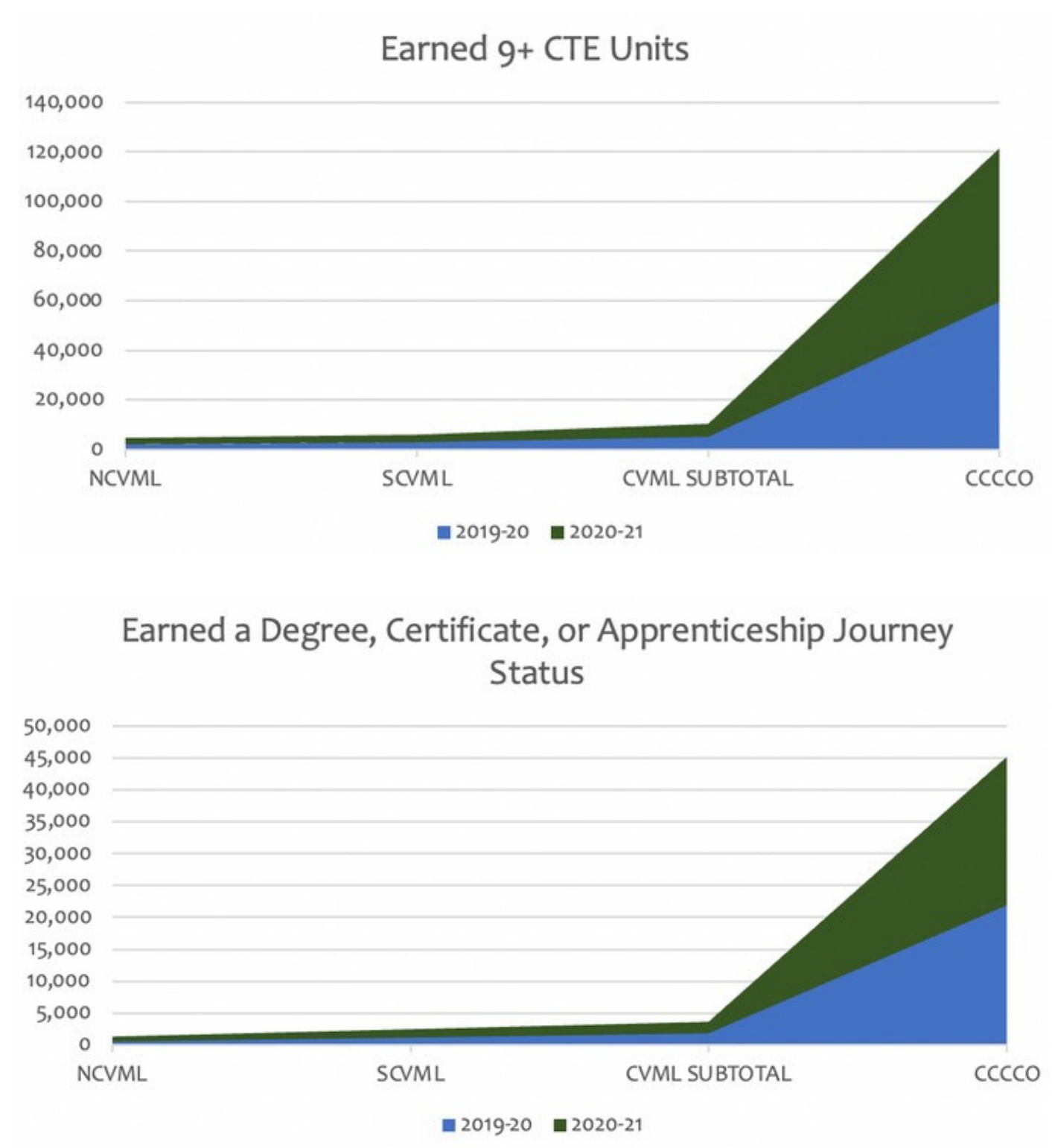
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification

The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## 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.



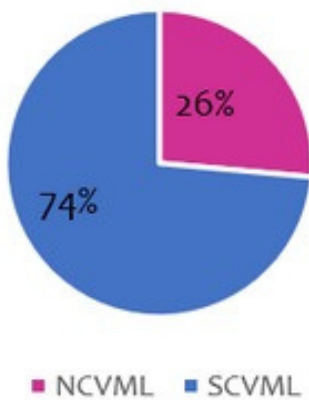
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.

## K12: Education, Child Development, & Family Svcs



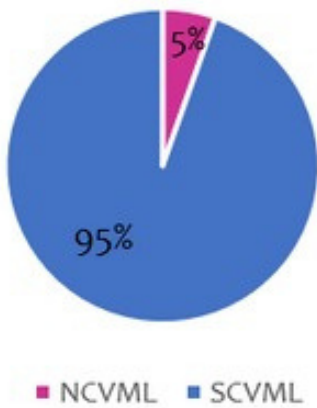
This sector includes Child Development, Consumer Services, Education, and Family and Human Services. 696 students completed 300+ career education hours/received a C- or better in a capstone course, and 403 students completed a work-based learning milestone.

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



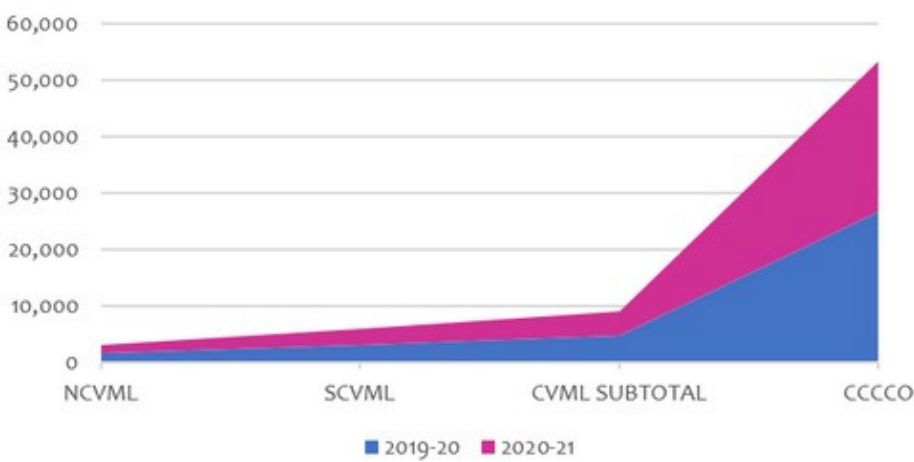
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



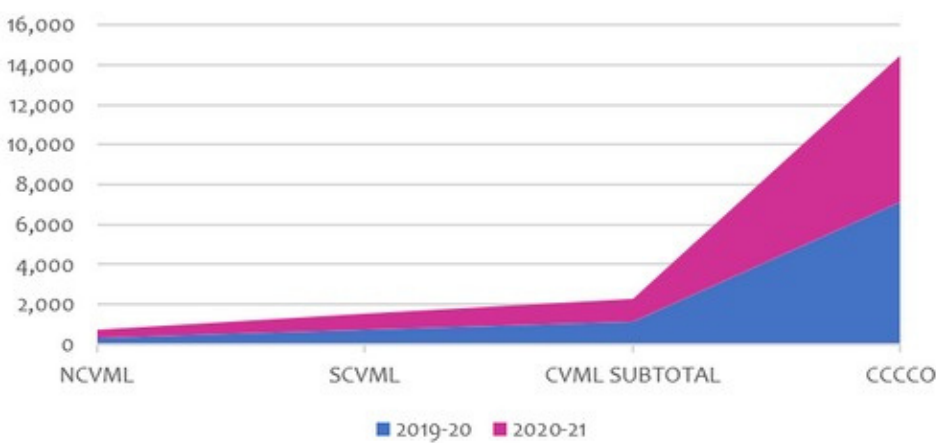
## CC: Education and Human Development

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 filling 1.8% of the annual openings.

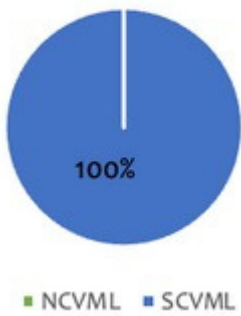
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



**K12: Energy, Environment, and Utilities**

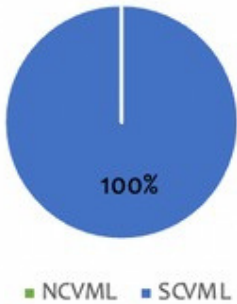
The ECU sector includes Environmental Resources, Energy and Power Technology, and Technologies. It also includes **Building and Construction Trades** as well as **Engineering and Architecture**. In EEU, 681 students completed 300+ career education hours/received a C- or better in a capstone course, 528 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



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

2019-20: Percent of K12 CVML Students

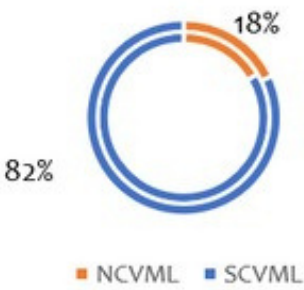


Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



**K12: Building Trades and Construction**

2019-20: Percent of K12 CVML Students



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

Percent of K12 CVML Students

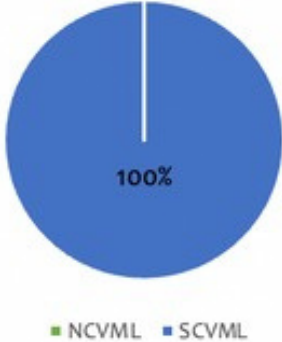


Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



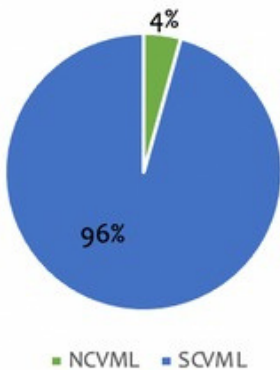
**K12: Engineering and Architecture**

2019-20: Percent of K12 CVML Students



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

2019-20: Percent of K12 CVML Students



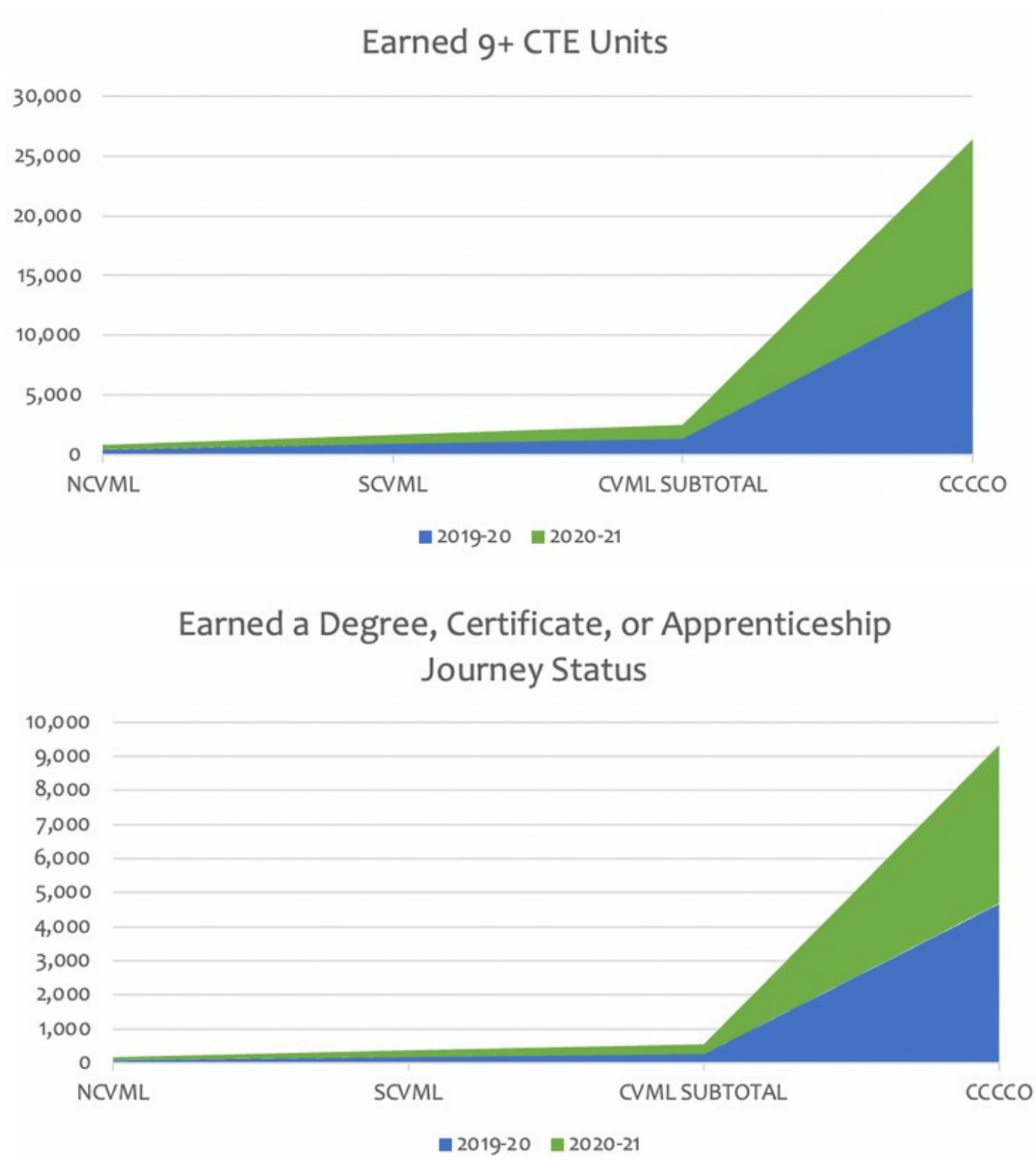
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification

The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## 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).



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.

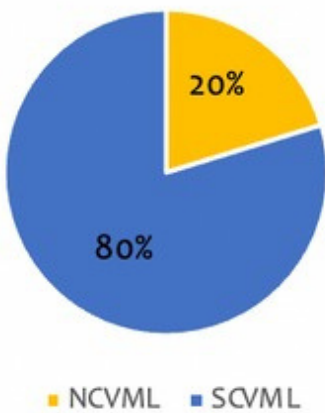
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## K12: Health, Science, and Medical Tech.

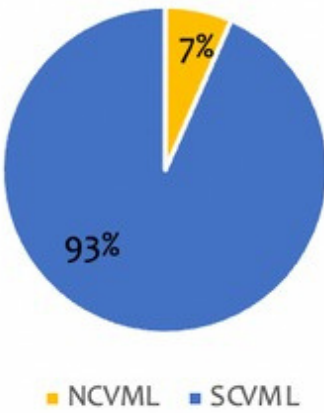
The Health sector includes Biotechnology, Patient Care, Health Care Administrative Services, Public and Community Health, and Mental and Behavioral Health. 2,109 students completed 300+ career education hours/received a C- or better in a capstone course, and 530 students completed a work-based learning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



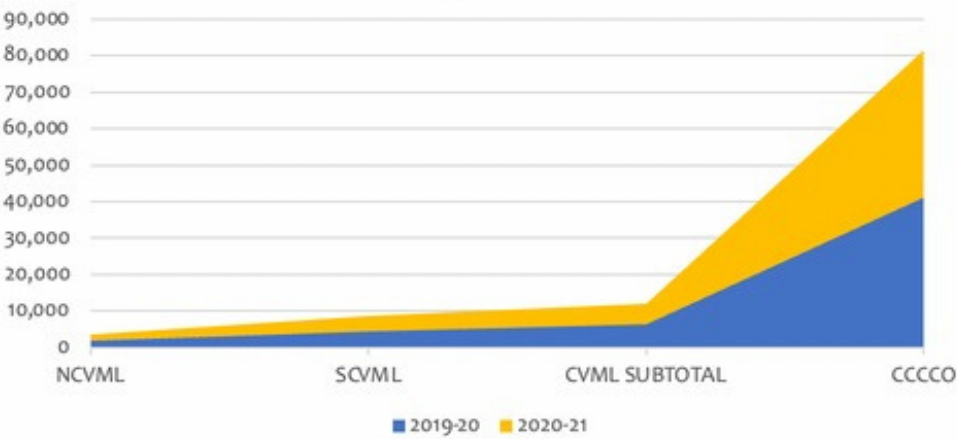
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



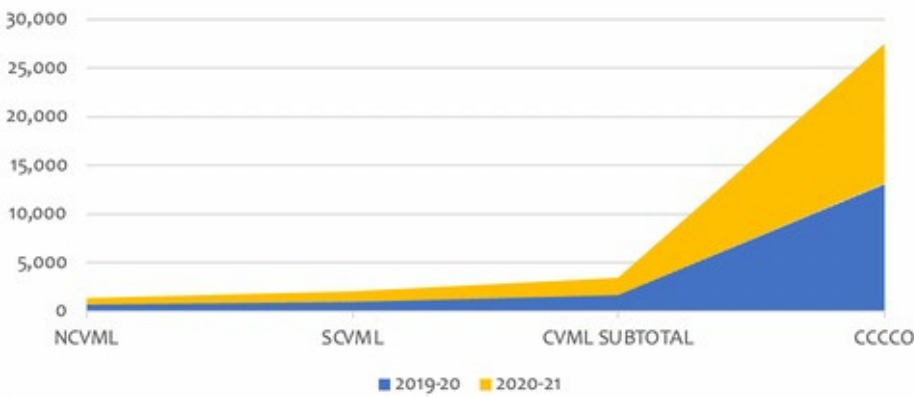
## CC: Health

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.



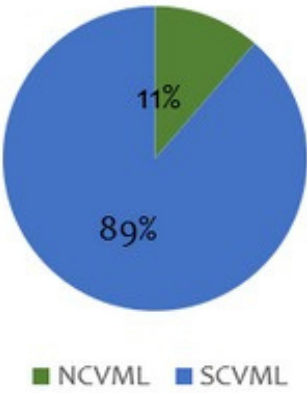
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## K12: Information and Communication Tech.

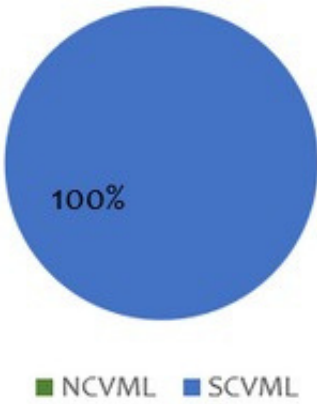
The ICT sector includes Information Support and Services, Networking, Software and System Development, and Games and Simulation. Additionally, it includes Arts, Media, and Entertainment. 792 students completed 300+ career education hours/received a C- or better in a capstone course, 1,571 in AME, and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



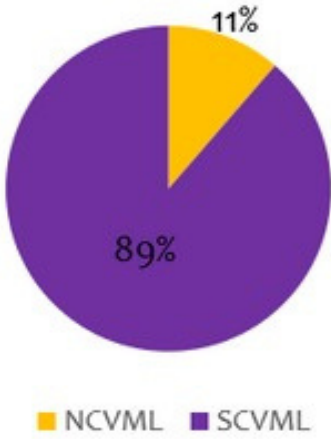
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



## K12: Arts, Media, and Entertainment

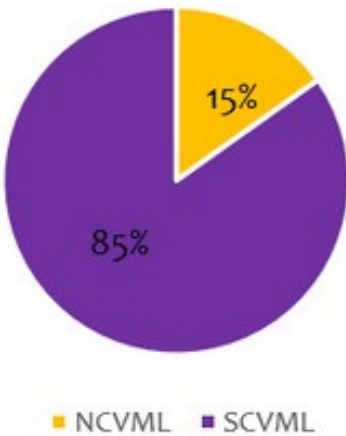
This sector includes occupations in Design, Visual, and Media Arts, Performing Arts, Production and Managerial Arts, and Game Design and Integration. .

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



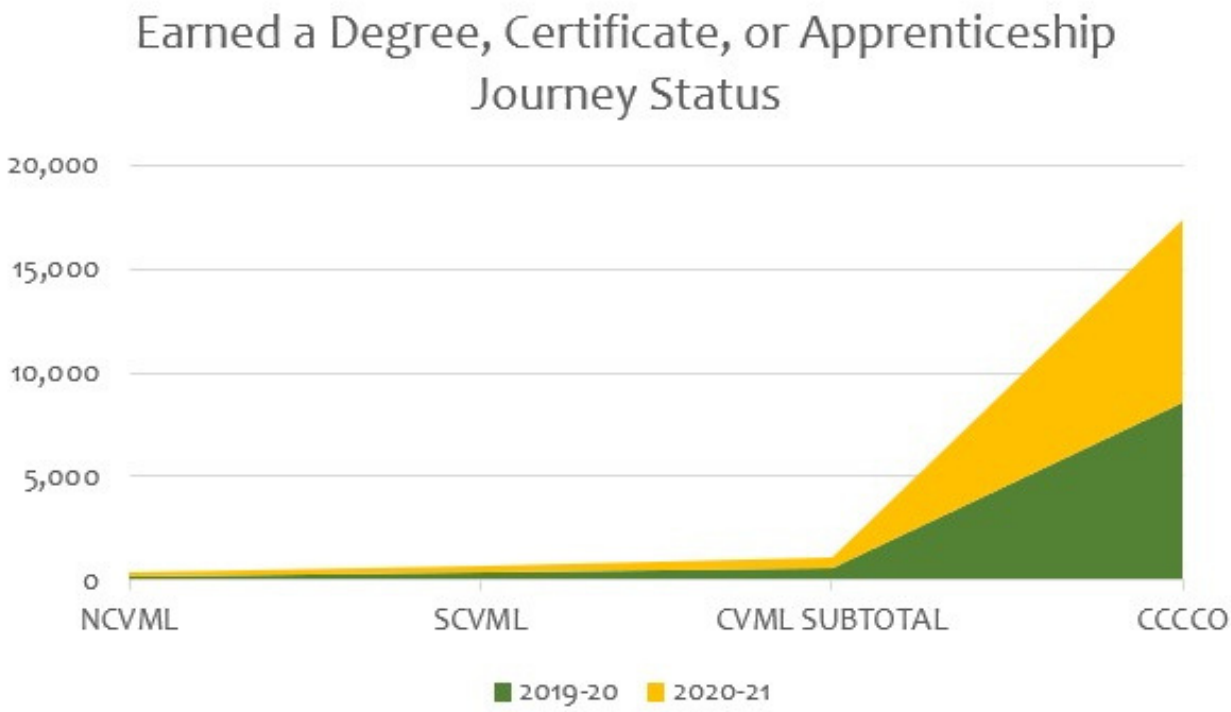
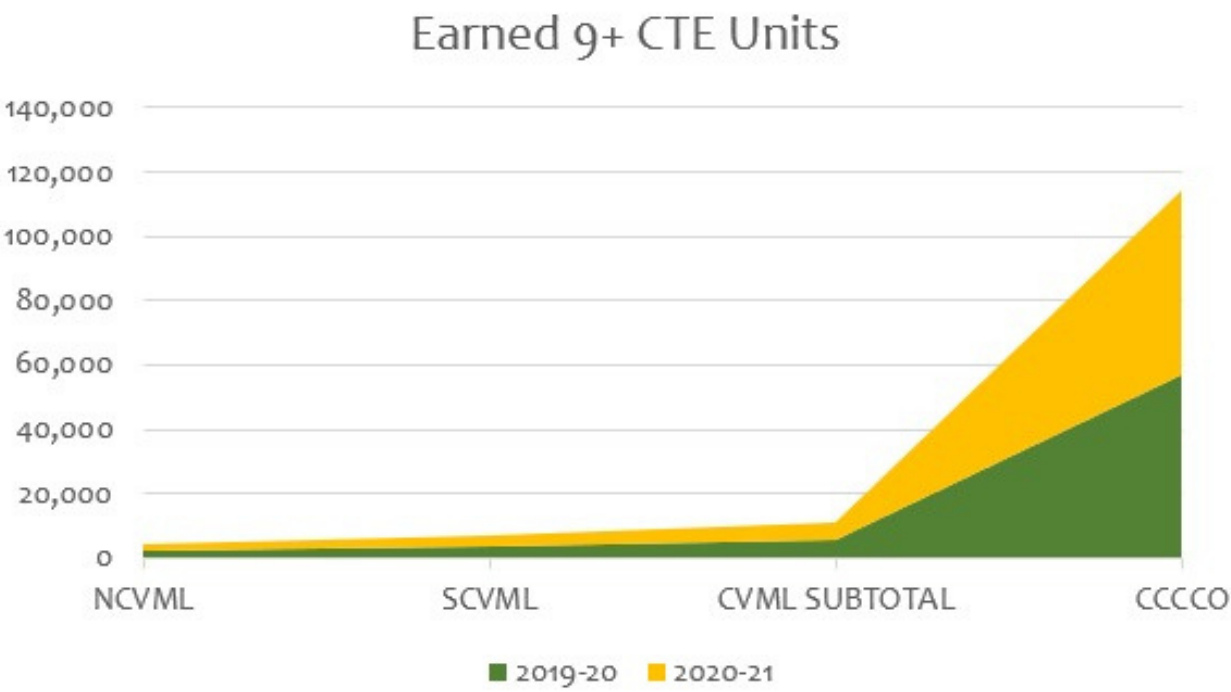
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification

The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## 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.

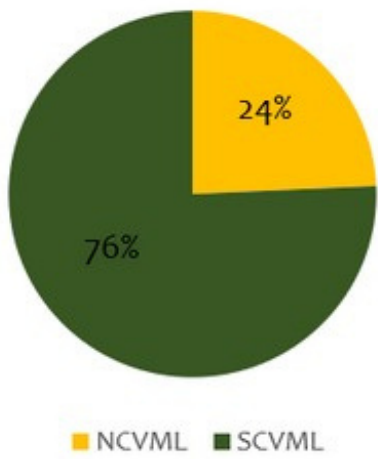
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## K12: Public Services

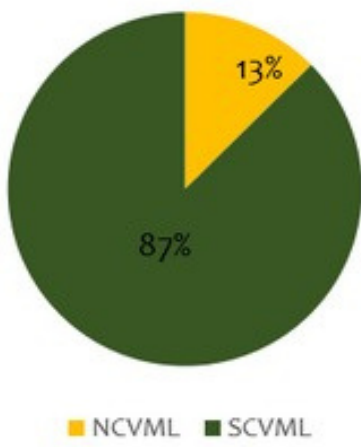
This sector includes Public Services, Emergency Response, and Legal Practices. 922 students completed 300+ career education hours/received a C- or better in a capstone course, and 117 students completed a work-based learning milestone.

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



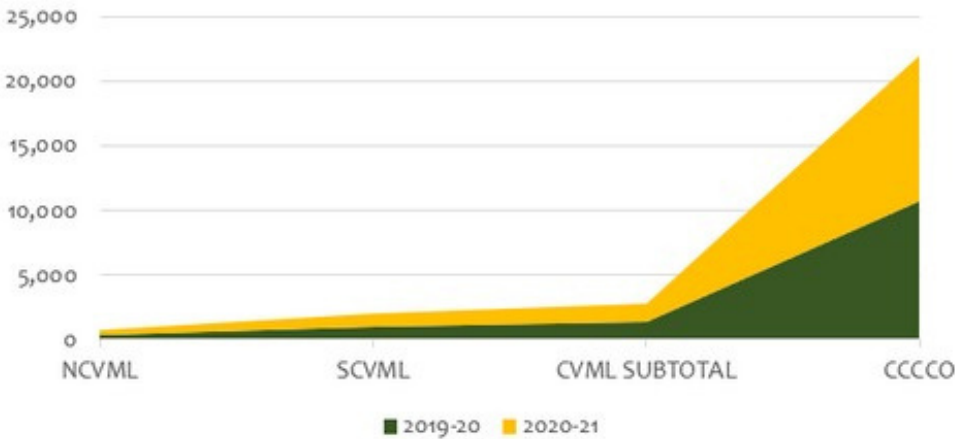
Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



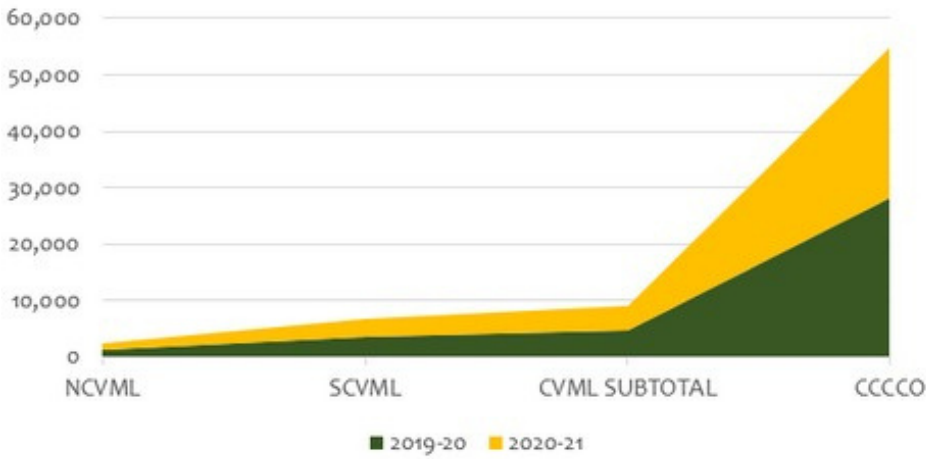
## CC: Public Safety

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.

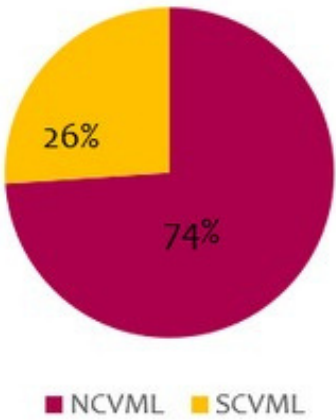
The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## K12: Hospitality, Tourism, and Recreation

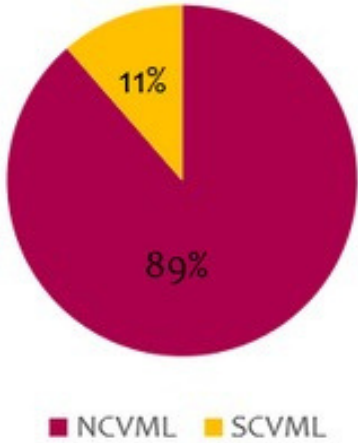
The Retail, Hospitality, and Tourism sector includes Food Science, Dietetics, and Nutrition; Food Services; and Hospitality. Additionally, it includes Fashion Interior Design (Fashion Design and Merchandising, Interior Design, and Personal Services). 867 students completed 300+ career education hours/received 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



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

2019-20: Percent of K12 CVML Students

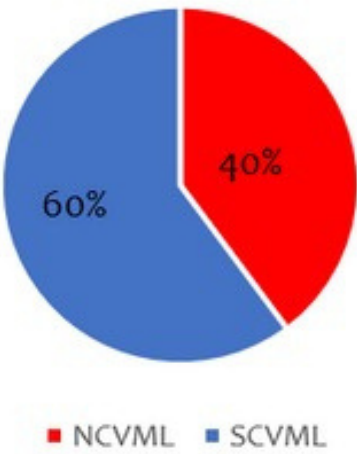


Completed at least 1 course in a CTE pathway, work-based learning, or third-party certification



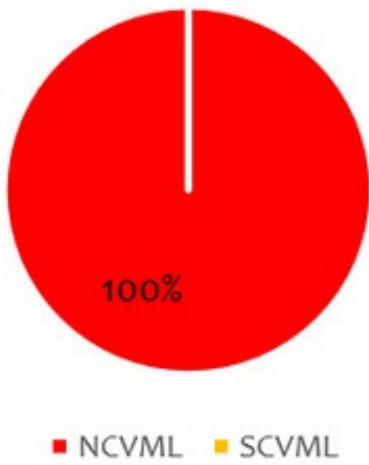
## K12: Fashion and Interior Design

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

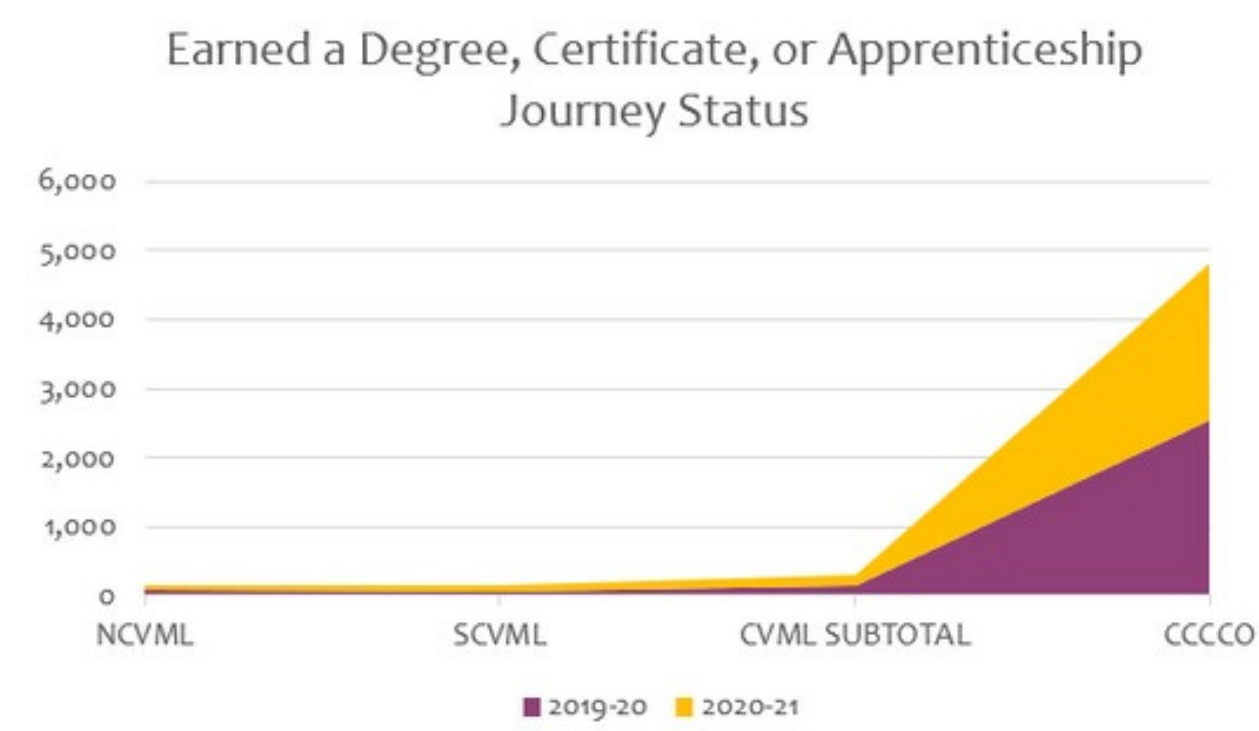
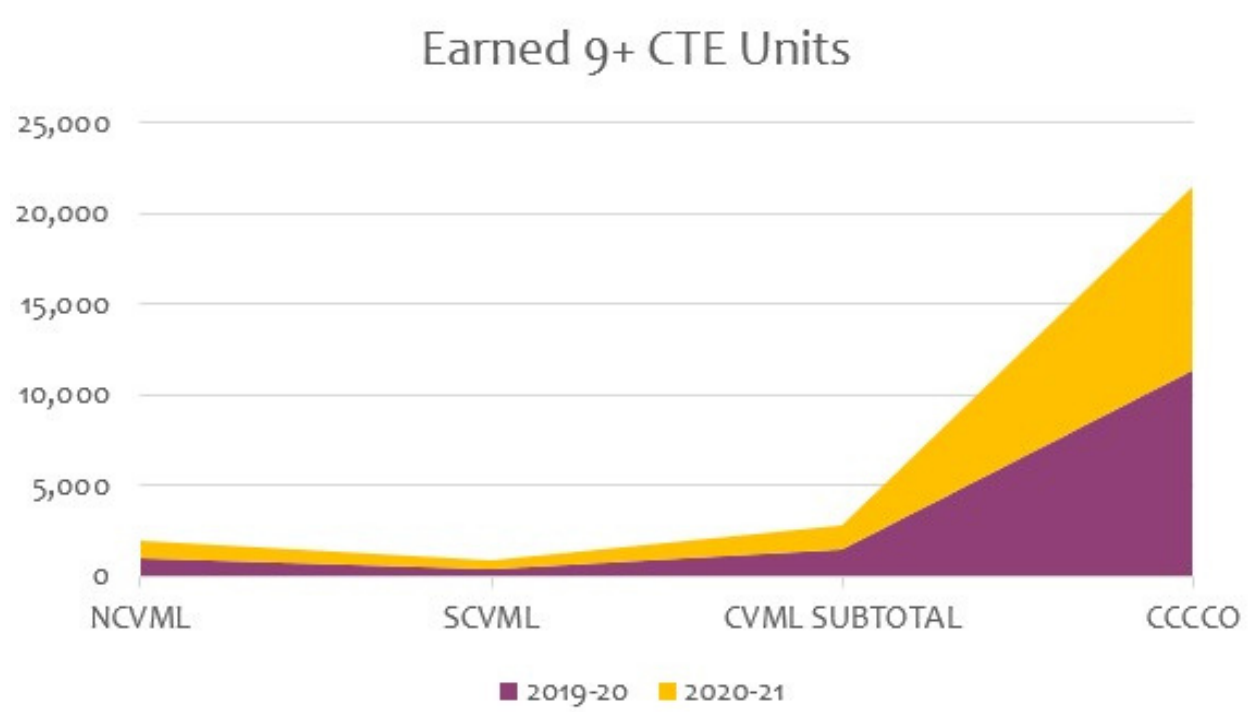


The following graphs summarize the CVML's K12 SWP 1 and SWP 5-7 investments in Industry Sectors.



## 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).

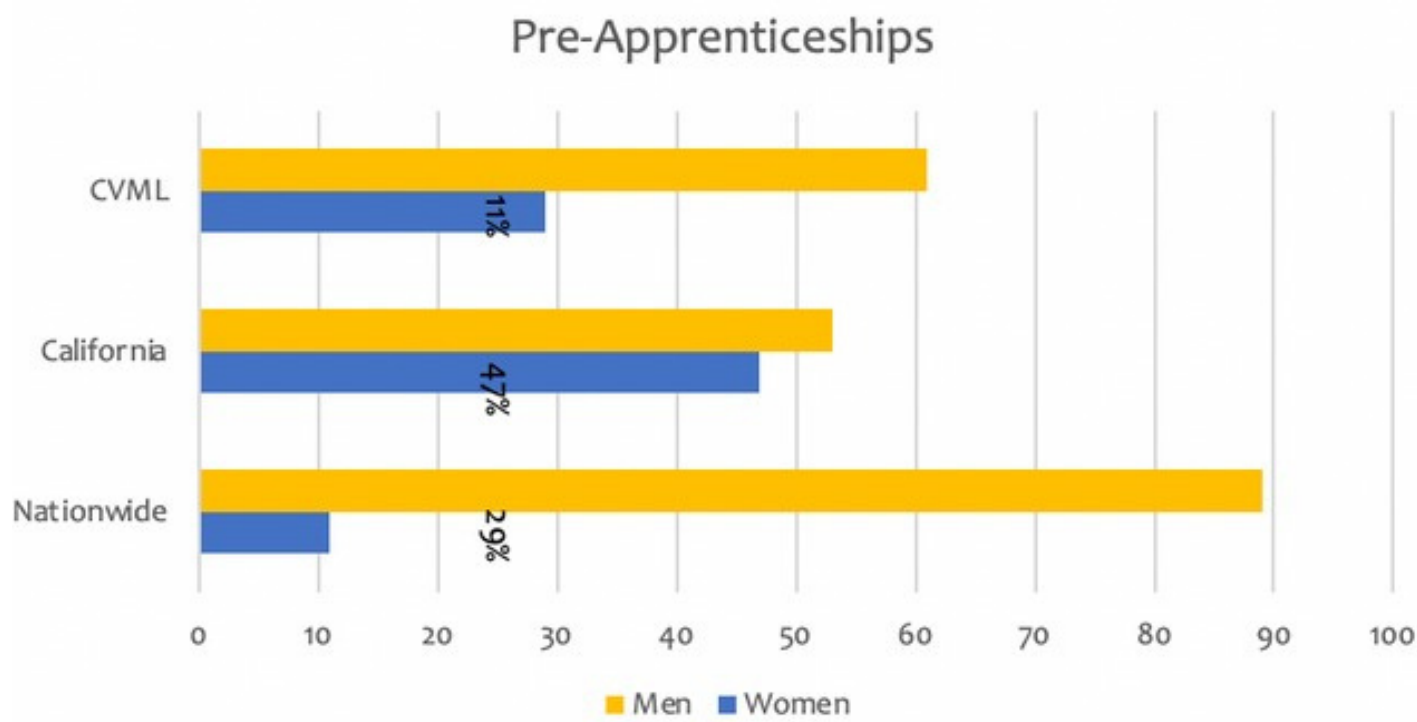


According to the 2023 CVML Overview, there are 8,052 jobs annual openings in this sector (86). Wages range from \$14.68 to \$34.94 (87). The CVML has invested \$951,971 in SWP funds and \$1,953,776 in K12 SWP funding. Momentum points from initial interest in a CTE program to completion remain an opportunity. 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.

The following graphs summarize the CVML's K12 pre-apprenticeships and apprenticeships.

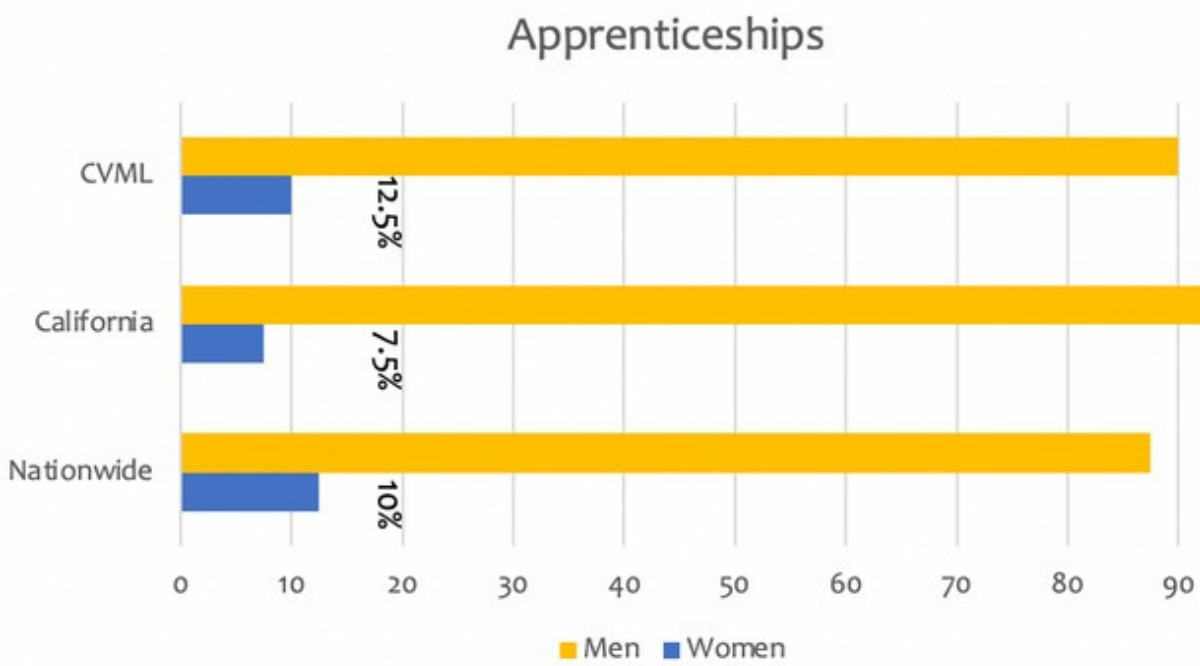
## K12: Pre-Apprenticeships

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.

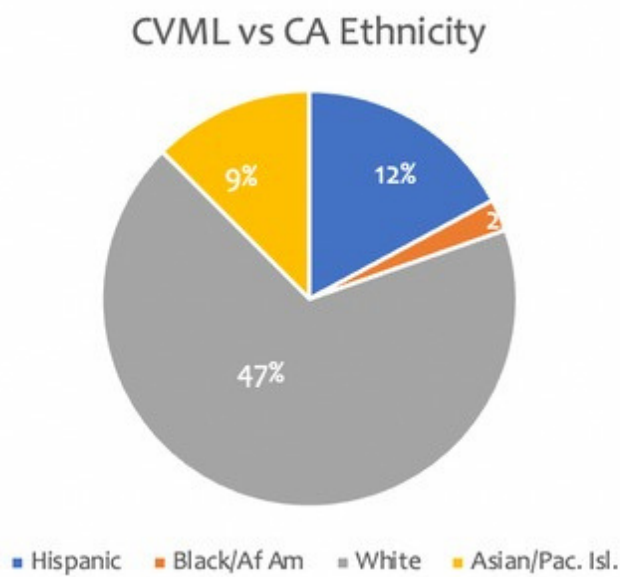
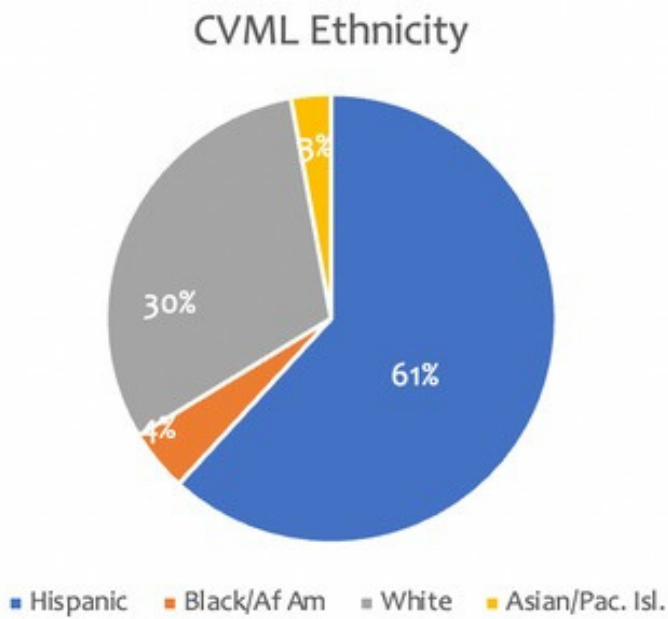


## CC: Apprenticeships

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

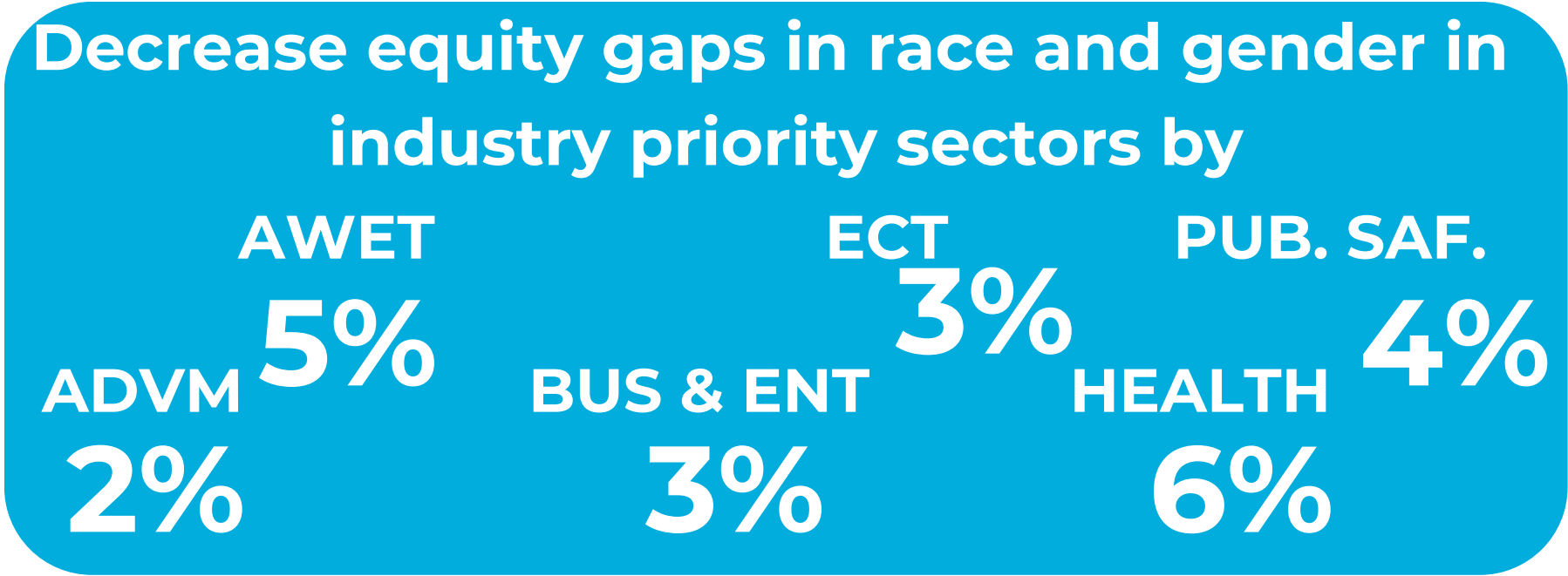
Increase high school enrollment in 1 CTE course **41% to 45%**

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%**



**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 Courses to post-pandemic levels by 15%**

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

	<b>AWET</b>		<b>ECT</b>	<b>PUB. SAF.</b>
	<b>5%</b>		<b>3%</b>	<b>4%</b>
<b>ADVM</b>		<b>BUS &amp; ENT</b>	<b>HEALTH</b>	
<b>2%</b>		<b>3%</b>	<b>6%</b>	

**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 <b>Population</b>
1/3 CTE FTES	1/3 CTE FTES
1/6 Job Openings	1/3 Job Openings
1/6 Incentive Formula	<b>Not Applicable</b>

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



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



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



# 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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Advanced Manufacturing Sector Regional Project (cccco.edu)</a>		
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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Advanced Manufacturing Sector (SWP 6) (cccco.edu)</a>		



## 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)		
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) <a href="https://nova.cccco.edu/swpr/proposals/12105/v2/preview">https://nova.cccco.edu/swpr/proposals/12105/v2/preview</a></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>		
	<a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Business &amp; Entrepreneurship Sector (SWP 6) (cccco.edu)</a>		



# 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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Energy, Construction, and Utilities Sector Regional Project (cccco.edu)</a>		
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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Energy Sector (SWP 6) (cccco.edu)</a>		



# 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	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. 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. 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.
Metrics	
11445	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) Median Annual Earnings for SWP Exiting Students (SW_800) Median Change in Earnings for SWP Exiting Students (SW_801) SWP Exiting Students Who Attained the Living Wage (SW_802) SWP Students with a Job Closely Related to Their Field of Study (SW_701) Strong Workforce Program Students (SW_122) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Health / Public Safety Sector Regional Project (cccco.edu)</a>
14787	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) Median Annual Earnings for SWP Exiting Students (SW_800) SWP Exiting Students Who Attained the Living Wage (SW_802) SWP Students with a Job Closely Related to Their Field of Study (SW_701) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Health Care and Public Safety Sector (SWP 6) (cccco.edu)</a>

# 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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 Hospitality, Tourism, Culinary Arts and Retail Sector - Regional Project (cccco.edu)</a>		
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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Hospitality, Tourism, Culinary Arts and Retail Sector (SWP 6) (cccco.edu)</a>		



# 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		<a href="mailto:becky.barabe@fresnocitycollege.edu">becky.barabe@fresnocitycollege.edu</a>
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 &amp; 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><a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Public Safety (Fire, EMS, and Police) Sector (SWP 6) (cccco.edu)</a></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 &amp; 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 &amp; 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 &amp; 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><a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Strengthening Sectors and CTE Pathways Regional Project (cccco.edu)</a></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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Strengthening Sectors and CTE Pathways Project (SWP 6) (cccco.edu)</a></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 &amp; 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 &amp; 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 &amp; 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 &amp; 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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Global Trade &amp; Logistics (Advanced Transportation) Sector (cccco.edu)</a></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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Regional - Supply Chain Logistics Pipeline (SWP 6) (cccco.edu)</a></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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Region Wide CTE Labor Market Research - R5 (cccco.edu)</a>		
14801	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC Region-Wide - CTE Labor Market and Deep Dive Equity Research (SWP 6) (cccco.edu)</a>		



# 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) <a href="https://nova.cccco.edu/swpr/proposals/11236/v2/preview">https://nova.cccco.edu/swpr/proposals/11236/v2/preview</a>		
14581	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) <a href="https://nova.cccco.edu/swpr/proposals/14581/v3/metrics">https://nova.cccco.edu/swpr/proposals/14581/v3/metrics</a>		



# 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		
16154 SWP6	CRC - SCCC Workforce/Economic Development Collaboration and Coordination		\$ 350,843
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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship - Continued (cccco.edu)</a>		
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) <a href="#">NOVA: Strong Workforce Program - Regional Share 2.0 CRC - SCCC Workforce Training Coordination-Apprenticeship/Pre-Apprenticeship - Continued (cccco.edu)</a>		



# 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	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. 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. 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).		
14803	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. Bottom of Form		
Metrics			
13316	Strong Workforce Program Students (SW_122)    SWP Exiting Students Who Attained the Living Wage (SW_802) <a href="https://nova.cccco.edu/swpr/proposals/13316/v2/preview">https://nova.cccco.edu/swpr/proposals/13316/v2/preview</a>		
14803	SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year (SW_402) <a href="https://nova.cccco.edu/swpr/proposals/14803/v3/preview">https://nova.cccco.edu/swpr/proposals/14803/v3/preview</a>		



# 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)	<a href="#">Oakdale High School Agriculture Department K12 SWP</a>	\$550,000
Primary K-12 Project Lead		E-mail
Isaac Robles		<a href="mailto:irobles@ojusd.org">irobles@ojusd.org</a>
Primary College Project Lead		
Dean Don Borges		<a href="mailto:borgesd@mjc.edu">borgesd@mjc.edu</a>
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><a href="#">Agricultural Pathway Certification Program</a></u>	\$925,538
Primary K-12 Project Lead		E-mail	
Cheryl Reece		<a href="mailto:creece@ghsd.k12.ca.us">creece@ghsd.k12.ca.us</a>	
Primary College Project Lead			
Dean Don Borges		<a href="mailto:borgesd@mjc.edu">borgesd@mjc.edu</a>	
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-recognize 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)	<a href="#">Expanding Work-based Learning through Virtual Engagement</a>	\$1,000,000
Primary K-12 Project Lead		E-mail
Cynthia Brown		<a href="mailto:cgbrown@portervilleschools.org">cgbrown@portervilleschools.org</a>
Primary College Project Lead		
Thad Russell		<a href="mailto:Thad.russell@portervillecollege.edu">Thad.russell@portervillecollege.edu</a>
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		<a href="mailto:lisa.rodriquez@kingscoe.org">lisa.rodriquez@kingscoe.org</a>
Primary College Project Lead		
Jonna Shengel		<a href="mailto:jonnas@cos.edu">jonnas@cos.edu</a>
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><a href="#">Expanding Equity in CTE Pathways</a></u>	\$2,000,000
Primary K-12 Project Lead		E-mail
Kristen Boroski		<a href="mailto:kristen.boroski@fresnounified.org">kristen.boroski@fresnounified.org</a>
Primary College Project Lead		
Dr. Robert Pimental		<a href="mailto:robert.pimentel@fresnocitycollege.edu">robert.pimentel@fresnocitycollege.edu</a>
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><a href="#">Central Valley Career Collaboration and Navigation</a></u>	\$908,844
Primary K-12 Project Lead		E-mail
Sarah Gordin		<a href="mailto:gordin.s@monet.k12.ca.us">gordin.s@monet.k12.ca.us</a>
Primary College Project Lead		
Brian Sander Ed.D		<a href="mailto:sandersb@yosemite.edu">sandersb@yosemite.edu</a>
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>		



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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><a href="#">Stagg High School Agriculture Pathways</a></u>	\$545,351
Primary K-12 Project Lead		
Nathan Haley		E-mail
		<a href="mailto:nhaley@stocktonusd.net">nhaley@stocktonusd.net</a>
Primary College Project Lead		
Jennifer Terpstra		<a href="mailto:terpstraj@yosemite.edu">terpstraj@yosemite.edu</a>
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).

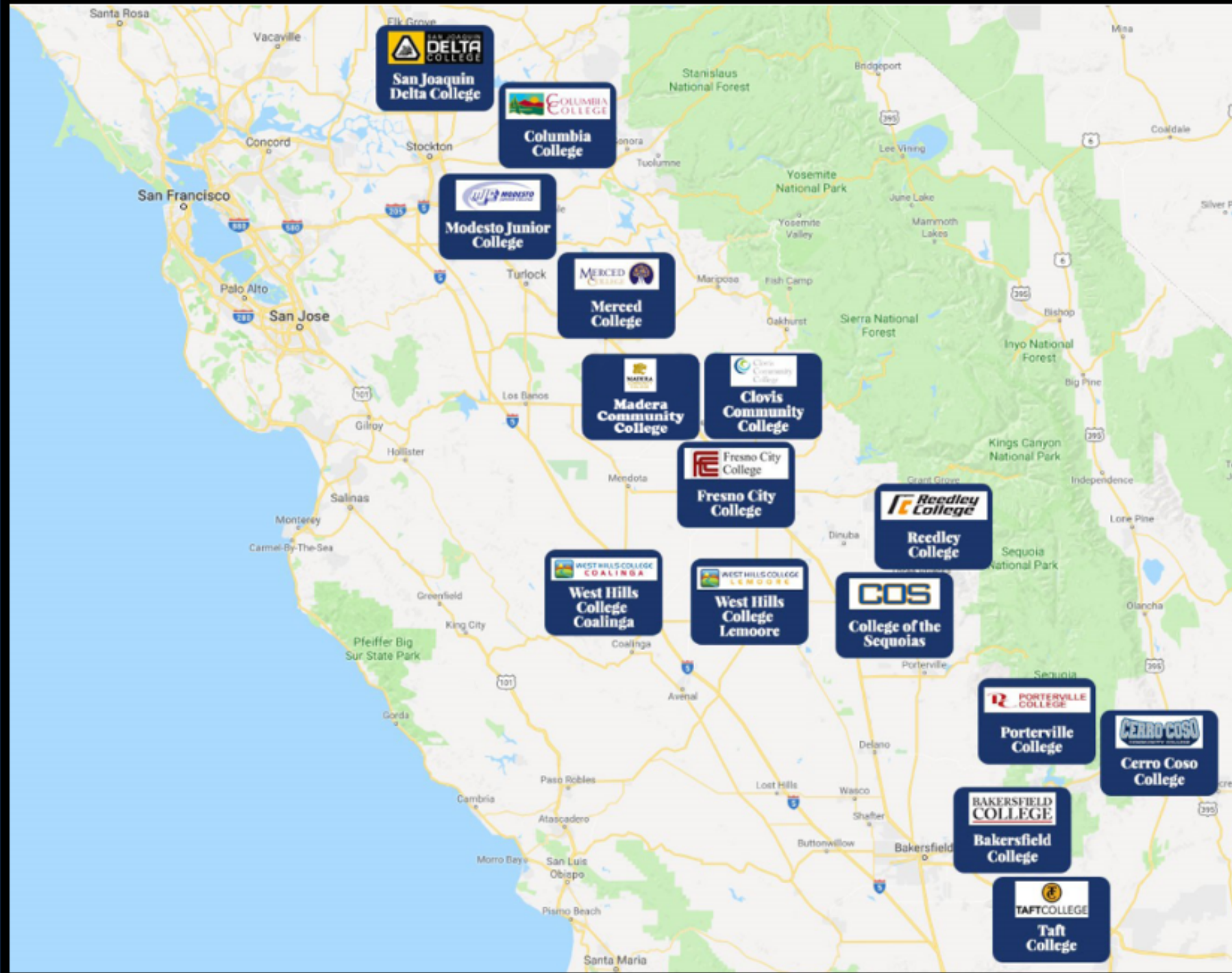
Plan ID	Plan Title	Funding:
10980 (K12-SWP3)	<a href="#">Franklin High School Welding and Auto Body Repair Pathways</a>	\$458,834
Primary K-12 Project Lead		
Nathan Haley		
Primary College Project Lead		
Salvador Vargas		
Participating Colleges and K-12 District/Schools		
10980	San Joaquin Delta College, Stockton Unified School District	
Project Objectives:		
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.		

# 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)	<a href="#"><u>Sierra Engineering Tech Makerspace</u></a>	\$86,510
Primary K-12 Project Lead		
Amanda Peters	E-mail <a href="mailto:apeters@muds.net">apeters@muds.net</a>	
Primary College Project Lead		
Salvador Vargas	<a href="mailto:Salvador.vargas@deltacollege.edu">Salvador.vargas@deltacollege.edu</a>	
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.		





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