

South Central Coast Regional Consortium



STRONG WORKFORCE PROGRAM (SWP) 3-YEAR PLAN

January 2017

Colleges/Districts:

- Allan Hancock CCD
- Antelope Valley CCD
- College of the Canyons CCD
- Cuesta College CCD
- Santa Barbara City College CCD
- Ventura CCD
 - Moorpark College
 - Oxnard College
 - Ventura College

INTRODUCTION

In alignment with the California Community Colleges Board of Governor's Strong Workforce Recommendations and the passage of the Strong Workforce Program (SWP) legislation, colleges have an opportunity to carry forward the momentum of their strategic and master plans in relationship to career technical education (CTE) and workforce development programs by increasing the quantity and the quality of CTE in response to labor market demand and offering more directed CTE-focused student services.

The purpose of this regional plan is to identify and solidify the opportunities for investing in the growth and improvement of existing CTE programs, potential development of new programs, and regional opportunities for collaboration to optimize the SWP funding provided by the State of California which will better align CTE courses, programs and pathways with the needs of the South Central Coast regional, sub-regional and local economies.

BACKGROUND

The South Central Coast Regional Consortium (SCCRC) 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. The goals of the South Central Coast Regional Consortium are to strengthen communication, coordination, and timely decision-making in regional workforce training and education efforts, while enhancing participation in career pathways development and implementation, reinforce regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of career and technical education, align college programs with regional and industry needs, create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community to promote career development, and reinforce the value of career and technical education programs.

In January 2016, the Chief Instructional Officers (CIO), Career and Technical Education (CTE) Deans, Deputy Sector Navigators (DSNs), Prop 39 Director, Career Pathways Technical Assistance Provider (TAP), the Center of Excellence (COE) and the Regional Consortium Co-Chairs initiated efforts to develop and draft a internal 3-Year SCCRC Regional Strategic Plan to guide the SCCRC in setting regional strategic priorities and making future funding decisions. Additionally, all of the goals and objectives in the SCCRC Regional 3-Year Strategic plan are in alignment with the California Community Colleges Board of Governors Strong Workforce Recommendations. This SCCRC strategic plan was presented to and validated by our internal stakeholders at our June 2016 planning meeting and by external stakeholders through the three sub-regional stakeholder meetings held between June 2016 and October 2016. The final SCCRC Regional 3-Year Strategic Plan is the basis of this SCCRC SWP Regional Plan. **To access the entire SCCRC Regional 3-Year Strategic Plan FINAL Oct 2016, go to:**

http://www.sccrcolleges.org/images/documents/swp/SCCRC_3-Year_Strategic_Plan_FINAL.pdf

WHO WAS ENGAGED AND HOW

Following the SCCRC internal regional strategic planning efforts initiated in January 2016 and updated at the annual planning session in June 2016, plans were made to conduct three sub-regional Stakeholder meetings. The purpose of these meetings was to solicit feedback on the SCCRC regional strategic plan and priorities, and to identify how best to collaborate and leverage resources to meet regional, sub-regional and local workforce needs. Each meeting began with a brief introduction of the Doing What Matters for Jobs and the Economy initiative, the Strong Workforce recommendations, regional resources, labor market data, and presentations on initiatives and efforts of all of the stakeholders. This was followed by discussions and feedback to inform the SWP regional planning efforts going forward.

Each stakeholder meeting included representatives from each of the colleges in the region, the Adult Education Block Grant (AEBG) consortiums, K12 education and California Career Pathways Trust (CCPT) grants, Workforce Development Boards (WDBs), workforce and economic development entities and industry.

- * August 5, 2016 Santa Maria, San Luis Obispo and Santa Barbara Counties.
- * October 17, 2016 Santa Clarita Valley and Antelope Valley.
- * October 21, 2016 Ventura County.

Additional SWP planning sessions and conference calls were held in November, December and January that included the meetings with the newly formed SCCRC SWP Steering Committee.

In parallel to the SWP regional planning efforts, the SWP Governance Structure and the recommendation of Santa Barbara City College as the fiscal agent were agreed upon and subsequently approved by the regional CEOs in August 2016. The Steering Committee members were chosen by their respective constituency groups and approved by the regional CEOs with meetings and decision-making responsibilities commencing in December 2016.

SCCRC GOVERNANCE STRUCTURE

[http://sccrcolleges.org/images/documents/swp/sccrc Gov Structure 20161027.pdf](http://sccrcolleges.org/images/documents/swp/sccrc_Gov_Structure_20161027.pdf)

DATA ANALYSIS FOR THE REGION

Regional labor market data was prepared by the region's Center of Excellence, reviewed by DSNs and the regional consortium membership, and vetted with stakeholder groups. Organized by Priority Sector and occupational cluster, the data focused on employment demand for occupations relevant to community college-level education and training programs. Detailed tables, charts and analysis were developed and made available to the region.

In 2015, there were about 928,000 jobs in the **South Central Coast Region**. The largest shares of employment are attributed to government (14% or 130,400 jobs), and healthcare and social assistance (110,100 jobs); followed closely by retail trade (107,140 jobs) and accommodation and food services (89,800 jobs).

Advanced Manufacturing: Pharmaceutical and medicine, and aerospace product and parts subsectors employed the largest share of manufacturing workers in the region in 2015. Beverage manufacturing is expected to grow 13% in the next three years, adding nearly 500 jobs.

Occupational analysis: Several manufacturing related occupations were selected for analysis in the South Central Region, including computer-controlled machine tool operators, engineering technicians, milling and planning machine setters, industrial engineering technicians and aerospace engineering technicians. As a group, these occupations could generate up to 85 annual openings, and more than 250 openings during the 2015-2018 period. Of these, computer controlled machine tool operators was forecast to experience the largest growth (55 jobs) and most replacement needs - averaging 47 openings annually.

The region averages of 192 degrees and certificates (duplicated awards) in related manufacturing, machining industrial technology programs.

Advanced Transportation: Warehousing and storage, and general freight trucking employed the largest share of transportation and warehousing workers in the region in 2015. The most growth is projected for coastal transportation (177 jobs over three years), followed by support activities for air transportation (119 jobs).

Occupational analysis: For transportation programs, occupations selected include automotive technicians, first-line supervisors of mechanics, bus and truck mechanics (diesel), automotive body repairers and automotive glass installers. As a group, these occupations are forecast to generate as many as 300 annual openings over a three-year period (close to 900 total). Of these, automotive service technicians and mechanics will generate the largest growth (58 jobs) and most replacements - averaging 160 openings annually.

The region averages 181 degrees and certificates (duplicated awards) in related automotive programs.

Agriculture: Crop production and support activities for crop production are the largest subsectors in the South Central Coast's agriculture industry - supporting about 55,000 jobs annually. Over the next few years, support activities for crop production is expected to increase by close to 500 jobs or 3 percent.

Occupational analysis: For agriculture analysis, several occupations were selected for study, including farmers, ranchers and other managers, environmental engineering technicians, agricultural inspectors, environmental scientists, agricultural technicians, pest control workers, farm equipment mechanics, and water/wastewater treatment plant and system operators. Growth and replacement needs for these occupations as a group total more than 400 jobs annually. Farmers, ranchers and other agricultural managers is projected to have close to 430 job openings during the period, or 143 jobs annually.

The region averages 195 degrees and certificates (duplicated awards) in related agriculture and water programs.

Construction, Energy Efficiency, and Utilities: The combined two-industry sectors employed more than 55,000 workers in 2015. Employment was concentrated in building equipment contractors, residential building construction and building finishing contractors. The most growth is projected in building equipment contractors and electric power generation transmission and distribution (with 8% or 893 jobs and 16% or 343 jobs projected for the period).

Occupational analysis: Many occupations were identified that related to community college instruction for this group of industries - they included carpenters, plumbers, electricians, first-line managers, operating engineers of construction equipment, sheet metal workers, inspectors, and solar photovoltaic installers. Together, they employed close to 20,000 workers in 2015 and are projected to add another 1,613 jobs by 2018. The largest change is projected for plumbers and electricians (with 122 and 98 annual openings projected respectively).

The region averages 56 degrees and certificates (duplicated awards) in related programs.

Global Trade/Logistics:

In 2014, California exported a record-breaking \$174.1 billion of Made-in-America goods to the world, \$149.8 billion of those exports were manufactured products. In 2013, California exports of goods supported 802,000 jobs. In 2011 (latest year available), over one-fourth (25.2 %) of all manufacturing workers in California depended on exports for their jobs. A total of 75,012 companies exported from California locations in 2012. Of those, 71,921 (95.9 percent) were small and medium sized enterprises with fewer than 500 employees. Small and medium-sized firms generated over two-fifths (44.6 percent) of California's total exports of merchandise in 2012.

Warehousing, transportation and logistics subsectors contributed almost 16,000 jobs to the South Central Region economy in 2015. Wholesale electronic markets and agents and brokers, which includes establishments engaged in business-to-business transactions and wholesale trade agents and brokers, is estimated to account for an additional 2,000 jobs.

Occupational analysis: Logisticians, compliance officers, transportation managers, sales representatives and marketing managers are just a few of the many occupations impacted by global trade and logistics. With a combined employment of 12,500 jobs in the region, these occupations are projected to contribute as many as 400 job openings annually.

The region's international business and marketing programs generate about 94 awards annually (duplicated awards).

Healthcare: In 2015, healthcare and social assistance employment accounted for more than 105,000 jobs in the region; projections estimate another 11,000 jobs will be added by 2018. Growth is concentrated in individual and family services, outpatient care centers and continuing care retirement communities.

Occupational analysis: Many occupations were selected for their relevance to community college instruction and incumbent worker support programs. As a group, more than 1,800 annual openings are estimated. Registered nurses, nursing assistants (CNAs), medical assistants, LVNs and home health aides have the largest current employment in the region and are projected to account for the most new job growth and replacement needs. Dental occupations, massage therapists, and medical records occupations follow.

Close to 1,000 certificates and degrees are awarded in healthcare related programs across the region annually.

Retail, Hospitality and Tourism: This sector accounts for more than 215,000 jobs. Growth is anticipated to add another 9,000 jobs or 4%. Restaurants and other eating places represent more than 71,000 jobs in this sector.

Occupational analysis: Across a wide spectrum of occupations, including chefs, cooks, lodging managers, retail managers and others, growth is estimated at 5% or as many as 2,580 openings annually. Retail salespersons, restaurant cooks and customer service representatives lead growth.

The region's culinary and hospitality programs award 108 certificates annually; retail sales, marketing, purchasing and other business programs produce another 86 awards on average.

Information & Communications Technology (ICT)/Digital Media: With more than 48,000 jobs in the sector, computer systems design and related services and technical consulting services have the largest subsector employment totals (11,900 and 11,300 jobs respectively) and both are projected to add jobs over the next three years. Data processing, hosting and related services will also add jobs, projected to grow by 25% or 322 jobs.

Occupational analysis: Core occupations in this sector included software developers, computer user support specialists, computer systems analysts, web developers, network and computer systems administrators, and information security analysts, among others. Computer user support specialists has the largest current employment (3,365 jobs) and is projected to grow by 5% plus replacement needs or 112 annual openings. Software developers (applications) are projected to need 144 workers annually.

The region's computer science and related programs annually average 153 awards, with most awards concentrated in computer networking programs.

Protective Services: Industry data is traditionally difficult to identify for protective services as it is typically combined with other more general local, state and federal government totals. For this analysis, investigation services (private industry), federal government (civilian), and local government (excluding education and hospitals) were selected. Of these, in the South Central Region, the largest employment is in local government. Growth of about 210 jobs annually is expected in these subsectors, although it is difficult to say it will impact protective service occupations.

Occupational analysis: Occupations like police and sheriff's officers, firefighters, dispatchers, EMTs, and correctional officers were included in this analysis. The largest occupational openings are anticipated for police and sheriff's patrol officers (202 openings annually), followed by security guards (private) with 191 openings and firefighters with 80 openings.

In the South Central Region, an average of 660 certificates and degrees are recorded annually. This number may seem high, but recertification and continued education are required elements of most of these occupations - emphasizing the need for incumbent worker training in this program area.

Small Business and Entrepreneurship: Small businesses are part of all sectors across the region and state. In the third quarter of 2015, there were more than 1.4 million non-farm businesses in California, supporting close to 16.5 million jobs. Of these, 90% or about 1.3 million reported employing fewer than 20 employees. In total, firms with fewer than 20 employees accounted for approximately 3.9 million jobs. Almost one million businesses employed fewer than five employees, representing about 1.3 million jobs in the state.

Occupational analysis: There are a wide variety of occupations prevalent in small businesses and most will be specific to the industry focus of the business. However, some business functions are found in almost all of them - human resources, payroll, bookkeeping, office management, marketing and other related occupations. In the South Central Region, these occupations are in demand - generating as many as 1,000 openings annually. Office clerks is estimated to account for more than 550 job openings, followed by first-line supervisors of office and administrative support workers with 212 jobs.

In the South Central Region, the colleges average 853 awards annually in business and marketing programs (including those noted in Global Trade and Retail, Hospitality and Tourism).

Regional Occupational Demand by Major Group (2015-2020)

Number in (parentheses) indicates number of occupations included in group - community college relevance parameters applied.

Employment by Major Group (Number of occupations included in parenthesis)	2015 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings*	Annual Openings*	Median Wage
Office & Administrative Support (29)	70,810	2,416	3%	9,776	1,955	\$20.19
Healthcare Practitioner & Technical (23)	26,625	3,588	13%	6,720	1,344	\$25.25
Healthcare Support (13)	20,622	3,894	19%	6,441	1,288	\$16.09
Sales & Related (11)	34,250	1,234	4%	5,716	1,143	\$23.53
Installation, Maintenance & Repair (33)	26,378	1,212	5%	4,942	988	\$21.35
Personal Care & Service (12)	19,748	1,554	8%	4,552	910	\$14.25
Production (30)	16,782	4	0.02%	3,027	605	\$18.86
Construction & Extraction (15)	20,540	620	3%	2,848	570	\$24.20
Management (8)	16,324	444	3%	2,363	473	\$28.21
Transportation & Material Moving (13)	10,977	1,047	10%	2,320	464	\$24.06
Education, Training & Library (3)	11,164	433	4%	2,038	408	\$14.84
Food Preparation & Serving (2)	6,595	996	15%	2,000	400	\$15.52

Business & Financial (12)	11,283	40	0.4%	1,931	386	\$30.10
Protective Service (9)	7,573	302	4%	1,498	300	\$44.35
Arts, Design, Entertainment, Sports & Media (18)	7,325	225	3%	1,382	276	\$22.01
Computer & Mathematical (6)	8,050	740	9%	1,365	273	\$34.66
Community & Social Services (2)	3,715	523	14%	931	186	\$18.23
Architecture & Engineering (12)	4,520	(127)	(3%)	584	117	\$26.51
Life, Physical & Social Sciences (8)	1,815	47	3%	454	91	\$23.94
Legal (4)	1,931	24	1%	292	58	\$27.92
Building/Grounds Cleaning & Maintenance (1)	1,198	(5)	(0.4%)	147	29	\$19.75
Total, All Selected Occupations	328,225	19,211	6%	61,326	12,265	\$23.53

SUMMARY OF LOCAL SHARE INVESTMENTS BY SECTOR

As of January 27, 2017, the region's community colleges have not completed and submitted their local share plans. Once they have done so (not later than January 31, 2017), the regional plan will be updated to include a summary of all local investments by sector. Summary of regional share investments is included in this document.

BROAD LIST OF STRATEGIC PRIORITIES FOR THE REGION

Based on the regional and sub-regional labor market data and the input from the Stakeholder meetings, the current priority and emerging sectors in our region were validated.

- Advanced Manufacturing
- Global Trade & Logistics
- Health
- Information Communications Technologies & Digital Media
- Small Business
- Agriculture, Water, & Environmental Technology
- Energy, Construction and Utilities

Themes From Three Sub-Regional Stakeholder Meetings:

1. Need to address the following industry sectors in our region in addition to those already represented by DSNs: PUBLIC SECTOR/PUBLIC SAFETY/HUMAN SERVICES, EDUCATION, and HOSPITALITY/TOURISM. Other strong themes: ENTERTAINMENT for the Santa Clarita Valley and TRANSPORTATION for Ventura County.
2. Need across all industry sectors for basic, entrepreneurship and soft skills training.
3. Need job placement, internship and work experience services throughout the region.
4. Need large-scale marketing and outreach services for CTE to students, parents and counselors in addition to college/district specific marketing and outreach.
5. Strengthen existing pathways and develop new pathways based on industry needs.
6. Need to increase industry engagement in pathways and curriculum development/alignment through advisory committees, sector-specific working groups, internships, externships and work-based learning.

The following Mission, Goals and Objectives below are from the SCCRC Regional 3-Year Strategic Plan FINAL Oct 2016 and as previously stated, have been validated by external and internal stakeholders through the three sub-regional stakeholder meetings and other SWP regional planning sessions. They are in alignment with the California Community Colleges Board of Governors Strong Workforce Recommendations and are the basis of the SCCRC SWP Regional Plan strategic priorities for the region.

SCCRC Mission:

The South Central Coast Regional Consortium facilitates and promotes effective regional initiatives for its member colleges and key stakeholders in support of local, regional, and statewide workforce development efforts. We collaboratively leverage employer, community, and educational resources in partnership to create and maintain a highly skilled workforce that meets identified regional needs.

SCCRC Goals:

The goals of the South Central Coast Regional Consortium are:

1. Strengthen communication, coordination, and timely decision-making in regional CTE efforts.
2. Enhance participation in CTE Career Pathways between K-16.
3. Reinforce regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.
4. Align college programs with regional and industry needs and provide support for CTE programs.
5. Create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.

Goal #1: Strengthen communication, coordination, and timely decision-making in regional CTE efforts.

Objectives:

1. Identify the role and fiscal management structure of the Regional Consortia, Sector Navigators, Deputy Sector Navigators, and Technical Assistance

- Providers and their relationships with the member colleges.
2. Demonstrate that the regional CTE framework is designed to implement the following:
 - a. Designate labor market driven priority and emerging sectors in coordination with employers, workforce boards and economic development entities.
 - b. Coordinate community college CTE programming within the region to meet business and industry needs.
 - c. Convene discussions to address development of common CTE career pathways, entry points, and industry-valued credentials based on regional industry needs.
 - d. Identify processes to develop regional, standardized CTE programs and curriculum.
 - e. Share best practices on regional coordination, communication, and decision-making.
 - f. Conduct joint marketing and facilitate asset and equipment sharing.
 - g. Support joint professional development of faculty to respond to evolving skill needs of industry sectors.
 - h. Provide regional grant development resources tied to implementation of the strategic plan.
 - i. Provide regional research resources to support and monitor implementation of the strategic plan.
 - j. Provide other needs and strategies as prioritized by the region.
 - k. Promote portability and standardization of curriculum through implementation of a CID system for CTE programs
 - l. Enhance student access to CTE programs by offering additional seats within CTE programs while enhancing regional coordination of CTE program offerings
 - m. Promote advocacy to reduce the number of competitive CTE grants while enhancing sustained categorical CTE funding.

Goal #2: Enhance participation in CTE Career Pathways between K-16.

Objectives:

1. Implement aligned career pathways and Get Focused...Stay Focused!
2. Align curriculum
3. Articulate courses, where necessary and strengthen dual enrollment
4. Identify regional standardized curriculum, at least at the regional level
5. Implement aligned outreach programs that include community college faculty, student services professionals, industry representatives, k-12 teachers and upper division/graduate professors, when necessary.
6. Create regional opportunities to demonstrate and attract young people into various career pathways
7. Create comprehensive regional marketing programs for aligned pathways
8. Invest in regional data analysis to track progress in improving participation in SCCRC career pathways
9. Participation with the University of California and California State Universities

10. Operationalizing a CID process for CTE programs and course.

Goal #3: Reinforce regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities to improve the delivery of all CTE efforts.

Objectives:

1. Coordinate industry and labor participation and engagement tied to sector strategies.
2. Develop feedback methods from industry and labor that provide for continuous program improvement.
3. Articulate skill sets embedded within industry-valued credentials across regions.
4. Support college collaborations to leverage multiple state and federal CTE and workforce funding streams to build capacity to meet regional needs and mitigate the risk associated with new program start-up.
5. Coordinate alignment among community college CTE efforts and implementation of the regional framework developed under the federal Workforce Innovation and Opportunity Act and the adult education consortia.
6. Create digital badges for and link third party credentials to existing and new CTE program.

Goal #4: Align college programs with regional and industry needs and provide support for CTE programs.

Objectives:

1. Align college programs with regional and industry needs by leveraging multiple labor market information sources, including California Community College Centers of Excellence, Deputy Sector Navigators, industry associations, state agencies, economic development entities, and workforce boards.
2. Evaluate, strengthen, and revise the program and curriculum development process to ensure alignment between education and industry.
3. Provide coordination of regional career pathways to address curriculum creation and alignment, as well as regular curricular updates.
4. Identify partnerships to support to CTE educational programs, including industry sponsored internships, guest lecturers, employment opportunities, equipment and facilities, and participation on advisory boards.
5. Implement regional activities such as targeted professional development for CTE faculty including the use of LaunchBoard.
6. Form a regional advisory board and facilitate dialogue between industry partners, and public and educational agencies.
7. Coordinate regional testing for industry certifications and re-certifications, where appropriate.
8. Coordinate regional delivery of continuing education opportunities to maintain incumbent worker industry certification and ensure appropriate skill competencies among the labor force.
9. Distribute regional resources and information based upon annual operating

plans drawn from the SCCRC strategic plan.

10. Require instructor (renewable) certifications to demonstrate and maintain discipline currency.

Goal #5: Create a sustained public outreach campaign for industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.

Objectives:

1. Create up-to-date descriptive materials that define each career pathway, including current salary data and employment projections.
2. Compare the cost of a traditional four-year and/or graduate education with the cost of career pathway education opportunities.
3. Create short videos that utilize the above-listed information and utilize student testimonials to describe the potential earning power and stability of career pathway educational opportunities.
4. Create social media advertising opportunities utilizing all the above information.
5. Define specific opportunities for faculty, industry representatives and high school teachers to meet with counselors and parents to educate them about career pathway opportunities for their students.
6. Develop and maintain a regional marketing plan
 - a. Convene a consortium marketing work group
 - b. Identify (and fund) a person to manage and organize the marketing for the region.

PRIORITIZED PROJECTS/PROGRAMS WORKPLAN AND SPENDING PLAN BUDGET

See Appendix 3 for the SCCRC SWP Regional Share Spending Plan and Appendix 4 for the list of SCCRC SWP Regional Project Descriptions.

OUTCOMES AND METRICS

Per the Strong Workforce Program legislation, performance accountability measures shall “to the extent possible, align with the performance accountability measures of the federal Workforce Innovation and Opportunity Act (Public Law 113-128). Outcome measures shall include, to the extent possible, demographic data, to allow policymakers and the general public to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.... Recommendations for future allocations to consortiums [should be] based upon program outcomes, including, at a minimum, the number of certificates granted to, and wage increases of, students who have completed a career technical education program.”

For both Local and Regional projects, funding must increase quantity and/or improve quality of CTE through strategies which may include expanding enrollment in an existing CTE program, improving the quality of existing CTE programs, or creating new CTE programs. Strong Workforce Program metric(s)

must show improvement by choosing the pertinent outcomes based on the following multiple measures which include:

- a. Completion
- b. Transfer
- c. Employment rates
- d. Employment in field of study
- e. Earnings
- f. Median change in earnings
- g. Proportion of students who attained living wage.

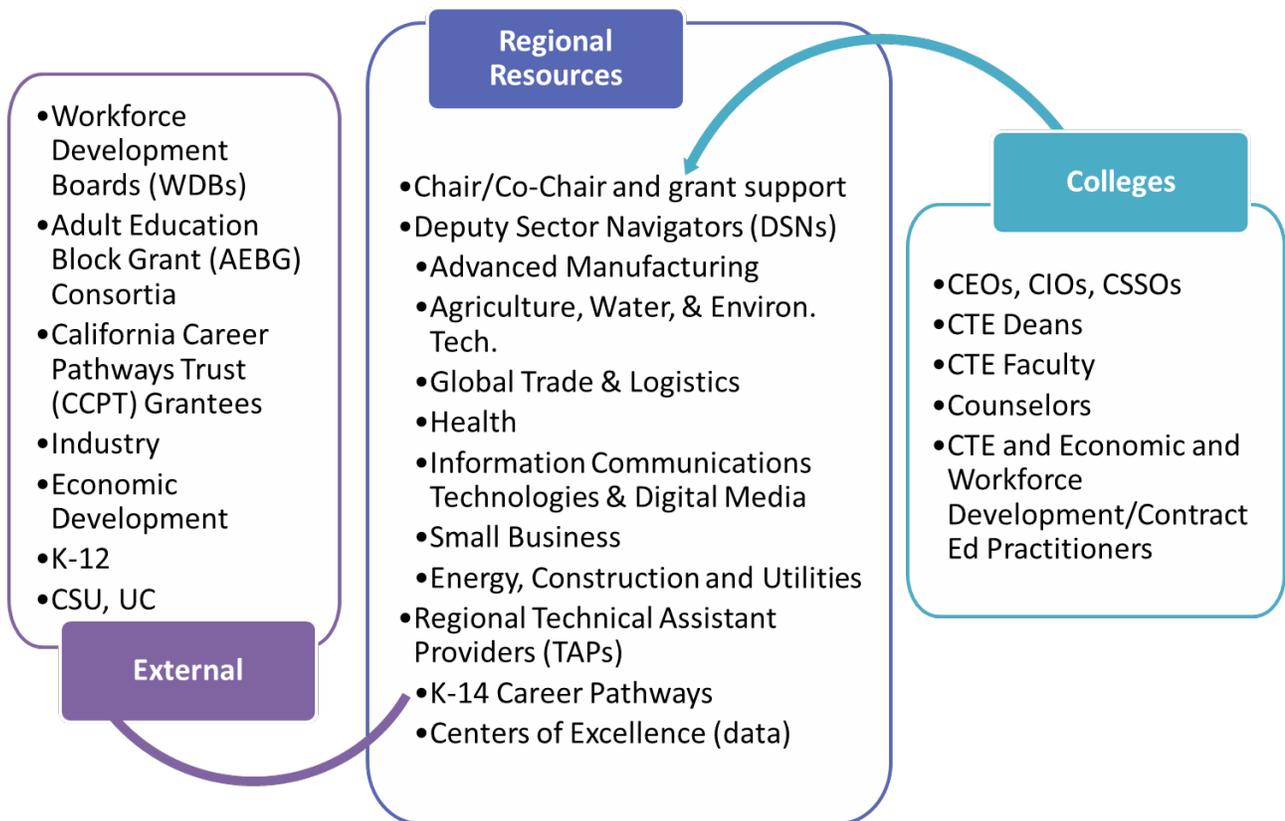
Strong Workforce Program Metrics are disaggregated by race, gender, and age grouping, and are available in the LaunchBoard.

Most of the SCCRC Regional Share investments are across-sector projects to include investments in all of the Projects in Common (curriculum approval streamlining, outreach, marketing, Get Focused...Stay Focused! and Teacher Preparation Pipeline), Job Developer services at all regional colleges, support for DSNs and K14 TAP on sector specific programs and pathways, and a Regional NETLab. Due to declining enrollments in 2015-16 compared to the 2015-4-2015 baseline data, the primary metric for the first fiscal year will be to maintain current enrollments. The focus will be on: building awareness of the depth and breadth of CTE programs and pathways and their benefits in serving the workforce development needs at the local, sub-regional and/or regional level; strengthening the engagement and alignment of all stakeholders in meeting those needs; and building the capacity, systems and processes to align and track investments to determine their effectiveness in showing movement toward positive outcomes.

Additional metrics may be added and or adjusted upon review of the impact of the 2015-2106 investments on moving toward meeting workforce needs with more and better CTE and through future reviews and edits of the regional plan.

FUTURE ENGAGEMENT

Representatives from colleges, Adult Education, K-12 Education, WDBs, economic development and industry contributed to this regional planning process through sub-regional stakeholder engagement. Existing collaborative relationships were strengthened and new relationships were created with a commitment to continue to work together to more thoughtfully identify, align and leverage plans and priorities. More robust industry engagement will be a priority through sector-specific workgroups and advisory committees and leveraging existing local and sub-regional committees and collaboratives with the other stakeholder groups. Planning and implementation workgroups will gather at the February 2017 SCCRC meeting to do more detailed planning on specific regional projects and larger scale stakeholder engagement efforts within and among the stakeholders identified below.



PROCESS FOR ANNUAL UPDATE & NEW PLAN EVERY FOUR YEARS

The SCCRC, along with the newly formed SWP Steering Committee, are beginning to work on a framework and workflow for tracking, monitoring and reviewing the impact of currently planned SWP investments for FY16-17. Work has also begun on a planning framework and workflow for identifying, validating, monitoring, assessing and determining SWP investments for next fiscal year and how best to continue to engage stakeholders in this planning and review process.

The SCCRC and Steering Committee will continue to meet face-to-face two times per year in June and January for a two-day planning meetings to review and discuss the regional SWP efforts and update the regional plan as necessary. The intention is to allow for ample opportunities for input from our internal and external stakeholders to provide input into future plans and updates.

In addition to monthly SCCRC meetings, additional meetings and conference calls will be scheduled to:

- Evaluate regional investments and outcomes and use what is learned to inform the next round of investments
- Identify best practices to be applied to future proposals
- Report status and outcomes
- Assess SWP metric attainment
- Verify that the percent of FTES that is CTE meets or exceeds the percent in the baseline year
- Identify and disseminate what is working locally and regionally to inform the next cycle
- Identify barriers/opportunities best addressed at the State level and recommend to the Chancellor's Office

APPENDICES FOLLOW

Appendix 1

SCCRC Regional Networks & Initiatives	K-Adult	Community Colleges	University	Community	Employers
Region-Wide					
Doing What Matters (DWM)	P	I		P	P
DWM: 6 Priority/Emerging Sectors	N	G			P/N
DWM: Regional Consortium	N	G			N
DWM: K-14 TAP	P	G			
DWM: Energy, Constuction and Utilities/Prop 39	N	G			P/N
Perkins	G	G			
Perkins: CTE Transitions	P	G			
SLO/Santa Barbara County Sub-Region					
Adult Ed (AEBG)	P	G			
Santa Barbara County WDB	P	P/N		P/N	P/N
San Luis Obispo WDB	P	P/N	P/N		N/P
South Coast Regional AG Consortium	G	P/N	P/N		
SMJUHSD CTE Inventive grant	G	P/N			
North SB County Economic Alliance		P		I	P
CA AG Teacher's Assn	I/N/P	I/N/P	I/N/P		
MIT Enterprise Forum		P	P	P	
Get Focused...Stay Focused! Initiative	P	P		P	
New World of Work		G			
LinkedIn	P	P			
Santa Barbara County Small Business Development Center		G			P/N
Ventura County Sub-Region					
Ventura County Adult Education Consortium (VCAEC)	G/N	GN			
Ventura County WDB (Sector Committees)	P	P/N	P/N	P/N	P/N
Economic Development Collaborative of Ventura County (EDC-VC)/Small Business Development Center		P/N		G	N
CCPT VC Innovates	G/P	G/P			N
Workforce and Education Coalition of Ventura County	N				N
Alliance for Linked Learning	G	N			P/N
Ventura County Civic Alliance	P	N		P/N	P/N
Slingshot (Ventura and LA WDB) - Healthcare Coordination Career Pathways Project		P/N			P/N
Santa Clarita and Antelope Valley Sub-Region					
Adult Ed (AEBG)	G/P	G/P			
CCPT (CoC/Hart)	G/P	G/P			
Santa Clarita AJCC		P		P	P
Santa Clarita Economic Development Corportation		P/N			P/N
Valley Industry Association					
Santa Clarity Business Incubator		P			P/N
Small Business Development Center at CoC		G			P/N
IDRC Healthcare IT		G			P/N
Teacher Preparation Pipeline STEM/CTE Collaborative	P	G			N
University Center (CoC)	P	P	P		
Anvelope Valley Board of Trade		P/N			P/N
CCPT (AVC)	P	G			N
Antelope Valley AJCC (Worksource)	P		P	P	
UC/CSU at AVC		P	P		
Airframe Manufacturing Technology BS		I	P		N
Greater Antelope Valley Economic Alliance		N		N	N

P = Partner; G = Grant; I = Initiative; N = Network/Workgroup

NOTE: This SCCRC Regional Networks and Initiatives Asset Map is a work in progress. It will be refined and updated as we move into more robust planning, alignment, and coordination with our stakeholders in serving our regional, sub-regional and local workforce needs using SWP investments.

Appendix 2

Sector Crosswalk – South Central Region

Topic Area	State/National				Regional				
	CDE	USDOE	USDOL	CCC	Los Angeles County	Ventura County	Santa Barbara RPU	San Luis Obispo	South Central
Agriculture-Water	Agriculture and Natural Resources	Agriculture, Food & Natural Resources	Farming, Fishery, & Forestry	DWM: Agriculture, Water & Environmental Technologies			Energy and Environment (now includes waste treatment and disposal)	Wineries	DSN in region (both)
Business/Global Trade	Business and Finance; Marketing, Sales, and Service	Business Management & Administration; Finance	Management; Office & Administrative Support; Business & Financial Operations Managers	DWM: Small Business; Global Trade & Logistics	Trade and Logistics	Business Services		Knowledge and Innovation Services	DSN in region (both)
Construction-Energy	Building and Construction Trades; Energy, Environment, and Utilities; Engineering and Architecture	Architecture & Construction; Science, Technology, Engineering & Mathematics	Architecture & Engineering; Construction & Extraction; Installation, Maintenance & Repair; Building & Grounds Cleaning Maintenance	DWM: Energy, Construction & Utilities	Construction	Clean/Green	* Energy and Environment (now includes waste treatment and disposal) * Building and Design (now includes manufacturing, retail & wholesale suppliers)	* Building Design and Construction * Green Energy	Prop 39 Director
Education	Education, Child Development, & Family Services	Education & Training	Education, Training & Library	CCCC: Early Childhood Education Career Cluster					
Health	Health Science and Medical Technology	Health Science	Life, Physical Science & Social Science; Health Support; Health Practitioners & Technical	DWM: Health, Life Sciences/Biotech	Health Services	Healthcare	Healthcare (now includes Allied Health and Long-Term Care)	Health Services	DSN in region
Information Communication Technology/Digital Media	Information and Communication Technologies; Arts, Media, and Entertainment	Information Technology; Arts, A/V Technology & Communications	Computer & Mathematical Science; Arts, Design, Entertainment, Sports, & Media	DWM: Information & Communication Technologies(CT)/Digital Media	Entertainment and Information Technology		Information & Communication Technologies	Information Technology	DSN in region
Manufacturing	Manufacturing and Product Development	Manufacturing	Production	DWM: Advanced Manufacturing	Selected Manufacturing	Manufacturing		Specialized Manufacturing	DSN in region
Public Safety	Public Services	Law, Public Safety, Corrections & Security; Government & Public Administration; Human Services	Community & Social Service; Legal, Protective Service; Military Service	CCCC: Public Safety Career Cluster					
Service Industries	Hospitality, Tourism, and Recreation, Fashion and Interior Design	Marketing; Hospitality & Tourism	Food Preparation & Serving; Sales, Personal Care & Service	DWM: Retail/Hospitality/Tourism 'Learn and Earn'	Leisure and Hospitality				
Transportation	Transportation	Transportation, Distribution & Logistics	Transportation & Material Moving	DWM: Advanced Transportation & Renewables					
Other							* Aerospace Vehicles & Defense * Biotechnology & Related Devices (formerly part of Technology & Innovation)	Uniquely SLO County	

Appendix 3

SCCRC SWP Regional Share Spending plan

Allan Hancock (12%)	Antelope Valley (18%)	Cuesta (11%)	Canyons (15%)	VCCCD (32% for 3 colleges)	SBCC (12%)
70,750 culinary	348,015 aircraft	80,000 GFSF for SLO	113,012 mktg	204,000 LMI Support Center	110,010 Mktg
96,250 public safety	fabrication	100,000 marketing	161,000 cyber	199,231 Internships	52,000 Marine Dive
65,010 mktg	lab upgrade	32,676 paramedical program	16,000 CTE liaison	125,000 Allied Health	70,000 Career Skills
232,010	348,015	212,676	290,012	<u>90,462</u> Mktg	232,010
				618,693	
Projects-in-Common		Job Developers		Total of College projects using Regional Template	
Project #1-Curriculum	63,413	900,000	1 @ ea college	Allan Hancock	232,010
Project 2A & 2B outreach	169,102		\$112,500 each	Antelope Valley	348,015
Project #3 NWoW	80,000			Cuesta	212,676
Project #4 GFSF	46,826	NetLab Pilot		College of the Canyons	290,012
Project #5 Teacher prep	<u>63,413</u>	60,000	Lead=ICT DSN	Ventura District	618,693
	422,754			SBCC	<u>232,011</u>
					1,933,417
DSN/K14 TAP @ \$100,000 each	SBCC fiscal agent	100,000		SCCRC Rationale for regional spending:	
700,000	RC admin funding	111,377		Consortium and Steering Committee agreed to fund each Project in Common at the amounts listed in the CO Guidance Memo = \$422,754 total	
		211,377		Consortium and Steering Committee agreed to fund \$112,500 per college so that each can hire a Job Developer/Placer = \$900,000	
				Consortium and Steering Committee agreed to fund \$100,000 to each DSN and to the K14 TAP for project work (no salaries) = \$700,000	
				Consortium and Steering Committee agreed to fund \$60,000 for a regional NetLabs pilot	
Grand Totals				The Steering Committee agreed to fund each college for regional projects at the same percentages as were used by the CO for the Local Share Funding college amounts. The college amounts total \$1,933,416	
SBCC fiscal	100,000				
RCs	111,377				
Projects-in-Common	422,754				
Job Developers	900,000				
DSN/K14 TAP	700,000				
NetLab Pilot	60,000				
College regional projects	<u>1,933,417</u>				
	4,227,548				

Appendix 4

SCCRC SWP Regional Project Descriptions (Taken directly from Regional Proposals on the template)

PROJECTS-IN-COMMON

PROPOSAL TITLE: SCCRC Curriculum Streamlining (Projects In Common: Project 1) \$63,413

DESCRIPTION: Curriculum Streamlining: Strong Workforce Program Recommendation #8 calls for the evaluation, revision and resourcing of the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval. The South Central Coast Region, led by the Steering Committee faculty representatives and the regional CTE liaisons, will lead building awareness for and convening of college curriculum streamlining teams in using the North Far North lean process to review college curriculum approval processes.

PROPOSAL TITLE: SCCRC Outreach/Marketing (Projects In Common 2A and 2B) \$169,102

DESCRIPTION: Project 2A Outreach to Parents and Students & Project 2B Outreach to Employers - CTE Rebranding: Work with the Chancellor's office to customize the outreach specific to the South Central Coast sectors to get in front of underserved students/families so they better understand their higher education options. The SCCRC will work with the CCCC identified Public Relations firm Ogilvy to do an environmental scan and set a path forward on how our region's match will be deployed. The SCCRC will work directly with the vendor for the "customization package". The SCCRC will form a regional marketing committee that will work with the statewide contractor to align state, regional and local outreach and marketing efforts.

PROPOSAL TITLE: SCCRC PROJECT IN COMMON #3 Career Strategist Badge (Partnered with New World of Work and LinkedIn) \$80,000

DESCRIPTION: Pilot a cohort of CTE students from 3 colleges in the region - Santa Barbara City College, College of the Canyons and Ventura College. These students will be required to attend 3 short Career Skills Institute courses to attain a "Career Strategist" Badge. The short courses will integrate 4 lessons of New World of Work, and students will be required to complete a LinkedIn profile and join their college "group" on LinkedIn. LinkedIn will provide 2 years of follow on data to help capture outcomes in job & skill acquisition, education acquisition and job change.

PROPOSAL TITLE: SCCRC Early Career Exploration (Projects-in-Common: Project 4) \$46,826

DESCRIPTION: Project 4: The Get Focused/Stay Focused curriculum has been effectively tested in high schools by several community colleges in all 7 regions in the state for use with over 80,000 secondary level students. Who am I? What do I want? How do I get it? – These are three questions that are keys to student success, and three questions that should be answered before selecting a guided pathway. Career Choices and Changes, and My10yearPlan help students answer these questions while facilitating a planning process that: - Matches pathway selection to future student goals - Results in informed decision making regarding a course of study - Development of a skills-based education plan - Leads to a 10-year Plan focused on successful completion and workforce entry Whether as a part of the First-Year Experience or implemented preemptively in collaboration with secondary school partners, the 10-year Plan relieves overtaxed advising services while supporting greater student success. This is a 3 unit curriculum that will ensure students become high school completers and help reduce attrition and increase college completers.

PROPOSAL TITLE: SCCRC Teacher Prep Pipeline (Project-In-Common: Project 5) \$63,413

DESCRIPTION: This project will coordinate efforts to recruit and support future teachers in CTE, STEM, K-12, and early learning. Working with stakeholders, the South Central Coast Regional Consortium (SCCRC) Teacher Preparation Team will develop a model of teacher preparation that regionalizes recruitment, resources and services, and creates a teacher preparation network for SCCRC colleges. The SCCRC Teacher Preparation Team will develop regional advisory boards, regional focus groups, and support teacher preparation program development. SCCRC colleges have elements of teacher preparation in place. This project will help to bring colleges together for regional planning, program development and expansion, and regional marketing development. This project also seeks to develop resources for teachers and future teachers throughout regional priority sectors and to create a regional CTE mentorship program to support industry-to-classroom teaching professionals.

“OFF THE TOP” PROJECTS

PROPOSAL TITLE: SCCRC Job Development/Placement Services--\$112,500 to each college=\$900,000

DESCRIPTION: The California community colleges will receive \$200,000 million annually to expand career technical education programs that will add new career pathways, increase faculty, strengthen curriculum, and improve regional cooperation among colleges. The new funding written into the budget through AB1602, is part of the state's ongoing effort to expand workforce training programs to meet local labor market needs. The goal of AB1602 defined in the Strong Workforce Program is to provide more and better CTE to effectively meet these defined goals colleges, regions and local industry need to work together to clearly define job needs and link the jobs to the students. There is a need for regional coordination for job development and job placement. This proposal will develop regional leadership and operational partnerships among community college, industry, labor, and other workforce and economic development entities. Regional and local job placement efforts will be evaluated and expanded.

PROPOSAL TITLE: SCCRC NET LAB RFP Development & Management -- \$60,000

The increased utilization of the NETLAB+ system throughout the California Community College system in single and multiple college applications has proven to be advantageous to many students, faculty and college's CTE per student costs. There is a large library of existing curriculum available in computer science, IT, Cyber Security, IoT and other technologies most of which is state-of the art and much of the foundational curriculum is provided free through the NSF for instructor use. However, valid concerns for quality of service, reliability, down time and a consistent pricing (grant fundraising) with the Do It Yourself or multi-campus based systems have emerged. The SCCRC seeks to review vendor bids for a cloud based service that can host the NETLAB+ environment or can offer similar proven features and content of the NETLAB+ product but is also more reliable and cost effective. The scale and increasing complexity of providing this service to multiple colleges suggest a professional hosting solution selected by a robust and comprehensive RFP process is appropriate.

PROPOSAL TITLE: SCCRC DSN/K14 SWP Regional Projects = \$700,000

Collaborate with education and economic development partners (for example K-12, CSUs, UCs, WDBs, etc.) to develop and broadly publicize industry-informed career pathways leading to living wage jobs and meeting long-term workforce needs within the regional labor market.

THIS PROPOSAL IS A PLACEHOLDER AND WAS APPROVED AS SUCH BY MATT ROBERTS. THE EXPECTATION IS THAT EACH DSN AND THE K14 TAP WILL CREATE AN INDIVIDUAL \$100,000 PROJECT PROPOSAL USING THE REGIONAL TEMPLATE.

COLLEGE/DISTRICT PROJECTS

ALLAN HANCOCK COLLEGE:

(1) PROPOSAL TITLE: Regional Culinary Arts/Hospitality Collaborative--\$70,750

DESCRIPTION: Allan Hancock College proposes to lead and support the development of a regional Culinary Arts/Hospitality collaborative to respond to sector workforce need as validated at each of three regional stakeholder meetings convened between August and October 2016.

(2) PROPOSAL TITLE: Regional Public Safety Sector Support -- \$96,250

DESCRIPTION: Allan Hancock College's Public Safety Training Complex (PSTC) serves as a premier training location for Fire, Law Enforcement, EMS, and Environmental Health and Safety. As a unique regional asset for workforce training, the PSTC serves students enrolled in the college's public safety programs and additionally provides specialized and customized training that meets the needs of local, regional, state, national, and international public agencies and private industries. This proposal, if successfully funded, will engage regional and statewide faculty members, administrators, and public agencies to foster development and implementation of training and workshops in response to industry need, such as CORE Custody Academy and OSHA train-the-trainer workshops; provide faculty stipends for curriculum development; support acquisition of related instructional supplies, equipment, and props; develop career pathway promotional awareness and marketing materials aligned with regional marketing and outreach efforts; and provide safety enhancements to the PSTC's Emergency Vehicle Operations Course (EVOC).

(3) PROPOSAL TITLE: CTE Liaison and CTE Marketing Support -- \$65,010

DESCRIPTION: Funding will support the participation of a CTE Faculty Liaison, designated by Allan Hancock College's Academic Senate. The CTE Liaison will facilitate communications and serve to foster networking and robust collaboration between the regional consortium and CTE faculty and programs at Allan Hancock College.

In addition, this proposal includes funding support for the development and broad dissemination of print and multimedia marketing and promotional materials for Allan Hancock College CTE programs. These outreach materials and products will be aligned with the region's CTE marketing/outreach plan.

ANTELOPE VALLEY COLLEGE:

PROPOSAL TITLE: Palmdale Airport Aircraft Fabrication & Assembly Technician Program -- \$348,015

DESCRIPTION: The Aircraft Fabrication & Assembly (AFAB) Technician Program is a collaborative project between Antelope Valley College, American Job Centers of California, the City of Palmdale, and aerospace industry partners. The program will be located at the Palmdale Regional Airport facility at the Plant 42 site.

The program is offered in cohorts of 25 students--one daytime cohort and one evening. The program is 320 hours of instruction over an eight week session. College credit is earned and can be applied to degree and certificate programs at Antelope Valley College. In addition, the skill sets developed in this program have widespread application to all manufacturing sectors. The AFAB facility at Antelope Valley College is currently not able to meet the increasing demands by local aerospace industries (specifically Northrop Grumman) for entry –level structural and composite technicians. Northrop Grumman needs to employ at least 1000 AFAB students by December 2017, with a project 3000 to 5000 more in the next 3 to five years, and the current number lab facilities limits the program’s ability to meet these increased industry demands. In addition, other aerospace companies such as The Spaceship Company, Space X, and Lockheed Martin are also hiring students from the program. In order to meet the demands of local industry more AFAB labs need to be established. The Palmdale Regional Airport Terminal Building will be renovated as a secondary structures lab for the AFAB program and will be used to offer several of the AFAB courses. In addition to the increased square footage, a lab in the Palmdale area provides access to Palmdale residents and strengthens the partnership of the college and the communities in the area. In addition, the program is geographically adjacent to major industry partners.

CUESTA COLLEGE:

- (1) PROPOSAL TITLE: Expanding Get Focused...Stay Focused! -- \$80,000

DESCRIPTION: Cuesta College will be expanding Get Focused, Stay Focused throughout the sub-region to the follow up modules and assist the region in determining the best course of action to integrate into existing career counseling and outreach throughout K12.

The college will braid funding with other sources such as General Fund for staff dollars and Regional TAP funds for professional development.

- (2) PROPOSAL TITLE: CTE Marketing: SLO Sub-Regional -- \$100,000

DESCRIPTION: Marketing and Outreach for San Luis Obispo sub-region.

- (3) PROPOSAL TITLE: Paramedicine/Psych Technology Regional Upgrades-- \$32,676

DESCRIPTION: This project would upgrade equipment for regional programs that serve the entire South Central Coast Region in Paramedicine and Psychiatric Technology. This project will continue to upgrade equipment to be aligned with industry standards such as hands on mannequins, integrated electronic patient records and other technology needs for the program.

COLLEGE OF THE CANYONS:

- (1) PROPOSAL TITLE: Cyber Security Program Planning -- \$161,000

DESCRIPTION: This proposal funds a planning project to implement a Cyber Security curriculum at colleges in the region. The initial phase will include a faculty lead who will coordinate with other faculty in the region to develop and or align curriculum and program requirements. College of the Canyons and Antelope Valley will begin the preliminary planning with other faculty. The team will work with the Deputy Sector Navigator of ICT/DM for the region.

(2) PROPOSAL TITLE: CTE Marketing Project --\$113,012

DESCRIPTION: The focus of the project will be to develop short videos and comprehensive websites for CTE programs at the College. A comprehensive marketing plan for CTE programs will be developed to guide dissemination of program and LMI data.

(3) PROPOSAL TITLE: CTE Liaison -- \$16,000

DESCRIPTION:
Provide reassigned time for the faculty CTE Liaison. (funded partially with local share)

SANTA BARBARA CITY COLLEGE:

(1) PROPOSAL TITLE: SBCC CTE Marketing -- \$110,010

DESCRIPTION: This project will support the college in developing or updating CTE marketing materials (e.g., collateral material, website updates, video production, etc.) with a goal to raise the awareness of CTE and to increase the student enrollments within its programs. The marketing materials will be used by outreach staff, faculty chairs, and other stakeholders that engage with prospective students, community partners, etc.

(2) PROPOSAL TITLE: SBCC Marine Diving Technology -- \$52,000

DESCRIPTION: This project will support the upgrade of outdated laboratory equipment that is used in the Marine Diving Technology (MDT) program. MDT is a program that is located at Santa Barbara City College but it serves all interested students in the South Coast region, being the only community college in the state to offer this type of major. Per Matt Roberts on 1/18/17, colleges may use their regional allocation to support programs at the college level provided that the program is not available at any other college within the region.

(3) PROPOSAL TITLE: Expansion of Career Skills Institute -- \$70,000

DESCRIPTION: This project plans to research gaps in already developed Career Skills Institute with an employer and industry survey. Create a strategic plan for development of new noncredit programs under the Career Skills Institute to maximize FTES generation. Create new curriculum to serve employer and industry needs in the development of employability skills in business, design, and technology. One promising area already established by an advisory group is nonprofit business training, operations management, and customer service.

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT (Oxnard, Moorpark, & Ventura Colleges):

(1) PROPOSAL TITLE: VCCCD Marketing, Lead College = Oxnard; \$90,462

DESCRIPTION: This would augment the other regional and local funds for marketing. Specifically, it would be spent on printing, advertising, staff to create and revamp marketing and advertising materials and websites for local programs specific to each college.

(2) PROPOSAL TITLE: VCCCD Allied Health Support Program, Lead College = Moorpark; \$125,000

DESCRIPTION: Students who earn health credentials, including two-year degrees or certificates, from career technical education programs at California community colleges increase their earnings by an average

of 50 percent, according to a report released today by the Public Policy Institute of California (PPIC). A full copy of the PPIC report can be found here: http://www.ppic.org/content/pubs/report/R_1216SBR.pdf The value of health field certificates has been well documented. As colleges work to increase the number of related certificates and degrees and improve these programs, an unmet need has developed. These programs require extensive record keeping, clinical placements, report generation, and continually increasing mandatory requirements from State and Federal agencies. These required processing impact not only the effectiveness and viability of these programs. Furthermore, without more office staff to process the mandatory requirements for students to participate at the agencies for their clinical experience, this poses a safety issue for both students and the public. Each participating college will be able to best determine how to provide the required Allied Health support. This regional support will raise the quality of the allied health programs in the region. It will allow the colleges to expand their programs to meet the defined needs of their community. Regional support of this position also raises the awareness of the increasing demand being made on our allied health programs without adequate support and awareness of these hidden requirements. By regional support, software solution to the data management concerns could also be addressed. This program would support the EMT, Nursing, RadTech, Nuclear Medicine, Optical Technology and other related programs. The request for grant funding is to support the following responsibilities: (A) Coordination and Planning of program and regional needs, and (B) Planning, evaluation, purchase and implementation of software for database.

(3) PROPOSAL TITLE: VCCCD CTE/Labor Market Support Center, Lead = VCCCD; \$204,000

DESCRIPTION: Establish a VCCCD CTE/Labor Market Support Center that will collaborate with the SCCRC Regional Centers of Excellence Technical Assistance Provider, Sector Navigators, Deputy Sector Navigators, Consortium Chairs and other workforce and labor market entities.

(4) PROPOSAL TITLE: VCCCD Regional Share (Internships), Lead College=Ventura; \$199,231

DESCRIPTION: Paid internships will be provided for students in a variety of disciplines with salaries provided for discipline-specific faculty coordinators for Regional Internship at each of up to three (3) colleges. Funds will also be used for faculty coordination, office supplies and equipment required to create a central internship office at each college with Ventura College acting as the primary college for this project.