



ACCOUNTABILITY. TRANSPARENCY. SIMPLICITY.

South Central Coast Regional Consortium (SCCRC)

SCCRC Perkins V Meeting

March 6, 2020

Poinsettia Pavilion, Ventura

Robin Harrington, Facilitator

9:30 – 10:00 am Networking and Continental Breakfast

10:00 – 10:05 am Welcome --see roster of attendees attached

10:05 – 11:45 am Perkins V Presentation—see PPT slide attached

- Overview Purpose of Perkins V—Individuals stay in school, complete & get a job
- Local Responsibilities of the Act
 - In-Demand Industry Sectors, Size, Scope and Quality—jobs that lead to economic self-sufficiency and advancement or has a number of positions to have significant impact on economy.
 - Objectives—develop, coordinate, implement and improve CTE
 - Must be sufficient size, scope and quality and follow Statewide CA Workforce Pathways Joint Advisory Committee guiding principles.
 - Six things required to do:
 - Provide career exploration and development
 - Provide professional development for teachers, etc.
 - Provide with CTE the skills necessary for high-wage jobs
 - Support integration of academic skills into CTE
 - Plan and carry out elements that support implementation of CTE programs and programs of study

Development and implement evaluations of the activities carried out with funds as well as evaluations of Comprehensive Needs Assessment





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- Costs not eligible for funding—17 items listed in the PPT.
- Eligible costs—
 - Administrative Costs
 - Salaries (non-instructional)
 - Salaries (CTE for out-of-school youth)
 - Stipends (curriculum dev)
 - Consultants
 - Instructional materials
 - Student expenses for CTE
 - Supporting CTE student organizations
 - CTE student prep for participation in skills competitions (including aides such as interpreters for hearing-impaired students).
 - Industry Recognized Certifications Exams or Assessments
 - Instructional Equipment
 - Professional Dev and travel
- Expanded Allowable Expenditures
 - Professional dev in learning the latest workplace equipment & technologies
 - Instructional Materials
 - Industry-recognized certification exam
 - Supporting CTE organizations
 - Support to reduce or eliminate out-of-pocket expenses for special populations participating in CTE





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- Accountability Requirements
 - Core Indicators—CTE concentrators in two-digit TOP Code—then track three factors:
 - % of CTE concentrators who retain, complete or get employment
 - % of CTE concentrators who received recognized postsecondary credential
 - % of CTE concentrators who lead to non-traditional fields
 - Negotiating Targets
 - Special Populations—
 - Individuals with Disabilities
 - Economically disadvantaged
 - Non-traditional fields
 - Single parents
 - Out of Workforce Individuals
 - English learners
 - Homeless youth—**NEW** Does a youth not have a fixed or adequate nighttime residence or sharing a residence? (up to age 24)
 - Youths who are in or who have aged out of foster care—**NEW** (14 to 26)
 - Youth with parents in armed forces and on active duty—**NEW** (14 to 21) – does not include National Guard
- Advisory Committee Overview
 - Minimal Membership—**NEW** must have a different group with minimal representation that **MUST INFORM** the Comprehensive Needs Assessment (CNA). The group must be comprised of:
 - Determine that CTE programs are of sufficient size, scope and quality, and
 - Inform 4-year application aligned with in-demand industry sectors
 - Overall Purpose





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- Informing Comprehensive Needs Assessment
 - LMI Data Review
 - Adele presented the GAP Analysis recently completed
 - Identified top middle-skill jobs. Below-middle-skill were included if sufficient training available.
 - Identified supply coming from community colleges.
 - Questions which were discussed in round table discussion as well as discussing the GAPs. Robin will collate and prepare the report. **See Handout titled “Perkins V Table Discussion”**
- Informing 4-year District Application
 - After Advisory approves CNA recommendations
 - Must describe results of CNA
 - How CNA informed in-demand industry sectors
 - How CNA informed funded activities
 - Self-assessment section
- 1-year focused application
 - Overview of process.

11:45– 12:15 pm Working Lunch Break

12:15 – 1:30 pm Advisory Roundtable and Report Out – Ensure that programs and activities are coordinated. Identify the GAPs.

Report Out from Tables:

- Need for targeted, industry specific career counseling. Pair this with scheduling a two-year plan.
- Try to align high school and postsecondary programs.
- Ongoing professional development is needed, including global elements that apply to teaching & learning.
- There is a GAP with people who are independent contractors – can’t get data.





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- Credit for prior learning is needed.
- How industry has always reported that soft skills is a HUGE need, and realizing that it feels like the needle hasn't been moved.
- Message needs to families and school-wide. Increase career awareness and in special populations and bring in parent-involvement. Teach self-advocacy within the soft-skills domain. Include industry mentorships.
- Industry-driven pipeline skills are needed.
- Virtual remote access for work-based learning and job fairs is needed. The hybrid skills (transferrable skills) in are needed as are industry-specific videos.
- Importance of establishing process and convening. Why do high school students who start in high school continue in college? How can Perkins help with this? Increase overall career awareness and how to prioritize efforts.
- How to attract more students into a pathway. Consider some type of bridge program – bridge boot camp for CTE. Nomenclature sometimes gets in the way of students understanding career exploration and exposure.
- Must have an effective curriculum process—need curriculum to be more responsive to industry need and bringing back “experimental courses.”
- Find some common language between K12 and community college. Must eliminate barriers. Need better feedback from industry advisory boards.
- Need curriculum and program alignment and defining work-based learning goals at each grade level (or set of grades)-- Who does what in what space.
- Importance of Career Center to connect students. How to increase transferrable skills. Strengthen relationships with industry for work-based learning.
- Need more personnel because some CTE departments might only have one full-time faculty member. Looking at curriculum development needing more training. More equipment needed. Build relationships with local high schools. Possibly create a survey course for CTE.

1:30 – 2:00 pm

Next Steps

- Robin requested the flip chart paper so she can capture all the notes. Robin.harrington@comcast.net
or
- (916) 613-7124.





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- Robin will create a report of today's meeting and the chairs will send to all the colleges. There will be a comment period and then the chairs will convene a follow-up meeting (either in-person or via Zoom). Information will also be on the SCCRC website.
- A google survey has been created and sent to the region for the colleges to collect additional information from employers. The data can be collated and become part of the report.
- It was requested that the Regional Directors look at the CLNA and make sure that GAPS are accurately reported.
- The qualitative process of explaining the LMI data is just as important as examining the quantitative data. It would be helpful for the Regional Directors to provide the qualitative element.
- The Chancellor's Office will require from each college a one-page document asking about GAPS and how they are being addressed. There will be a question about this Advisory Meeting. Each college must keep the Comprehensive Local Needs Assessment must be kept on file.



Perkins V Round Table Discussion

(Comprehensive Needs Assessment and Perkins V 4-Year Application Narrative)

The following 4-year application and comprehensive needs assessment questions will be assessed by the District (and for multi-college districts by each individual college). As part of that review it is the intent of the District to consult with stakeholders to provide input to the comprehensive needs assessment and use that input to determine gaps to student success that may add activities/processes to focused 1-year applications (for the next two years).

Please do the following:

- Assign a lead to write down the Issues/Gaps.
- **Discussion will take place around the following concept:** Ensuring that program/programs of study align with skills require by local employment opportunities, including activities such as identification of relevant standards, curriculum, industry recognized credentials, current technology and equipment and encouraging opportunities for work-based learning and that funding under this part is used in a coordinated manner with other local resources.
- Be prepared to report out on the Top Issues/Gaps to the group at large.
- Turn in the Issues/Gaps Notes (to be used to inform the comprehensive needs assessment).

NOTE: The following questions are required via the Perkins Act to be self-assessed for gaps in process by every District/College receiving Title I-C basic grant funding. These are for information purpose only and not meant to be discussed as part of this process.

Required Questions making up the 4-year Application

- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
- (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
 - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
 - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
 - (C) how students, including students who are members of special populations, will learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study;
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems

described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—

- (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
- (5) a description of how the eligible recipient will—
- (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
 - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
- (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful

progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

Required Questions As part of the Comprehensive Data Analysis

- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
 - (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
 - (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.



SCCRC Regional Perkins V Consultation Group

Friday, March 6, 2020

Sign-in Sheet

	Name	✓	Job Title	Agency Name	Email
1	Arnold, Laurie	✓	Executive Director, Career Education	Ventura County Office of Education	larnold@vcoe.org
2	Bailey, Nancy Jo	✓	Career Development Coordinator	Wm. S. Hart UHSD	nbailey@hartdistrict.org
3	Bell, Daniel	✓	Teacher	Thousand Oaks HS	dbell@conejousd.org
4	Block, Jerry	✓	Assistant Director	Simi Valley Unified	jerry.block@simivalleyusd.org
5	Bowen, Jim	✓	CTE Instructor	Antelope Valley College	Jbowen@avc.edu
6	Bowman, Ray	✓	Director	EDC	ray.bowman@edcsbdc.org
7	Brown, Sharon	✓	Director, College and Career Readiness	Santa Barbara County Education Office	sbrown@sbceo.org
8	Burwick, Amanda	✓	Placement Project Specialist	Oxnard College	amanda_burwick1@vcccd.edu
9	Cabral, Robert	✓	Dean	Oxnard College	rcabral@vcccd.edu
10	Carlson, Jane	✓	Career Education Coordinator	Thousand Oaks HS	jcarlson@conejousd.org
11	Carlson, Rhonda	✓	Foster Care Specialist	Ventura/Oxnard College	rcarlson@vcccd.edu
12	Carreon, Monica	✓	Academic Advisor	Antelope Valley College	mcarreon4@avc.edu
13	Carson, Tiffany	✓	CTE Coordinator	Santa Barbara Unified School District	tcarson@sbunified.org
14	Cascamo, John	✓	Dean	Cuesta College	eva_brown1@cuesta.edu
15	Chan, Tom	✓	Director Special Projects	Fillmore Unified School District	tchan@fillmoreusd.org
16	Clinton, Maria	✓	Interim Dean of CTE	Antelope Valley College	mclinton@avc.edu
17	Cotti, Nadia	✓	Supervisor, CTE	William S. Hart USD	ncotti@hartdistrict.org
18	Crosby, Stephanie	✓	Director, Disability Support/Veteran Services	Allan Hancock College	stephanie.crosby@hancockcollege.edu
19	Duenas, Felicia	✓	Dean	Ventura College	fduenas@vcccd.edu
20	Duffy, Patricia	✓	Manager	Workforce Development Board Ventura	Patricia.duffy@ventura.org
21	Eklund, Lisa	✓	Board of Director	Ventura County Contractors Association	eklundproperties@gmail.com
22	Etchart, Mike	✓	CTE TOSA	Ojai Unified SD	metchart@ojaiusd.org
23	Farias, Dorothy	✓	Asst. Professor/Program Coordinator	Ventura College	dfarias@vcccd.edu
24	Fernandez, Ralph	✓	Professor	Ventura College	rfernandez@vcccd.edu
25	Flores, Laureano	✓	Dean Academic Planning	Antelope Valley College	laflores@avc.edu
26	Garcia, Monica	✓	Interim Dean of Student Learning	Moorpark College	mgarcia4@vcccd.edu
27	Gonzalez-Ornelas, C.	✓	College and Career Coordinator	Santa Paula Unified School District	Cgonzalez@santapaulaunified.org

28	Gonzalez, Kira	✓	CTE Counselor	Lompoc USD	gonzalez.kira@lUSD.org
29	Green, Matthew	✓	Director, WED&CP	Cuesta College	Mgreen@cuesta.edu
30	Guerin, Nick	✓	CTE Coordinator	Conejo USD - Newbury Park HS	nguerin@conejoUSD.org
31	Hall, Deanna	✓	CTE Liaison	Ventura Community College	dhall@vcccd.edu
32	Happel, Harriet	✓	Dean, Career Education and Integrat	College of the Canyons	Harriet.Happel@canyons.edu
33	Heasley, Rosie	✓	Project Supervisor	Antelope Valley College	rheasley@avc.edu
34	Hernandez, Rocio	✓	Counselor/Coordinator, CalWORKs	Ventura College	rhernandez1@vcccd.edu
35	Hillman, Linda	✓	Deputy Director	Santa Barbara County Workforce Develop	l.hillman@sbcsocialserv.org
36	Hodge, Paula	✓	Regional Director, ICT/DM	SCCRC	paula.hodge@canyons.edu
37	Hoffman, Michael	✓	Career Education Grant Director	Moorpark College	mhoffman@vcccd.edu
38	Hollems, Diane	✓	Co-Chair	SCCRC	diane.hollems@gmail.com
39	Jacobsen, Marybeth	✓	President	Workforce Education Coalition	m.jacobsen@workforceec.org
40	Johnson, Rachel	✓	Faculty	Ventura College	rajohnson@vcccd.edu
41	Jurevich, Gayla	✓	Regional Director	Cuesta College	gayla_jurevich@cuesta.edu
42	Kallik, Crystal	✓	Business Dept Chair	Ventura College	ckallik@vcccd.edu
43	Kardel, Amy	✓	SVP Strategic Workforce Relations	CompTIA	akardel@comptia.org
44	King, Patricia	✓	Adjunct Faculty, General Counselor	Antelope Valley College	pbeaghan@avc.edu
45	LaFave, Drew	✓	Research Analyst	VCCCD	alafave@vcccd.edu
46	Lake, Amanda	✓	Coordinator	SCCRC	amanda.j58@gmail.com
47	Lau, Margaret	✓	Dean, Academic Affairs	Allan Hancock College	margaret.lau@hancockcollege.edu
48	Looker, Laurie	✓	Career Education Coordinator	Conejo Valley Unified School District	llooker@conejoUSD.org
49	Martinez, Johnny	✓	Paramedic Supervisor	AMR	johnny.martinez@amr.mft
50	McGrady, Marty	✓	Principal	Career Education Center VCOE	mmcgrady@vcoe.org
51	Mitchell Abbott, Zena	✓	Director of CTE Outreach and Supp	VCOE - Career Education Center	zabbott@vcoe.org
52	Moore, Liz	✓	CTE TOSA	SLCUSD	Lmoore@slcusd.org
53	Moskalyk, Andriy	✓	Labor Market Consultant	EDD	Andriy.Moskalyk@EDD.CA.GOV
54	Newcomb, Debbie	✓	Dean of Career Education	Ventura College	dnewcomb@vcccd.edu
55	Nielsen, Elizabeth	✓	Administrative Assistant, Career Ed	Moorpark College	elizabeth_nielsen1@vcccd.edu
56	Nolan Chavez, Holly	✓	Regional Director: Ag, Water, Env T	Allan Hancock College	hchavez@hancockcollege.edu
57	Nye, Cathi	✓	Coordinator, Homeless Education P	Ventura County Office of Education	cnye@vcoe.org
58	O'Connor, Tom	✓	EMS Program Director	Ventura College School of Prehospital and	thomas_oconnor2@vcccd.edu
59	Ornelas, Irene	✓	Regional Director - Health Sector	Health Workforce Initiative	irene.ornelas@canyons.edu
60	Ortega, Giovanni	✓	Acting CTE Grant Director	Oxnard College	gortega@vcccd.edu

61	Park, Celine	✓	Project Specialist	Moorpark College	cpark@vcccd.edu
62	Phillippe, Monica	✓	Director	PUHSD	monica.phillippe@oxnardunion.org
63	Polis, Adilene	✓	Regional Director Global Trade	Hosted by SBCC	apolis@pipeline.sbcc.edu
64	Price, Alan	✓	CTE Dean	SBCC	aprice3@pipeline.sbcc.edu
65	Ramirez Gelpi, Sofia	✓	Academic Dean	Allan Hancock College	sgelpi@hancockcollege.edu
66	Rees, Mary	✓	Interim VP	Moorpark College	mrees@vcccd.edu
67	Robertson, Sabrina	✓	Supervisor, CTE Grants/Dual Enroll	Cuesta College	sroberts@cuesta.edu
68	Robinson, Paul	✓	Director of CTE	District Office	probinson@smjuhsd.org
69	Rodriguez, Leticia	✓	Grant Director	Ventura College	lrodriguez1@vcccd.edu
70	Salcido, Katie	✓	Director, Curriculum Projects	Lucia Mar Unified School District	katie.salcido@lmusd.org
71	Specchierla, Michael	✓	Executive Director	San Luis Obispo COE	mspecchierla@slocoe.org
72	Stokes, John	✓	Division Chair	Cuesta College	jstokes@cuesta.edu
73	Stout, Wendy	✓	Respiratory Care Program Director	Antelope Valley College	wstout@avc.edu
74	Swanberg, Luann	✓	Director/ Chair	SCCRC	lrswanberg@pipeline.sbcc.edu
75	Teasdale, Dave	✓	Regional Director, Energy, Constru	Kern CCD	dteasdal@kccd.edu
76	Trefts, Shannon	✓	CTE Counselor	Oxnard College	strefts@vcccd.edu
77	Ward, Nancy Jo	✓	CTE Liaison	Allan Hancock College	nward@hancockcollege.edu
78	Washburn, Marina	✓	CAEP Director	Allan Hancock College	marina.washburn@hancockcollege.edu
79	Ybarra-Tellas, Jordan	✓	VRC Program Coordinator	Ventura College Veterans Resource Ctr	jordana_telias1@vcccd.edu